

# HUMAN RIGHTS EDUCATION IN THE SCHOOL SYSTEMS IN SOUTHEAST ASIA

CAMBODIA, INDONESIA, LAO PDR AND THAILAND



Asia-Pacific Human Rights Information Center

in cooperation with

The Office of Human Rights Studies and Social Development, Mahidol University

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- Cambodia, Indonesia, Lao PDR and Thailand*

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## Preface

The first phase plan of action of the United Nations (UN) World Programme for Human Rights Education (WPHRE) promotes that idea that each UN member-state, regardless of the accomplishment that might have been achieved, should take stock of the current situation and start anew in supporting human rights education in the school system.

While there are experiences in assessing national achievements in the field of human rights education in the school system in some Asian countries by either government or non-government educational institutions, the first phase plan of action provides a guide toward a comprehensive, inclusive, and multi-stakeholder-oriented national assessment exercise.

This Southeast Asian project under the first phase plan of action of the WPHRE is the only multi-country project that the UNESCO and the Office of the United Nations High Commissioner for Human Rights (OHCHR) have supported in Asia during the period of the first phase plan.

Limited financial resources allowed only five countries in Southeast Asia to be covered by the project, which later on was reduced to four countries when one country did not send a response to the joint UNESCO-OHCHR invitation to join the project.

The project has shown the importance of national-level assessment of human rights education in the school system. The national reports indicate the need to link separate government educational programs and projects in order to highlight their human rights education component, maximize their impact, and bring to the attention of the education community of the opportunities for pursuing human rights education within these existing educational programs and projects. The project should have been an educational experience for the people involved in the national assessment exercise in Cambodia, Indonesia, Lao PDR and Thailand.

We in the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) see the important contribution of this project in understanding the experiences and prospects of human rights education in the Asian school systems.

We do hope that the United Nations as a whole will provide more attention to human rights education in the Asian school systems through the projects its agencies, offices and treaty bodies implement in the countries of Southeast Asia in particular and Asia in general.



Osamu Shiraishi  
Director  
HURIGHTS OSAKA

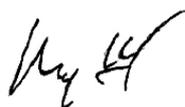
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## Foreword

The international community has repeatedly stressed the importance of human rights education as an essential tool for promoting respect, participation, equality and non-discrimination, as well as stable and harmonious relations among communities, mutual understanding and peace. Such consensus has led to the adoption of various intergovernmental frameworks aimed at encouraging the development of relevant national strategies and programmes. In particular, in December 2004, United Nations Member States proclaimed at their General Assembly the World Programme for Human Rights Education (2005-ongoing), structured in consecutive phases. The first phase, covering the period 2005-2009, focuses on primary and secondary school systems; the related Plan of Action, adopted in July 2005, proposes a concrete strategy and practical guidance for integrating human rights education in the national education system, touching upon various components, including policy development, policy implementation, teaching and learning processes and tools, education and professional development of personnel and the learning environment. Ministries of education or equivalent institutions have a major responsibility for ensuring national implementation in close cooperation with all stakeholders.

In this context, the Asia and Pacific Regional Bureau for Education of the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Office of the United Nations High Commissioner for Human Rights (OHCHR) launched the project “Regional mapping, collection of best practices and coordination of initiatives to promote human rights education in South-East Asian school systems” in 2006. The project aimed to assist the Governments of Cambodia, Indonesia, the Lao People’s Democratic Republic and Thailand to review the status of human rights education in their school systems with a view to further supporting its development and improving its effectiveness, in line with the World Programme’s Plan of Action. The work undertaken in these countries, which is documented in this publication, has shown that there is always space within the school system for implementing human rights education programmes as a collaborative effort of all involved, with the aim of ensuring quality education to younger generations.

We wish to express our appreciation to the four Governments concerned for the fruitful partnership established, in particular in the context of this project. We would also like to thank HURIGHTS OSAKA - in particular, the regional project team led by Jefferson R. Plantilla - for having followed up and ensured project implementation on behalf of our organizations. OHCHR and UNESCO continue to stand ready to assist in the elaboration or development of human rights education strategies and programmes by all relevant actors, within and beyond the school system.



Homayoun Alizadeh  
Regional Representative  
for South-East Asia  
Office of the United Nations  
High Commissioner for Human Rights



Sheldon Shaeffer  
Director  
Asia and Pacific Regional Bureau  
for Education  
United Nations Educational, Scientific  
and Cultural Organization

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## **Acknowledgment**

The Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) expresses its appreciation to the UNESCO Asia and Pacific Regional Bureau for Education (Bangkok Office) and the Office of the United Nations High Commissioner for Human Rights (OHCHR) for entrusting to it the implementation of this project entitled “Regional mapping, collection of best practices and coordination of initiatives to promote human rights education in South-East Asian school systems.”

HURIGHTS OSAKA likewise appreciates the extension of the project period under the OHCHR grant agreement in view of the difficulties encountered in the project implementation.

Finally, HURIGHTS OSAKA acknowledges the support provided by the Office of Human Rights Studies and Social Development of the Faculty of Graduate Studies of Mahidol University in implementing the project and in preparing this report.

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## **Introduction**

On 10 December 2004, the United Nations (UN) General Assembly proclaimed the World Programme for Human Rights Education (WPHRE)<sup>1</sup> that focuses in its first phase (2005-2007)<sup>2</sup> on the primary and secondary school systems.

WPHRE supports countries in the implementation of international commitments contained in the Universal Declaration of Human Rights (article 26), the International Covenant on Economic, Social and Cultural Rights (article 13), the Convention on the Rights of the Child (article 29), the Convention on the Elimination of All Forms of Discrimination against Women (article 10), the International Convention on the Elimination of All Forms of Racial Discrimination (article 7) and the Vienna Declaration and Programme of Action (Part I, paras. 33-34 and Part II, paras. 78-82), as well as the Declaration and Programme of Action of the World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance held in Durban, South Africa, in 2001 (Declaration, paras. 95-97 and the Programme of Action, paras. 129-139). It builds upon a number of initiatives for States in this area, including the World Public Information Campaign on Human Rights (1988-ongoing), the United Nations Decade for Human Rights Education (1995-2004) and the Plan of Action, and the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).

Drawing on the principles set by those instruments and frameworks, the plan of action (A/59/525/Rev.1) of the first phase (2005-2007) of the WPHRE supports the development of human rights education in the school system as a complex process, which entails various courses of action, equally important and mutually reinforcing, relating to educational policies, legislation and strategies, teaching and learning processes and tools, learning environments, and the teaching profession and school leadership.

The plan of action of the WPHRE proposes a national implementation strategy to address those areas, in four stages:

- Analysis of the current situation of human rights education in the school system
- Setting priorities and developing a national implementation strategy
- Implementation and monitoring
- Evaluation of the outcome of implementation.

The plan of action also provides that an “objective of international cooperation and support will be the strengthening of national and local capacities for human rights education in the primary and secondary school systems”. This project contributes to the implementation of the plan of action in Asia.

In Asia and the Pacific, Governments agreed in 1998 to strengthen human rights education as a pillar of human rights protection, when they identified it as one of the four pillars of the Framework for Regional Cooperation for the Promotion and Protection of Human Rights. Its importance has been reaffirmed on numerous occasions, and human rights education has been an area of vibrant activity but this dynamism has not been consistent across the region. While some countries, communities, schools and organizations take innovative approaches, elsewhere the lessons and best practices are not being examined or applied. Few countries have undergone a systematic review of the extent, quality, and access to human rights education and of the national support system for its development. Very few Asian countries have developed a comprehensive national plan of action for human rights education. Regional support for human rights education in schools has been largely localized, disparate, or intermittent. Thus, the opportunities for cross-fertilization of best practices and ideas, although growing, remain limited.

### **Overall goal and specific objectives of the project**

The overall goal of this project is to contribute to the implementation of the Plan of Action for Phase I (2005-2007) of the WPHRE in Asia. The Plan of Action was adopted by the UN General Assembly by Res. 59/113B on 14 July 2005 and aims at:

1. Promoting the inclusion and practice of human rights in the primary and secondary school systems.
2. Supporting the development, adoption and implementation of comprehensive, effective, and sustainable national human rights education strategies in school systems, and/or the review and improvement of existing initiatives.
3. Providing guidelines for key components of human rights education in the school system.
4. Facilitating the provision of support to Member States by international, regional, national, and local organizations.
5. Supporting networking and cooperation among local, national, regional, and international institutions.<sup>3</sup>

This project contributes to these goals in Asia through three specific objectives:

1. To identify and analyze achievements, weaknesses, and areas for improvement on human rights education in schools in four selected countries of Southeast Asia and across the sub-region, including identifying and analyzing elements in the education system that would support human rights education. The national and regional findings/analyses will be presented in a national study/report for each of the selected countries as well as in an overall comparative report.
2. To identify, compile and widely disseminate best practices in human rights education in the school systems of the sub-region.
3. To support networking and information-sharing within the selected countries, the sub-region and the region at large.

This project is designed as a pilot research project in the countries concerned in accordance with the national implementation strategy of the WPHRE for the 2005-2007 period as recommended in the first phase plan of action (i.e., each national strategy should start with an in-depth analysis of the current national situation).

## **Implementation**

### **1. National level**

In each of the selected countries, the Ministry of Education (MOE) has set up a national team on human rights education (NTHRE), mainly composed of officials of the MOE. In Thailand, a special working group was created by the NTHRE composed of members of key institutions in the country, including professional organizations, civil society organizations, national human rights institution, and the Ministry of Education.

The NTHRE of each country was expected to undertake the following:

1. Coordinate country-level activities under this proposal especially data and material gathering.
2. Network with other institutions involved in human rights education, such as non-governmental organizations, higher education institutes (teacher colleges and universities), the media, international agencies (including those of the UN), on the initiatives for documentation of human rights education in schools, and analysis of their current state.
3. In consultation with members of the regional project team, prepare the national report on the state of human rights education in the school system.

The project's Advisory Panel, the functions of which are set out below, selected the countries within Southeast Asia to be covered by this project based on, inter alia:

- Formal expression of interest of the concerned Government.
- Existence of a relevant institution capable of managing the project nationally.
- Possibility to establish a NTHRE that would undertake the functions set out in this proposal.
- Interest from the UN Country Team to support the country-level activities of the project.
- Some existing programming in line with international standards in the area of human rights education in the school system.
- OHCHR's priority-setting decisions.

The project built on existing initiatives on human rights education in the region, such as those being implemented by HURIGHTS OSAKA, which focuses on human rights education in Asian schools. In particular, the project complements the Southeast Asia

initiative of HURIGHTS OSAKA, consisting of workshops (2001 and 2005), human rights lesson plan publications (2002-2003), their translation into the Indonesian, Khmer, and Vietnamese languages and printing of the translated versions (2004). This initiative has received financial support from UNESCO and OHCHR. This project also comes on the heels of a research project on educational policies, school curricula, and students' human rights awareness that covers India, Sri Lanka, Japan and the Philippines.

### **2. Regional level**

The project was coordinated by a regional project team supervised by the HURIGHTS OSAKA's senior officer responsible for the program on human rights education in Asian schools.

The project team:

- Provided advice on national contacts and institutions relevant to the national studies.
- Provided technical assistance to the NTHREs regarding the conduct of the national studies and the preparation of national study reports.
- Organized with the NTHREs Southeast Asia consultations to review the results of the country research and recommended measures for strengthening the national systems for human rights education.
- Linked with regional organizations (ARRC, Forum Asia, etc.) involved in human rights education.
- Prepared progress reports and an overall report on the state of human rights education in the school systems in the sub-region including best practices, based on the national studies and other relevant information.

The regional project team reported to an Advisory Panel composed of representatives of OHCHR (Geneva HQs and Bangkok Sub-regional Office for Southeast Asia), and UNESCO Bangkok. The Advisory Panel, convened and hosted by OHCHR Bangkok Sub-regional Office for Southeast Asia, monitored the implementation of the project. Its decisions were binding upon the regional project team, after appropriate consultations with the latter.

The project started with a joint letter of invitation issued by UNESCO and OHCHR in January 2006. A follow-up joint letter was sent in September of the same year. Initial information on response to the invitation letters was received in December 2006 with the convening of the Indonesian NTHRE. In early 2007, information was received regarding the formation of the Thai NTHRE. The NTHREs in Laos and Cambodia were established in November 2007.

The regional project team started country visits (Cambodia, Laos and Thailand) in December 2007. The project team met with the NTHREs in Cambodia and Laos, and the national researchers in Thailand. In February 2008, the project team visited

Indonesia and met the Indonesian NHTRE. The meetings in Cambodia, Laos and Thailand introduced the project, explained the process involved in undertaking the national research, the project's administrative requirements, and the role of the project team.

In the country visit, the project team met with representatives of other MOE offices (such as officers of the National Commission for UNESCO, technical staff), other government offices/institutions (such as the National Human Rights Commission, and the Directorate for Human Rights of the Ministry of Law and Human Rights in Indonesia), non-governmental organizations and the local offices of UNESCO.

The project team communicated directly with the appointed national researchers from early 2008 to help clarify the issues for the research, the process to be followed, and the administrative requirements.

The first meeting between the project team and the national researchers was held in April 2008 in Bangkok, where initial national research reports were presented. The meeting discussed the content of the reports as well as the matters that should be covered. The meeting resulted in the adoption of the final outline of the national research reports. The national research reports therefore focus on these major items:

#### I. Context<sup>4</sup>

1. Historical context - social, economic, cultural and political events that have a strong bearing on the current legal and educational systems of the country (including human rights issues that relate to the events).
2. Constitutional/legal context - current constitutional and legal provisions that relate or affect human rights (such as constitutional amendments that may or may not support human rights), and international human rights agreements that have been ratified/acceded to.
3. Educational context - school system, administrative structure, policymaking process (including the education reform process), which have a bearing on the recognition or restriction of human rights in a general education sense.

#### II. Education laws and policies, the curriculum, and programs

1. Descriptive presentation of the laws and policies on education - using an historical approach, discussion of provisions that affect human rights education in either a positive or negative way using the following categories as maybe relevant:
  - a. General education system.
  - b. Human rights education in general.
  - c. Particular issues, such as those about female children, minorities, marginalized sectors, rural schools, etc. related to human rights education.
  - d. Descriptive presentation of the curriculum
    - Human rights education - approach used (integration or separate subject), subjects covered and time allotment (for the integration approach).

- Issues relating to religious education, co-curricular activities, school ethos, etc.
  - e. Teaching/learning methodology and the school environment.
  - f. Human rights education programs.
2. Best practices on the different components of human rights education in the school system.
- III. Analysis of laws, policies, educational goals, curricula, and programs (see guide in Appendix A).
1. Factors that affect human rights education in the school system – this includes the advantages and disadvantages as well as opportunities and limitations.
- IV. Recommendations on how to build on the advantages and lessons learned, how to use the opportunities, how deal with disadvantages and limitations, and on possible priorities and potential results.

In August 2008, a sub-regional conference was held where the revised national reports were presented. The sub-regional conference convened all the national researchers in the four countries to present and discuss the second draft of the national research reports with representatives of human rights organizations, national human rights institutions, the Ministry of Education, the Ministry of Foreign Affairs and the representatives of UNESCO Bangkok and OHCHR Southeast Asia office.

Mr. Hameed A. Hakeem, Education Adviser and Coordinator, APPEAL, UNESCO Bangkok, in his opening remarks, presented the challenge of human rights education when he said that;

Human rights education cannot be reduced to the simple introduction of human rights content in already overburdened curricula. It calls for profound reform of education which touches upon the curriculum of pre- and in-service training of teachers and others working in the education of children, textbooks, methodology, classroom management, and the organization of the education system at all levels.

You will all agree that human rights education implies the learning as well as practice of human rights. A holistic approach to human rights education means that human rights are implemented at all levels of the education system, and that they are taught through both content transmission and experiences.

As such, human rights education should not only be theoretical but should also provide opportunities for young people to develop and practice the skills to respect human rights and citizenship through “school life”, - that is to say- all aspects of school as a living, social environment with its collective rules, interpersonal conflicts, time and opportunities for co-operation, and through opportunities for spontaneous initiatives by the students outside the actual teaching activities. All this is easier to say than do. But we have examples that encourage us...examples of innovative practices, some of which we will hear about today and tomorrow.

Mr. Francesco Notti, Human Rights Officer in the Regional Office for South East Asia of OHCHR, reiterated the international framework within which the project has to be appreciated. He said that:

While recognizing that human rights education is “a long-term and life long process”, the first phase of the Plan of Action, which covers the period from 2005 to 2009, focuses on integrating human rights education within the primary and secondary school systems. This focus reflects the increasing recognition by the international community that human rights education can be instrumental in strengthening the overall effectiveness of national education systems. Human Rights Education improves the quality of learning achievements, supports access to and participation in schooling, and contributes to economic, social and political development.

The national research reports presented the types of Government support for human rights education (such as issue-specific programs including gender- and minority-based education, national human rights action plans, curriculum development policy, and integration of human rights education in general curriculum), the extent of understanding of human rights among school officials, teachers and students, the materials that have been developed and used in teacher training as well as in direct classroom teaching, and the number of institutions involved in the process.

After the sub-regional conference, the revised national research reports were presented to the NTHREs for review and comment. At the national level meetings, there were suggestions on what additional items to introduce, and what items to emphasize.<sup>5</sup>

The project team provided the final suggestions on how the national reports could be better focused on the objectives of the project.

### **The people involved in the project**

The following are the members of the National Teams for Human Rights Education (NTHREs) in the four countries:

#### **a. Cambodian Committee for Human Rights Education**

(Letter of appointment, 14 November 2007, issued by the Senior Minister of the Ministry of Education Youth and Sport).

1. H.E. Im Sethy *Chairperson*  
Secretary of State MoEYS
2. H.E Mak Sambath *Deputy Chairperson*  
Member of National Human Rights Committee
3. Mr. Leang Ngoun Ly *Deputy Chairperson*  
Deputy Director General, Directorate General of Education
4. Ms. Sum Satom *Member*  
Director, Cambodian Women Development Association
5. Ms. Ton Sa Im *Member*  
Director, Pedagogical Research Department
6. Mr. Chan Roath *Member*  
Director, Scientific Research Department
7. Mr. Chorn Chheang Ly *Member*  
Director, Primary Education Department
8. Mr. Leang Seng Hak *Member*  
Director, Teacher Training Department
9. Ms. Mak Nang *Member*  
Vice Director, Higher Education Department
10. Mr. Bou Bolyden *Member*  
Vice Director, Secondary General Education Department
11. Ms. Chin Yahan *Member*  
Technical Staff of Pedagogical Research Department

#### **b. Indonesian National Team for Human Rights Education**

##### **Ministry of Education Order No.103/2006 dated 29 December 2006**

1. Prof. Suyanto, Ph.D. *Adviser*  
Director General, Directorate General of  
Management of Primary and Secondary Education,  
Ministry of National Education (MoNE)
2. Fasli Jalal, Ph.D. *Adviser*  
Director General, Directorate General of  
Quality Improvement for Teacher and  
Educational Personnel Staff, MoNE

- |   |                         |
|---|-------------------------|
| 3. Prof. Satrio Sumantri Brojonegoro, Ph.D.<br>Director Generale of Directorate General<br>of Higher Education, MoNE  | <i>Adviser</i>          |
| 4. Ace Suryadi, Ph.D.<br>Director General of Out of School  | <i>Adviser</i>          |
| 5. Prof. H. Mansyur Ramly, Ph.D.<br>Director General, Office for Educational Research<br>and Development, MoNE  | <i>Adviser</i>          |
| 6. Prof. Ir. Dodi Nandika, M.S. , Ph.D.<br>Secretary, Secretariat General, MoNE   | <i>Chairperson</i>      |
| 7. Baedhowi, Ph.D.<br>Advisory Staff to the Minister for Curriculum<br>and Teaching Media   | <i>Vice-Chairperson</i> |
| 8. Suharyanto, SH., M.M.<br>Head of Bureau Law and Organization,<br>Ministry of National Education  | <i>Secretary</i>        |
| 9. Ir. Gatot hari Priowirjanto, Ph.D.<br>Director, Bureau of Planning and<br>International Cooperation, MoNE  | <i>Member</i>           |
| 10. Diah Harianti, M.Psi., Ph.D.<br>Director, Curriculum Center, Office of Research<br>and Development, MoNE  | <i>Member</i>           |
| 11. Agung Purwadi, M.Eng., Ph.D.<br>Director, Center for Policy Research and Education<br>Innovation, Office of Research and Development, MoNE  | <i>Member</i>           |
| 12. Sumarna Surapranata, Ph.D.<br>Director of Education and Training Development Institution,<br>Directorate Generale of Quality Improvement for<br>Teacher and Educational Personnel Staff, MoNE | <i>Member</i>           |
| 13. Bambang Indriyanto, M.Sc. , Ph.D.<br>Secretary, Directorate General of Management for Primary<br>and Secondary Education, MoNE  | <i>Member</i>           |
| 14. Mudjito AK, M.Si., Ph.D.<br>Director, Directorate of Kindergarden and<br>Pirmary School Development, MoNE   | <i>Member</i>           |
| 15. Hamid Muhammad, Ph.D.<br>Director, Management for Primary and Secondary<br>Education Development, MoNE  | <i>Member</i>           |
| 16. Sungkowo M., Ph.D.<br>Director, Senior Secondary Education School<br>Development, MoNE  | <i>Member</i>           |
| 17. Joko Sutrisno, Ph.D.<br>Director, Junior Secondary Education<br>Vocational Development, MoNE  | <i>Member</i>           |
| 18. Eko Djatmiko S.,MM, M.Kom., Ph.D.<br>Director of Special Education Development, MoNE  | <i>Member</i>           |

## INTRODUCTION

19. Seto Mulyadi, Ph.D. *Member*  
Member, National Education Standard Board
20. Wiwiek Setyawati, S.H. *Member*  
Director for Human Rights and Humanity Affairs,  
Ministry of Foreign Affairs
22. Mulatiningsih, S.H., M.H. *Member*  
Director, Human Rights Development,  
Ministry of Justice and Human Rights
23. Muslikh, SH. *Secretariat Coordinator Head*  
Division of Bill Regulation Development,  
Bureau of Law and Organization, MoNE
24. Wolter BW. Siring-ringo, S.H. *Secretariat Staff*  
Head of Sub-Division of Bureau of Law  
and Organization, MoNE
25. Dadang Gandhi, S.H. *Secretariat Staff*  
Head, Sub-Division, Bureau of Law and Organization, MoNE
26. Syamsul Hadi, S.H. *Secretariat Staff*  
Head, Sub-Division, Bureau of Law and Organization, MoNE
27. Simul, S.H., *Secretariat Staff*  
Administration Staff to Head of Bureau of Law  
and Organization, MoNE
28. Widodo, S.Pd. *Secretariat Staff*  
Administration Staff to Head Bureau of Law  
and Organization, MoNE
29. Muhammad Rafi, S.H. *Secretariat Staff*  
Administration Staff to Head of Bureau of Law  
and Organization, MoNE
30. Sukarni *Secretariat Staff*  
Administration Staff to Head of Bureau of Law  
and Organization, MoNE

### **c. Lao Committee for Human Right Education in Schools** (Ministerial Decree 2524/MOE.GED/07, 2 November 2007).

1. Mr. Khamhong Sacklokham *Chairperson*  
Director-General, General Education Department
2. Associate Professor Simamone Sithirajvongsa, Ph.D. *Vice-Chairperson*  
Deputy Director-General, Planning and Cooperation  
Department, Ministry of Education
3. Ms. YangXia Lee *Member*  
Head, Gender Division, Department of General Education
4. Ms. Bounpheng Xiengyavong *Member*  
Deputy Head, Social Sciences Division of the  
Research Institute for Education Science

- |   |               |
|---|---------------|
| 5. Ms. Vieng Keo Phommavong<br>Deputy Head, Personnel Division of the<br>Personnel Department   | <i>Member</i> |
| 6. Mr. Sithat Outhaithani<br>Deputy Head, Primary Education Division                            | <i>Member</i> |
| 7. Ms. Thongdeng Somchanmavong<br>Deputy Head, Lao National Commission for UNESCO               | <i>Member</i> |
| 8. Mr. Phengma Xiengyavong<br>Deputy Head, Ethics Education Department for<br>General Education | <i>Member</i> |

**d. Thai National Team for Human Rights Education**

(Ministry of Education Decree No 371, 31 October 2006).

- |  |  |
|--|--|
| 1. Permanent Secretary, Ministry of Education  | <i>Chairperson</i>                       |
| 2. Representative from the Office of the Education Council   | <i>Member</i>                            |
| 3. Representative from the Office of the Basic Education   | <i>Member</i>                            |
| 4. Representative from the Office of the Commission on Higher Education  | <i>Member</i>                            |
| 5. Representative from the Office of the Vocational Education Commission   | <i>Member</i>                            |
| 6. Director of the Office of the Non-Formal Education Commission   | <i>Member</i>                            |
| 7. Director of the Office of the Private Education Commission  | <i>Member</i>                            |
| 8. Director of the Office of the Policy and Strategy, the Ministry of Education                                      | <i>Member</i>                            |
| 9. Director of the Office of the Development of Student Affairs and Special Activities,<br>The Ministry of Education | <i>Member</i>                            |
| 10. Representative from the Ministry of Foreign Affairs  | <i>Member</i>                            |
| 11. Representative from the Ministry of Social Development and<br>Human Security                                     | <i>Member</i>                            |
| 12. Representative from the Ministry of Interior   | <i>Member</i>                            |
| 13. Representative from the Ministry of Justice  | <i>Member</i>                            |
| 14. Director of the Education Office, Bangkok Metropolis   | <i>Member</i>                            |
| 15. Representative from the Office of Human Rights Studies and<br>Social Development, Mahidol University             | <i>Member</i>                            |
| 16. Representative from Chulalongkorn University   | <i>Member</i>                            |
| 17. Representative from Amnesty International (Thailand)   | <i>Member</i>                            |
| 18. Representative from FORUM-Asia   | <i>Member</i>                            |
| 19. Director of the Bureau of International Cooperation, the Ministry of Education                                   | <i>Member and Secretary</i>              |
| 20. Staff of the Bureau of International Cooperation, the Ministry of Education                                      | <i>Member and Assistant to Secretary</i> |

## INTRODUCTION

The Ministry of Education Decree No. 103/2550 dated 21 March 2007 created an Experts Committee to Monitor the Implementation of the World Programme for Human Rights Education project with the following members:

1. Prof. Prapatphong Senarit, Ph.D. *Advisor*
2. Prof. Valai Na Pompetch, Ph.D. *Advisor*
3. Prof. Sriprapha Petcharamesree, Ph.D. *Chair*
4. Ms. Chalida Tacharoensak *Member*
5. Ms. Charoonrat Suwanphusit *Member*
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8. Ms. Siriporn Nuanyong *Member*
9. Ms. Nakorn Sityothin *Member*
10. Ms. Munthita Supradit Na Ayudhya *Member*
11. Mr. Sapsasit Kumpraphan *Member*
12. Representative of Amnesty International (Thailand) *Member*
13. Representative from the Office for Basic Education *Member*
14. Representative from the Office of the Private Education Commission *Member*
15. Director of the Bureau of International Cooperation, the Ministry of Education *Member*
16. Head, International Cooperation Section, Bureau of International Cooperation, The Ministry of Education *Secretary*
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Center for Policy Research and Educational Innovation,  
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### 3. Laos

*Advisory and Management Committee:*

- a. Assoc. Prof. Sisamone Sithirajvongsa, Ph.D. *Deputy Director General*  
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- c. Ms. Somthavin Nanthavong *Head Division,*  
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## INTRODUCTION

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#### **The Regional Project Team comprises:**

1. Mr. Jefferson R. Plantilla *Chief Researcher*  
HURIGHTS OSAKA  
Osaka, Japan

Mr. Plantilla has been assigned for the over-all supervision of the team including communication with the Advisory Panel and the preparation of reports. He is also directly in-charge of monitoring the NTHREs in Indonesia and Cambodia.

2. Ms. Bencharat Chua *Lecturer*  
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Ms. Chua has been assigned to monitor the NTHREs in Thailand and Laos, and support the preparation of project reports.

3. Mr. Toshihiro Ohashi *Head of the Administrative Section*  
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Mr. Ohashi is responsible for the administrative requirements, particularly the financial component, of the project.

**The Advisory Panel is composed of the following:**

1. Ms. Elena Ippoliti *Human Rights Officer*  
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2. Mr. Johan Lindeberg *Associate Expert*  
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This publication is the full report on the results of the implementation of the project. In addition to the national research reports, it includes a compilation of some of the best practices in human rights education in schools in Southeast Asia and other parts of the Asian region. The publication ends with a summary of the contents of the national research reports.

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### Endnotes

<sup>1</sup> UNGA resolution A/RES/59/113A, 10 December 2004.

<sup>2</sup> Extended to 2009 by Human Rights Council resolution (A/HRC/6/L.16) on the World Programme for Human Rights Education (WPHRE), 24 September 2007.

<sup>3</sup> WPHRE, para. 21.

<sup>4</sup> This guide is based on HURIGHTS OSAKA's research project on policy and school curriculum analysis and the survey of human rights awareness by secondary level students in three countries (India, Philippines and Japan). Policy and school curriculum analysis was also undertaken in Sri Lanka.

<sup>5</sup> See "Report – National Meeting for the Discussion on the research report on "Human Rights Education in the School System in Cambodia" (11 September 2008), and "Report on the outcome on the meeting to finalise the self-evaluation report on the implementation of human rights in school at the MOE" (12 August 2008, Lao PDR).

# National Report On Human Rights Education in the School System of Cambodia

Chin Yahan  
Ministry of Education, Youth and Sport

## I. Context

### Historical Context

Cambodia has a long history dating back more than a thousand years. Kingdoms existed since the first century in the territory now known as Cambodia. In recent times, Cambodia has suffered from more than two decades of civil war. During this time, more than three million people were killed, and almost four million more became victims of torture, forced labor and other human rights violations. This dark period, known as the Era of the Genocide Crime, started on 17 April 1975 and ended on 7 January 1979 (Liberation Day). On this day, the Kampuchea United Front for National Salvation completed the defeat of the Khmer Rouge regime and allowed the Cambodian people to regain their freedom.

Returning home



*Courtesy of Documentation Center of Cambodia*

Returning to the city



*Courtesy of Documentation Center of Cambodia*

The new Government following the liberation of Phnom Penh, with the official commitment to respect human rights forming a major policy, immediately adopted an eight-point minimum manifesto. The manifesto states that the “People's Republic of Kampuchea is implementing the aspirations of the people concerning democratic freedoms, freedom of religion, the right to work, to rest and to education; it respects the dignity and privacy of all citizens and establishes sexual equality and equality among the various nationalities living in Kampuchea.”

The People's Republic of Kampuchea pursued a foreign policy of peace, friendship and non-alignment, striving to contribute to the “cause of peace, stability and prosperity in Southeast Asia, and to the cause of peace and progress the world over”<sup>1</sup>

Following Liberation Day, Cambodia started to rise again from the situation of complete destruction of the physical and socio-economic and cultural infrastructure. Cambodians joined hands to rehabilitate and rebuild the nation in all fields, with the support from within and outside the country.

Cambodia has a population of over thirteen million at present in a total land area of 181,035 square kilometers.

### **Constitutional/legal context**

From 1979 up to 2008, Cambodia faced the challenges of national reconstruction, unity, and rehabilitation as well as taking responsibility for its destiny. It strove to evolve toward progress, development, prosperity, glory, and the Rule of Law. The country’s first Constitution after the Khmer Rouge regime ended was adopted and amended several times in response to the situation, until the present Constitution was adopted in 1993. Cambodia has started ratifying several United Nations human rights instruments since the new Government was established in 1979.

The Constitution of the People’s Republic of Kampuchea, promulgated in June 1981, has a provision assuring respect for the Convention on the Prevention and Punishment of the Crime of Genocide (CPPCG)<sup>2</sup> attached to the chapter on the “Obligation of the People” to be undertaken under the lead of a single Cambodian Political Party. In April 1989, the Constitution was amended to provide for a multi-party system, extending the mandate of the Constitutional Assembly, and defining the task of the National Council of the State.

Regarding national reconciliation, the Supreme National Council, that is the unique and legitimate source of authority during the transitional period, and in which sovereignty, independence and the unity of Cambodia are enshrined, adopted the Paris Agreement on 23 October 1991. The agreement provides for the following on human rights:

### **PART III: HUMAN RIGHTS**

#### **Article 15**

- 1) All persons in Cambodia and all Cambodian refugees and displaced persons shall enjoy the rights and freedoms embodied in the Universal Declaration of Human Rights and other relevant international human rights instruments.
- 2) To this end,
  - a) Cambodia undertakes:  
To ensure respect for and observance of human rights and fundamental freedoms in Cambodia;

To support the rights of all Cambodian citizens to undertake activities that promote and protect human rights and fundamental freedoms;  
To adhere to relevant international human rights instruments.

b) The other Signatories to this Agreement undertake to promote and encourage respect for and observance of human rights and fundamental freedoms in Cambodia as embodied in the relevant international instruments and the relevant resolutions of the United Nations General Assembly, in order, in particular, to prevent the recurrence of human rights abuses.<sup>3</sup>

Another set of constitutional amendments occurred in April 1992 regarding the authority of the Constitutional Assembly and the mandate and task of the Council of Ministers (considered as the Government of the State of Cambodia).

On 21 September 1993, as a result of the 1991 Paris Peace Agreement, the new Constitutional Assembly comprised of members from different political parties adopted a new Constitution named The Constitution of the Kingdom of Cambodia. This Constitution provides for a liberal democracy and pluralism as the country's political system and a market economy system. It enshrines more clearly the rights and duties of Khmer citizens with links to the UN human rights instruments. A whole chapter (Chapter III, Articles 31 to 48) is devoted to the rights and obligations of Khmer citizens. Article 31 of the Constitution states that:

The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human rights, women's and children's rights. Every Khmer citizen shall be equal before the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status. The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the law.

On 31 May 1997, the Constitution of the Kingdom of Cambodia was again amended to accommodate the United Nations human rights instruments, namely, the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR), the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the Convention on the Rights of the Child (CRC), the Convention Relating to the Status of Refugees/ Protocol Relating to the Status of Refugees (CRSR), the Supplementary Convention on the Abolition of Slavery, the Slave Trade and Institutions and Practices Similar to Slavery (SCAS), and the Convention Against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT).

On 6 March 1999, the Constitutional Assembly adopted a new constitution based on the 1993 Constitution but with new provisions, such as the establishment of a Constitutional Monarchy, specific tasks for the King, the right for people aged at least 40 years to stand as candidates for election to the Senate, and the establishment of the

Senate and related tasks. On 2 July 2001, a constitutional amendment was passed consisting of a provision for the nomination of a Prime Minister and members of a Council of Ministers. In 2004, the Constitution was amended with provisions modifying the system for nominating members of the legislative and executive bodies.

Parallel to the development of the Cambodian Constitution was a series of ratifications of international human rights instruments. In 1983, Cambodia ratified the ICERD.<sup>4</sup> In 1992, several international human rights instruments were also ratified, namely, the ICCPR, ICESCR, CEDAW, CAT, CRC, CRSR, and the Protocol relating to the Status of Refugees (PSR). In 2000, Cambodia ratified the International Labor Organization (ILO) instruments, namely, Convention numbers 87, 98, 100, 105, 111, and 138.<sup>5</sup> In 2002, Cambodia ratified two more international human rights instruments, namely, the Optional Protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography (OPCRC) and the Rome Statute of the International Criminal Court (RSICC).

In summary, while the constitutional structure continues to develop over the years, Cambodia's support for human rights and democracy likewise moves forward. The Constitution, being the "Supreme Law of the Kingdom of Cambodia", provides the parameters that all laws and decisions of State organs have to abide by.

The practical application of the constitutional provisions and international commitments to human rights is shown by the numerous official celebrations held throughout the year:

- 7 January - Day of Victory over the Genocidal Regime
- 31 January - Day of Dental Health
- 24 February - Day of Mine Clearance
- 4 March - Day of Policy on Water
- 8 March - International Day for Women
- 22 March - Day of World Water and Meteorology
- 24 March - Day of Wiping Out Tuberculosis
- 7 April - Day of World Health
- 30 April - Day of Joining ASEAN
- 3 May - Day of Freedom of the Press
- 8 May - Day of Red Cross
- 15 May - International Day of the Family
- 31 May - Day of the World Without Tobacco
- 1 June - International Day of Children
- 5 June - Day of National & International Environment
- 12 June - World Day against Child Labor
- 26 June - Day Against Addictive Drugs
- 1 July - Day of Fish
- 9 July - Day of Plantation
- 12 August - International Day of Youth

- 8 September - Day of National & International Literacy
- 9 September - Day of the World Without Smoke
- 16 September - International Day of the Ozone Environment
- 21 September - International Day of Peace
- 24 September - Day of Publication of the Constitution
- 1 October - Day of Old Age
- 5 October - Day of Teachers
- 23 October - Day of Peace Agreement in Paris
- 9 November - Day of National Independence Festival
- 23 November - Day of Hygienic Environment
- 1 December - Day against HIV/AIDS
- 3 December - Day of World Handicaps
- 10 December - Human Rights Day
- 4 December - Day of Joining as a Member of the UN

Furthermore, the Government (through its ministries) has been working with the more than two thousand non-governmental organizations (NGOs) and other members of Cambodian civil society in raising human rights awareness and promoting the rule of law.

### **Educational context**

Along with the development of the constitutional/legal structure, the educational structure has likewise developed during the past two decades.

Starting in 1979 and up to 2008, the Ministry of Education, Youth and Sports (MoEYS) engaged in the improvement of the quality of education through reform of the formal education system, the school curriculum, textbooks, and the teaching-learning approach.

The duration of the formal education system was changed three times as seen in the following, to meet the goal of increasing teaching-learning sessions as well as to deepen knowledge acquired by children.

- a. 1979 – 1986 period - thirteen years (four years for primary + three years for lower secondary + three years for upper secondary + three years for higher education) or 4+3+3+3.
- b. 1986 – 1996 period - fifteen years (5+3+3+4).
- c. 1996 up to the present time – sixteen years (6+3+3+4).

In the meantime, the teaching-learning approach in the formal education system was changed from teacher-centered to a student-centered approach.

## **The School System**

The current school system has the following components:

### 1. Pre- School

- Lower Step (three year old children)
- Medium Step (four year old children)
- High Step (five year old children)

### 2. Basic education - nine years

The nine years of basic education comprise two stages:

#### Primary School

Six grade levels:

- Grade 1 (six year old children)
- Grade 2 (seven year old children)
- Grade 3 (eight year old children)
- Grade 4 (nine year old children)
- Grade 5 (ten year old children)
- Grade 6 (eleven year old children)

#### Lower Secondary School

Three grade levels:

- Grade 7 (twelve year old children)
- Grade 8 (thirteen year old children)
- Grade 9 (fourteen year old children) - the students have to pass an examination to progress to the Upper Secondary level.

#### Upper Secondary School

Three grade levels:

- Grade 10 (fifteen year old students)
- Grade 11 (sixteen year old students)
- Grade 12 (seventeen year old students) - the students have to pass another examination to progress to higher education.

### 3. Higher Education

Schooling in universities and institutes lasts from four to seven years.

Cambodia has a total of 8,644 public universities/institutions/schools and around one hundred private institutions, broken down into the following:

- Sixteen national universities and institutes and around twenty private universities and institutes (from selected education educators 2005-2006).

- 252 public upper secondary schools and around thirty private upper secondary schools (from selected education educators 2005-2006).
- 670 public lower secondary schools and around thirty private lower secondary schools (from selected education educators 2005-2006).
- 6,472 public primary schools and around thirty private primary schools (from education report of the Department of Primary Education 2007-2008).
- 1,429 public pre-schools and around forty private pre-schools (from selected education educators 2005-2006).

### **Policymaking process**

Several policies and educational strategic plans adopted by MoEYS have a clear relationship with human rights education, including the law that it has proposed:

- Policy for Curriculum Development
- Policy for Child Friendly Schools
- Policy of Education for Children with Disability
- Educational Strategic Plan
- Policy for Gender
- Policy for Education for All
- ICT in Education Policy
- Non-Formal Education Policy, etc.
- Education Law.

These policies, the strategic plan and law were developed through a common process consisting of consultations with various institutions and stakeholders. For example, the central commission that was drafting the Educational Strategic Plan consulted with,

- All Provincial Offices for Education, Youth and Sport (considered as the basic partners).
- All related institutions in the same level (considered as inter-related partners).
- All related Councils of Administrative Reforms (considered as the supervisors).
- All related national and international organizations or commissions (considered as the stakeholders).

## **II. Education laws and policies, the curriculum, and programs**

### **a. Policy for Curriculum Development for general education**

The Policy for Curriculum Development for general education (Grades 1-12) was developed in 2004 to improve the quality and efficiency of education. The establishment of a policy for curriculum development is a necessary task to provide a guide for the development of the school curriculum. MoEYS produced it at the time when Cambodia was moving ahead in all aspects - economic, social and cultural.

The policy is intended to cover all government plans and targets, including the Second Cambodian Socio-economic Development Plan, the Governmental Poverty Alleviation Strategies, the Education for All (EFA) for 2003-2015, the Education Strategic Plan (ESP) and the Education Sector Support Program (ESSP), and so on.

The policy is a response to the demands of globalization, regionalization and individualization. The policy contributes to equitable access to basic education, expansion of the public-private education partnership for high quality secondary education, and increase in accountability in developing standards in the three school levels (primary, lower, and upper secondary).

The key features of the 1996 Core Curriculum have been upgraded and improved. For example, the Policy for Curriculum Development establishes teaching time allocation. It provides time in the curriculum for the Local Life Skills Program (LLSP) and offers a subject choice selection for Grades 11 and 12 students by adding learning hours for each subject. It should be noted that students learn fewer subjects than before under the policy.

This policy provides for implementation start in schools all over the country in the school year 2007-2008 for Grade 1 and in school year 2008-2009 for Grade 7 and Grade 10.

#### **b. Policy for Education for All (6 goals by 2015)**

The Policy for Education for All was adopted and published in Khmer in 2005. This policy consists of the following content:

- Overview
- Development and support in early childhood
- Basic Education in the School System
- Life Skills Education in formal education and non-formal education
- Literacy for Adulthood
- Elimination of gender gap in primary and secondary education
- Reform and improvement in the quality and effectiveness of education in all aspects.

This policy is currently being implemented.

#### **c. Educational Strategic Plan**

Among various strategic documents from the past, two recent Educational Strategic Plans have been selected for examination. The Educational Strategic Plan 2001–2005, which reflects the reform of education in Cambodia, enabled notable progress in providing equality in schooling access, the improvement of quality, curriculum standard, and management in education. Its implementation provided lessons for the next policy.

The Educational Strategic Plan 2006–2010 identifies the education policy and strategic priority of the reform of education for the following five-year period. The MoEYS has been prioritizing the provision of equality in schooling access and quality of basic education, which is the Goal and Strategy of the National Plan for Education for All, during this period. This plan, implemented in partnership with private stakeholders, NGOs, and communities of parents, has also highlighted:

- Expansion of Early Childhood Education
- Expansion of Non-Formal Education and Professional Training for Youth
- Increasing opportunities for Secondary Education access and Higher Education access
- Ensuring the encouragement of capacity-building for educators
- Enforcing Education Law, good management, and accountability.

#### **d. Education Law**

The Education Law, adopted on 21 November 2007 and introduced on 8 December 2007, is a new instrument to strengthen education. The following are some provisions of this law that relate to human rights education:

Education in this Law focuses on the Learning Development Process or Physical, Spiritual, Mental and Moral Development Training obtained through all educational activities that enables learners to gain sets of Knowledge, Expertise, Competences, and Values to become good person benefiting themselves, their family, community, nation, and the world. (About the General Disposition, Provision 4, Chapter 1).

This definition of education comprehensively covers various kinds of education including the teaching/learning of human rights.

However, all good educators in the world admire a good person firstly because of his/her values regarding the respect for human rights.

Another provision of the education law states that a Supreme National Council of Education should be established with the following tasks:

- Propose to the Royal Government the education policy and long-term strategy to respond to the needs of national socio-economic development.
  - Assess periodically the activities of the Royal Government related to education, technical and vocational training,
  - Gather all resources for the benefit of education.
- (About the Supreme National Council of Education, Provision 5, Chapter 2).

The above provision reveals the sustained and endless call for contributions from all concerned stakeholders for the benefit of education. This shows the Government's will to respect the right to participation.

The Education Law recognizes the participation of various institutions in establishing educational institutions as shown in the following provisions:

a. About the Administration and Educational Management", stated on the establishment of Academic Institutions, Provision 11, Chapter 3.

A public legal entity, private legal entity and/or any individual has the right to establish an educational institution. The Ministry of Education should prepare for disposition and the principles for the establishment and management of both public and private academic institutions according to their type.

b. About the Educational Policy, Principle, Planning and Strategy, Provision 29, Chapter 6.

The State should listen carefully to the contributions from all concerned, namely public and private organizations, national organizations, international organizations, non-governmental organizations and communities, in the process of the development, establishment, assessment and monitoring of the implementation, proposition for the review, and proposition for the revision of national policies, principles, planning, and strategies for education.

The Education Law likewise has provisions recognizing respect for the political rights and socio-economic rights of all citizens by publishing the so-called "Education rights and duty" (Education Rights and Duty, Chapter 7). Regarding the right to participation in cultural development, the Education Law states:

The State should enhance and encourage charities in appropriate and necessary ways and accepting education as the best investment.

All individuals, the priesthood, communities, local and international organizations, public and private institutions have rights to full participation and contribution of resources either human, material, or financial resources, aimed at supporting and developing the educational premises.

Academic institution managers have rights to gather various legitimate resources from all areas to develop their institutions. The provision of resources should be on a voluntary and non-conditional basis.

The Ministry of Education should ensure transparency and accountability in the management of financial support for education.

(About the Resources for Education, Provision 44, Chapter 8).

Chapter 7 of the Education Law requires the realization of the rights of all citizens.

### **e. Policy for Child Friendly Schools**

The Policy for Child Friendly Schools was approved and signed on 14 December 2007 after a successful trial run for fourteen years (1993 - 2006) and extended the target areas (ten provinces/municipalities – nationwide). The policy comprehensively covers all basic education schools in the country. It is meant to ensure:

- The exercise of child rights as accepted universally.
- The improvement of quality and effectiveness of basic education.
- The success of decentralization of the education system.
- The determination of MoEYS to achieve the Millennium Development Goals, the Goals and Targets of the National Plan of Education for All, and Educational Strategic Plan.

The Policy for Child Friendly Schools presents:

- Effective Strategies and Implementation Principles for Basic Education through six components of the Child Friendly Schools program namely:
  - Equity in schooling access
  - Effectiveness of education
  - Child Protection
  - Gender Equity
  - Child Participation
  - National Support.
- Two significant factors in education development:
  - Ensuring equality of education
  - Appeal for participation from all the partners concerned.

In reality, the MoEYS has allowed the implementation of the child-friendly school project since 2002 with numerous international organizations and NGOs such as:

- UNICEF - it supported cluster schools in six provinces (Kampong Thom, Kampong Speu, Prey Veng, Svay Rieng, Stoeng Treng, and Udon Mean Chey).
- Save the Children Norway – it supported cluster schools in six provinces and a municipality (Siem Reap, Kampong Chhnang, Pursat, Preah Vihear, Udon Meanchey, Kampong Cham, and Phnom Penh).
- Organization of Activities for Primary schools in Cambodia - it supports cluster schools in Kampong Cham.

In addition, the Program for Child-Friendly Schools was adopted on 22 August 2005 as the framework for nationwide implementation.

The implementation of the program helped upgrade the mission and the quality of basic education. In 2007, thirty percent of all major primary schools in the child-friendly schools clusters have been upgraded to eight hundred and forty eight schools for nine-year education (primary plus lower secondary school) from which thirty-seven schools were selected to test the Program for Child Friendly Schools. The program will also extend to the upper secondary schools.

#### **f. Policy of Education for Children with Disability**

The Policy of Education for Children with Disability, being drafted in 2008, comprehensively covers all children with disabilities and is meant to ensure that they enjoy their rights to education similarly to other children without such disabilities. This policy supports the Policy for Child Friendly Schools. The MoEYS is giving full support to implementing this policy to meet the goals of the Educational Strategic Plan as well as the National Plan for Education for All.

### **g. Curriculum Standards for Basic Education**

Curriculum Standards are the learning outcomes students should be able to demonstrate at the end of a particular stage of schooling. The Curriculum Standard for Basic Education was developed in 2006 and has been mainstreamed to all students, parents, and educational institutions as the criteria for a student's outcome learning assessment.

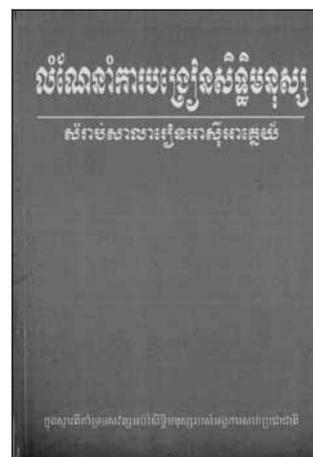
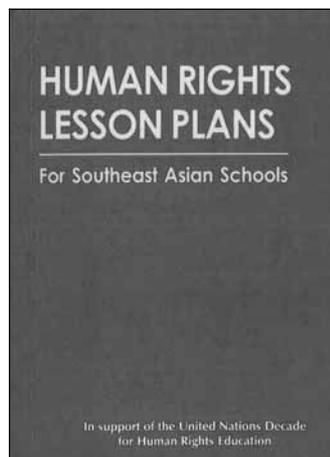
### **h. School curriculum**

Human rights are taught under the 1996 curriculum within appropriate subject areas, especially social studies and the Khmer language, from pre-school education up to higher education as described below:

- At pre-school education, human rights are taught through the many lessons about “kindness without discrimination” including lessons with the titles of “Thanksgiving,” “How to say sorry,” “How to respect each other.”
- In primary education, human rights are taught through several lessons for deeper understanding on personality development, namely learning in the framework of knowing oneself, the family and the community. Below are some relevant lesson titles in the primary school curricula and textbooks:
  - How to respect school discipline (prohibition on playing with or bringing in any kind of weapon).
  - Avoiding any act leading to danger.
  - How to walk safely along the roadside.
  - Accepting one's own mistakes.
  - Studying the danger of explosives.
  - Avoiding any gambling.
  - Learning about the summary contents of some articles stipulated in the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
  - Learning about some simple principle teachings of Buddha namely the five Buddhist precepts for laypeople.
- In secondary education, human rights are taught through lessons strengthening students' previous knowledge, emotion, and general skills using the framework of self, the family, the community, and the national and international communities. Below are some lesson titles extracted from the current curriculum (1996):
  - Knowing oneself.
  - Keeping good relationship with others.
  - Prevention, management and conflict resolution.
  - Respect for human rights.
  - Peaceful world for children.
  - Respect for the country's laws.
  - Good governance.

- Prevention and condemnation of criminal acts.
- Resolution of obstacles obstructing peace and community development.
- The doctrine and principles of democracy.
- Perception of basic teachings of other religions practiced in Cambodia.
- Learning the international policy of the Kingdom of Cambodia.
- Learning about ASEAN (Association of Southeast Asian Nations).

The Cambodian human rights education experience was presented in the Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA Writeshop) in 2001. The workshop supported the realization of the objectives of the United Nations Decade for Human Rights Education (1995 – 2004) [UN Decade] through the publication of the *Human Rights Lesson Plans for Southeast Asian Schools*. The UN Decade supported the development of human rights teaching materials and also promoted collaboration among institutions as an important means of undertaking human rights education programs.



Many individuals and institutions in several Southeast Asian countries<sup>6</sup> supported the preparation of this publication. It promotes the idea for a multi-year human rights curricular framework within which issues to be discussed in the lessons are decided by the people developing the curricular framework at their respective level (national).

The human rights curricular framework, human rights concept, and core values included in the 1996 curriculum for Cambodia are illustrated in the Cambodian human rights curricular framework of this publication (see illustration, taken from page 15 of the publication). The publication was translated into Khmer and printed for distribution in Cambodia.

GRADE LEVEL	HR CURRICULAR FRAMEWORK	ISSUES	HR CONCEPT	CORE VALUES
7	Self	<ul style="list-style-type: none"> <li>- The concept of development</li> <li>- Rights and respect for others</li> <li>- Human rights violation</li> <li>- Management of problematic situations</li> </ul>	<ul style="list-style-type: none"> <li>- Child rights</li> <li>- Right to education</li> <li>- Right to develop one's potential</li> <li>- Right to privacy</li> </ul>	<ul style="list-style-type: none"> <li>- Equality</li> <li>- Love for school</li> <li>- Self-reliance</li> <li>- Responsibility</li> <li>- Self-respect</li> </ul>
8	Others	<ul style="list-style-type: none"> <li>- Relationship between people</li> <li>- Discrimination</li> <li>- Moral conduct</li> <li>- Sharing and caring</li> </ul>	<ul style="list-style-type: none"> <li>- Non-discrimination</li> <li>- Equality</li> <li>- Right to be free from discrimination</li> <li>- Acting in a spirit of brotherhood/sisterhood</li> <li>- Right to social security</li> <li>- Gender equality</li> </ul>	<ul style="list-style-type: none"> <li>- Humanity</li> <li>- Courtesy, politeness</li> <li>- Sincerity</li> <li>- Charity</li> <li>- Sharing</li> </ul>
9	Community	<ul style="list-style-type: none"> <li>- Rights and responsibilities</li> <li>- Development</li> <li>- Environment</li> <li>- Respect for rules</li> </ul>	<ul style="list-style-type: none"> <li>- Right to participation</li> <li>- Social rights</li> <li>- Economic rights</li> <li>- Fair-decision making</li> </ul>	<ul style="list-style-type: none"> <li>- Participation</li> <li>- Creativity</li> <li>- Responsibility</li> <li>- Respect for rules</li> </ul>
10	Country	<ul style="list-style-type: none"> <li>- Poverty</li> <li>- Insecurity</li> <li>- Rights and responsibility of the nation</li> <li>- Solidarity</li> </ul>	<ul style="list-style-type: none"> <li>- Social rights</li> <li>- Civil rights</li> <li>- Political rights</li> </ul>	<ul style="list-style-type: none"> <li>- Patriotism</li> <li>- Cooperation</li> <li>- Responsibility</li> <li>- Respect for rules</li> </ul>
11		<ul style="list-style-type: none"> <li>- Culture and human rights</li> <li>- Healing the trauma of victims of human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>- Right to freedom of religion</li> <li>- Freedom of speech</li> <li>- Equality before the law and protection of the law</li> </ul>	<ul style="list-style-type: none"> <li>- Conscientiousness</li> <li>- Honesty</li> <li>- Responsibility</li> <li>- Orderliness</li> </ul>
12	Region and the World	<ul style="list-style-type: none"> <li>- Regionalization</li> <li>- Globalization</li> </ul>	<ul style="list-style-type: none"> <li>- Right to proper social and international order</li> <li>- Duty to the community and limitation of rights</li> <li>- Action against any of the rights under the UDHR not a right</li> </ul>	<ul style="list-style-type: none"> <li>- Responsibility</li> <li>- Open-mindedness</li> <li>- Cooperation</li> <li>- Respect and love for labor</li> </ul>

Figure 1: Human Rights Curricular Framework of Cambodia

This human rights curricular framework is based on the 1996 school curriculum and included in the *Human Rights Lesson Plans for Southeast Asian Schools* publication.

Considering the new school curriculum from the academic year 2008 – 2009 onward, human rights concepts can be integrated into the curriculum in the following manner:

### Basic Education in Cambodia

No.	Grade Level	HR concept/ HR realization	Number of Learning Hours (for HR Education)	Total Learning Hours in School year ( for all subjects)	Percentage %
<b>Primary School</b>					
1	Grade 1	CRC: Right to protection	14	950	1.49
2	Grade 2	CRC: Right to protection Right to education Right to development	24	950	2.52
3	Grade 3	CRC: Right to protection Right to education Right to development	8	950	0.82
4	Grade 4	CRC: Right to protection Right to education Right to development Right to participation	12	950	1.26
5	Grade 5	CRC: Right to protection Right to education Right to development Right to participation	22	950	2.31
6	Grade 6	CRC: Right to protection Right to education Right to development Right to participation	23	950	2.42
<b>Lower Secondary School</b>					
7	Grade 7	CRC: Right to protection Right to education Right to participation Right to belief Right to non- discrimination	41	1140	3.59
8	Grade 8	CRC: Right to participation Right to belief Right to non- discrimination	43	1140	3.77
9	Grade 9	CRC: Right to participation Right to freedom of belief Right to non- discrimination Right to Freedom of association	34	1140	2.98

Upper Secondary School					
10	Grade 10	UDHR: Right to freedom of expression Right to be protected by law	8	1140	0.70
11	Grade 11	ICCPR ICESCR	8	1260	0.63
12	Grade 12	UDHR ICCPR ICESCR	28	1260	2.22

All human rights concepts integrated in the 2009 school curriculum are Constitution-based rights, or human rights contained in the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW).

### Right to participation in the education sector

The Education Sector Support Programme (ESSP) 2006-2010 was established to “put into practice” the “policies and strategies laid out in the Educational Strategic Plan (ESP) 2006-2010... The ESSP identifies the necessary program activities and priorities for reaching the Cambodian Millennium Development Goals and the goals set out in the National EFA Plan.” In order to do this, it promotes the multi-stakeholder approach by saying that;

The MoEYS recognises that an effective sector wide management and monitoring approach will necessitate collaborative planning with other key stakeholders, including the Ministry of Economy and Finance (MoEF), Ministry of the Interior (MoI), Ministry of Planning (MoP) and the Council for Administrative Reform (CAR). The ESP and ESSP also emphasize the need for strategic negotiation and consultation with other development partners, including donors, NGOs and civil society. Proposals for building up capacity and partnerships for strengthened sector-wide management and monitoring, alongside the capacity building required for improved planning and management of the priority programs, are set out in Section 3.2.<sup>7</sup>

The above quotation reveals the determination of the Government to open opportunities to realize the right to participation for stakeholders in the education sector.

In summary, the MoEYS at the present has substantial and adequate legal instruments supporting human rights education. However, the educational laws, policies and curricula do not cover the whole range of human rights, since they were developed for a limited range of objectives and tasks in the education sector. Obviously, some of them focus on particular human rights issues, such as the right to access schooling, right to quality education, right to non-discrimination, right to freedom of expression, right to freedom of association, etc.

## **Best practices on human rights education in the school system**

In general, in the school system, the following aspects have been followed:

- Awareness improvement regarding human rights has been integrated in the teaching-learning sessions of the Moral-Civic subject in classes, extra-classes and co-curricular activities at all grade levels of general education. Generally, each lesson is delivered using the 4A process (Activity, Analysis, Abstraction, and Application). In the teaching-learning process, the teacher always asks “Do children have the right to do this? ...Or to do that?” or “Do adults have right to do this? ...Or to do that?”
- Assessment of human rights awareness is conducted through a monthly test, composition test, and national examination test.
- Child protection programs against drug abuse, child labor, child trafficking, anti-mine and UXO have been implemented. In the program implementation, children have lessons entitled “Caring for Life is a Human Right.”
- The Child-Friendly School Program has been introduced and mainstreamed throughout the country. This school program has instructed children to become aware that they are assured of equality in school access, enjoyment of a good educational environment governed by the principles of solidarity, freedom, equality, equity, physical, mental, and psychological well being.

However, the application of the student-centered approach in teaching-learning activities has been found problematic due to a number of obstacles such as insufficient teaching-learning materials, over-crowded classes, subsistence standard living of teachers, poverty of children and parents, etc.

The prospect of meeting the goal for human rights education is not bright unless there is significant development in human rights understanding and commitment of educators, and related stakeholders. Thus, human rights training for all citizens, not just children, should be prioritized in Cambodia.

### **Policy implementation**

Since the new Government was inaugurated after the 1991 Paris Peace Agreement, Cambodia has become a recipient of support for human rights activities from international organizations (through their agencies, offices, organizations and programs) and local and foreign NGOs.

Some Cambodian NGOs pioneered the implementation of programs on human rights education in schools. One NGO, LICADHO, began its activities in 1992. The main objective of the program was to raise awareness of human rights and democracy at all levels of society through group training and dissemination of information. It established provincial offices with educators who implement the program at the provincial level. The provincial offices produce human rights information material. It

broadened its program after the elections of May 1993 by using the book of the United Nations Transitional Authority for Cambodia (UNTAC) for the “general populace, including students, but without specific adjustments in the curriculum for particular target groups such as school children.”<sup>8</sup>

Another NGO, the Cambodian Institute for Human Rights (CIHR) devoted its effort for training teachers on human rights. The CIHR has implemented the "Human Rights Teaching Methodology" project in partnership with MoEYS for about three years. Following is an account of its partnership work with the MoEYS<sup>9</sup>

The program developed in several stages. First, a direct meeting was sought with the Minister of Education, in order to get approval for the writing of a curriculum for all grades. The CIHR emphasized to the Minister that this would be his project, and its success would reflect positively upon his Ministry. Care was taken to ensure support from other ranking officials, including both Prime Ministers, by involving them later in the CIHR activities, such as mass graduation ceremonies.

The Ministry of Education curriculum writers in tandem with the CIHR then drafted the curriculum, a graduated one covering all 11 grade levels at primary and secondary schools. To start, an introductory seminar was held with Ministry officials to help them with their knowledge of human rights and guide their work. Members of NGOs, women's groups, students, etc. were also invited to contribute to the seminar. The result was six illustrated teachers' manuals covering all grade levels. For each grade, there is an active curriculum (human rights as a separate subject) and an integrated curriculum, in which human rights are inserted into other subjects, such as reading and literature. These books were completed in 1994.

After the curriculum was drafted and officially approved by the Ministry of Education, the Ministry informed the CIHR that this was not enough to get human rights into the classroom. Cambodia's teachers, it was pointed out, could not use the curriculum effectively without being trained in it. Thousands of Cambodia's teachers had been slaughtered by the Khmer Rouge. New teachers had been recruited afterwards, but often they had only a few years of education themselves and very little training or experience.

The MoEYS's requirement that the CIHR train teachers led to a second "Ambitious phase of the project: to teach all Cambodia's more than 70,000 primary and secondary teachers how to teach human rights, democracy, and non-violence in the classroom." By the mid-1990s, “over 17,000 teachers, including most of Cambodia's secondary teachers, had been trained. About 40% of the trainees are women.”<sup>10</sup> The CIHR went on to have a professional evaluation of the training program which showed satisfactory results, such as “...September 1996, 18,637 teachers and education officials had been trained in human rights teaching methodology, which means that roughly 1 million pupils per year were exposed to the concepts of human rights and democracy.”<sup>11</sup> The training program involved senior master trainers, secondary school teachers, primary school master trainers, primary school teachers in training, and primary school teachers. Another account states that;

“Records show that 40,000 teachers had been trained by the time the project ceased on October 2001. Every school in Phnom Penh had teacher representatives attending two

sessions. Every secondary school and teacher training institution in the country was covered. The project provided 5.5 days training, issued materials, and demonstrated how human rights could be taught as a subject on its own, or, given the congested timetable, integrated into several other subjects. Human rights education had been conducted on a large scale in communities throughout Cambodia, often in schools, by international and local human rights organizations over the past 10 years."<sup>12</sup>

Another NGO, the Child Rights Fund (CRF), with its mission on Child Rights Realization in Schools, Children and Youth Empowerment, and Child Rights Realization in Communities, has also exhibited outstanding success in promoting child rights and child participation in Cambodia.

- Over 4,800 teachers, teacher trainees, Teacher Training Center instructors, school administrators and government officials have received training in Child Rights (CR) and Responsibilities, Trafficking and Sexual Exploitation of Children (TSEC), and Promoting Positive Discipline.
- Over 1,000 child and youth activists have been trained in Child Rights and monitoring implementation of the United Nations Convention on the Rights of the Child.
- Over 40,000 children and youths have learned about CR, TSEC and other issues affecting them at school and community events....<sup>13</sup>

In addition, in 1996 the MoEYS held in-service training on teaching orientation about the use of textbooks and teaching guides in all subjects.

From 1996, the MoEYS undertook the following main tasks:

- Enhanced the implementation of principles on free primary school access.
- Prioritized the elimination on all forms of discrimination and obstacles blocking schooling access for children, especially children with disabilities and children of minorities.
- Made efforts to reform the teaching–learning methodology.
- Developed education programs to fulfill the needs of children.
- Integrated human rights concepts into the Khmer language and Moral–Civic subjects.

The MoEYS also initiated a series of activities aimed at strengthening the quality of human rights education in schools. In 2003, it dispatched one officer (Ms. Chin Yahan) to attend a series of regional workshops on human rights education organized by HURIGHTS OSAKA.<sup>14</sup> The workshops led to the publication of the *Human Rights Lesson Plans for Southeast Asian Schools* in October 2003. One year later (October 2004), the Khmer version of the publication was published with six hundred and fifty copies and distributed to all the twenty-four Provincial Offices of Education in Cambodia. In April 2005, three education officers (Mr. Eng Kim Ly, Vice-Director, Department of Pedagogical Research, Ms. Thach Thy Saran, Vice Head, Office of Curriculum Development; Ms Chin Yahan, Curriculum Developer) attended a regional seminar launching the publication. The seminar resulted in the development of an action plan to strengthen human rights education and activities on use of the publication.

In May 2005, the draft Cambodian action plan was proposed and reviewed in a regional seminar. The action plan entitled the “Project on training how to integrate human rights in the school curriculum, teaching-learning materials, and school environment, 2005 - 2007” was approved, and the implementation plan included human rights NGOs. In November 2005, the action plan was introduced at the National Consultation Workshop organized by the Department of Pedagogical Research of MoEYS and funded by UNESCO Phnom Penh. The workshop resulted in the following recommendations:

- MoEYS should encourage respect for and the realization of human rights in the school system.
- It should strengthen the ability of school teachers who have significant responsibility for human rights education, and the central officers in charge of monitoring human rights implementation.
- It should continue to integrate the human rights concept at all levels of the teacher training program.
- It should submit a request to the UNESCO office located in the country as well as in the region asking for support for a consultant and funding to develop national planning for the future.
- It should continue to integrate human rights and child rights into specific relevant subjects.
- It should cooperate with human rights NGOs.

However, after the national consultation workshop, implementation of the action plan failed to take place because of lack of funding support.

On 29–30 May 2007, the Department of Pedagogical Research held another national training workshop called the “Human Rights, Peace and Development-based Education” funded by UNESCO Phnom Penh, in consideration of the translation and publication of the Khmer version of the *Human Rights Lesson Plans for Southeast Asian Schools* (with the support of UNESCO, Bangkok) in October 2004. The workshop had the participation of Cambodian educators in the April 2005 workshop in Manila on the publication (with the support of the Office of the United Nations High Commissioner on Human Rights), and considered the two-year project planning on the human rights integration into the formal school curricula, teaching/learning materials and the school environment for 2005-2007 (proposed by the Department of Pedagogical Research, Ministry of Education, Youth and Sports), the November 2005 consultation workshop (with the support of UNESCO Phnom Penh) and the adoption of the MoEYS plan for human rights education, the reprinting of the Khmer version of the *Human Rights Lesson Plans for Southeast Asian Schools* (again with support for UNESCO Phnom Penh) in July 2006, and the need to provoke the interest of concerned institutions in implementing the MoEYS plan for human rights education.

The workshop had the following objectives:

- To develop and propose a cadre of teacher trainers for the integration of human rights into the school curriculum in each region of Cambodia.

- To introduce the *Human Rights Lesson Plans for Southeast Asian Schools* (Khmer version) as a basic material both for training teachers and use inside the classroom by:
  - Discussion on human rights concepts – based on the Universal Declaration of Human Rights and the Convention on the Rights of the Child.
  - Discussion of the integration approach as applicable to human rights education.
  - Introduction of the *Human Rights Lesson Plans for Southeast Asian Schools* as the example of how human rights are integrated into different school subjects.
  - Exercises on the use of the *Human Rights Lesson Plans for Southeast Asian Schools*.
  - Exercises on training teachers on human rights practice.
  - Planning on the follow-up and monitoring of training teachers on human rights/human rights education practice.
- To develop and propose a system for monitoring the training of teachers on human rights education.

With seventy-nine participants from the MoEYS,<sup>15</sup> local human rights NGOs,<sup>16</sup> and UNESCO Phnom Penh office, the workshop resulted in the following:

- The human rights concept was clearly understood through the presentations, question-and-answer and group discussions, and resulted in activities planning for human rights promotion for each respective institution/unit.
- The participants proposed various ideas and recommendations to ascertain the strategies needed to achieve the goal of Human Rights, Peace and Development-based Education such as:
  - ✓ The human rights and peace climate should be nurtured continuously in the field of education in Cambodia.
  - ✓ The *Human Rights Lesson Plans for Southeast Asian Schools* should be reprinted and offered as a material for use in the follow up of pre-service and in-service training workshops for school teachers.
  - ✓ All the materials and ideas especially related to the human rights teaching-learning process gained from this workshop should be delivered to all provincial officers, school teachers, students and parents.
  - ✓ UNESCO and/or other relevant agencies should provide more support to carry out the follow-up training workshops at provincial, district and community levels.
  - ✓ All the messages from this workshop should be conveyed to the other officials at the lower levels at least during the monthly meeting.

Overall, this workshop provided the MoEYS with a powerful cadre of teacher trainers coming from all regions of the country. Second, another thousand copies of the second edition of the Khmer version of the *Human Rights Lesson Plans for Southeast Asian Schools*, were distributed to the participants. In total, each provincial Office of Education received fifty copies of the publication for distribution to selected schools and teacher training centers in each province. However, the number of copies was

insufficient compared to the 23,997 copies (three copies for each of the 7,999 schools) needed for the whole country.

Two different surveys (the surveys of October 2007 and May 2008) undertaken in selected target schools and institutions in all twenty-four provinces and municipalities received thousands of replies. But, because of a time limitation for coding the replies, only some of them were selected at random.

In general, the 2007 survey results show that around 80 percent of all respondents (consisting of education officers, teachers and students) understand the human rights concept.

In one particular category of the 2007 questionnaire, 456 primary and secondary school students' data sheets (238 female) were randomly selected from the 1,440 ones received from the twenty-four provinces and municipalities, to be coded and analyzed. The following is data collected from their answers to the question asking for their recommendation related to the understanding of the human rights concept:

- 32.7% requested a higher quality of education.
- 18.0% requested a higher standard of living.
- 12.3% demanded the donation of learning materials.
- 6.1% invited raising the awareness of human rights in local communities.
- 4.4% invited raising the awareness of human rights for some teachers.
- 2.4% requested the donation of scholarships for poor children.
- 2.4% said thanks for giving opportunities for them in answering the questionnaire and suggested this activity be applied every year.
- 2.4% appealed for all children to treat each other with tolerance.
- 1.3% invited child rights to be disseminated to all children throughout the country.
- 1.1% requested a sufficient number of teachers in their school.
- 0.4% appealed for all children to avoid drug abuse or they will damage themselves.
- Finally, 16.4% offered no idea.

This research shows that the human rights training project of the MoEYS, in collaboration with various civil society institutions (domestic and international NGOs) has merely an acceptable result. It shows that the effort has been confronted with many kinds of barriers including poverty. Obviously, the recommendations of students above reflect the concerns related to human rights education to be resolved from now on.

In concrete, human rights education in schools needs to be applied in parallel with fulfilling the demand for a sufficient number of teachers, instruction materials, support for teachers' living expenses, and the application of a strategy on poverty alleviation, etc.

### III. Analysis of laws, policies, education goals, curricula and programs

The 1993 Constitution recognizes human rights as stated in Article 31:

The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human Rights, the covenants and conventions related to human rights, women's and children's rights.

Every Khmer citizen shall be equal before the law, enjoying the same rights, freedom and fulfilling the same obligations regardless of race, color, sex, language, religious belief, political tendency, birth origin, social status, wealth or other status.

The exercise of personal rights and freedom by any individual shall not adversely affect the rights and freedom of others. The exercise of such rights and freedom shall be in accordance with the law.

The first phase plan of action of the World Programme for Human Rights Education defines human rights education as;

“Education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behavior needed to uphold human rights for all members of society.”

From the perspective of the Cambodian constitutional provision on human rights and the United Nations definition of human rights education, the existing policies, curricula, and programs in Cambodia are analyzed as below.

#### a. Policy for Curriculum Development 2005 - 2009

The Policy for Curriculum Development 2005–2009 is seen as a tool that provides the opportunity for human rights education in the school system. Some attitudes and skills for basic education prescribed by the policy relate to human rights. Provision 2.1 supports the right to education, right to participation, right to economic and social development, right to freedom of expression, right to freedom of belief, etc. (Please see the Annex).

A close examination of the curriculum shows that human rights concepts can be taught mainly and directly within the subject of Moral-Civic Education. This subject is one of the four strands (Moral-Civic, History, Geography, and Home Economics) of Social Study subjects and is a compulsory subject from Grades 1 to 10, and a selective subject from Grades 11 to 12.

The right to protection in the CRC is discussed in the three compulsory lessons per week in Grades 1 to 3 in the Science & Social Studies subjects that talk about basic understanding on what should be done and what should not be done at home, on the

public way to school, and at school, following Cambodian traditional customs and the current rule of morality.

The rights to protection, development, and respect as a person with dignity, etc. provided in the CRC are discussed in the four compulsory lessons per week for Grade 4 and five lessons per week for Grades 5-6 in the Science & Social Studies subject. This subject includes discussion on the current rules of morality plus how to have healthy relationships with each other as friends as well as people in the community, and what are the proper things to do to preserve a safe and healthy natural environment.

The two compulsory lessons per week for Grades 7-9 for Moral-Civic Education, as one of the four strands of the Social Studies subject, discuss the basic understanding on:

- Women's rights compared to gender stereotype.
- Healthy relationships between boys and girls.
- The good way of selecting good leaders or representatives from among a class of children.
- Rights of children with disabilities compared with discrimination stereotypes.
- Peace and disarmament.
- Communal elections.
- The importance of working.
- Multi-cultural beliefs.
- Various human-rights-based opinions in the community regarding appearance, quality, expertise, and proficiency of men compared to women, and of one race compared to another.
- Principles for the peaceful resolution of conflicts occurring at work places, or among people or nations.
- The way to preserve Khmer traditional customs and attitudes in accordance with the rising awareness of human rights.
- Interesting principles of democracy.
- Significance of the concept of good governance.
- The ways to develop careers.

Basic understanding of these topics leads to the understanding of the right to protection, development, participation, social security, gender equality, rights as a person with dignity, etc., as stipulated in UDHR, CRC, and CEDAW.

In the Upper Secondary School Curriculum, the application of three more provisions of the policy (provisions 9.3, 10.1, 11.1) and a deeper discussion of the concepts of human rights based on UDHR, CRC, CEDAW, ICCPR, ICESCR, and some domestic laws, have been integrated into the Moral-Civic subject education from Grades 10 to 12. In addition, the time for lessons in Grades 11 to 12 will increase from two up to six hours per week.

Nevertheless, there remains an uncertainty on how these lessons will “ensure that the students [will acquire] a more complex understanding of morality and civic responsibilities” because the subject is still considered a strand of Social Studies and an elective subject despite the provision of the Education Law that “...Education on morals and civics, on how to live together for peace, for sustainable development, on how to respect the values of various cultures and traditions, should be determined as a main component of the core curriculum...”

On the other hand, parents/local community/NGOs have a role to play in helping schools with extra-curricular activities that support the Local Life Skills Program (LLSP) by providing opportunities for “training in specific life skills that have a particular relevance to local students” (provisions 3.1 to 3.11).

The policy has provisions for students with disabilities or special needs (provisions 3.14 to 3.19).

The implementation of the new curriculum was supposed to have started from school year 2007 - 2008 in Grade 1. As more grade levels are covered each year, new textbooks and teacher guides have to be developed for each grade. The textbooks and teachers guide are being developed by the private sector, while the MoEYS is planning the teacher training.

But the mechanism for human rights training as well as assessment is still to be seen. The future contribution of any practical human rights education project will be needed significantly for the benefit of replacing the failed national project (2005-2007). The establishment an official monitoring system for human rights education covering the whole process of the new project implementation is vitally interesting. However, there is still no specific system for monitoring and evaluating the use of this approach.

## **b. Education Law**

The Education Law is the main legal instrument that provides measures upholding human rights education in the school system. It defines education as focusing on the “Learning Development Process or Physical, Spiritual, Mental and Moral Development Training obtained through all educational activities which enable learners to gain sets of Knowledge, Expertise, Competences, and Values to become good people benefiting him/herself, his/her family, the community, the nation, and the world” (provision 4, chapter 1).

This definition comprehensively covers various kinds of education not only the teaching/learning of human rights.

The law establishes a Supreme National Council for Education that not only proposes to the Royal Government the education policy and long-term strategy to respond to the needs of national socio-economic development, and assesses periodically the activities of

the Royal Government related to education, technical and vocational training but also gathers all resources for the benefit of education (provision 5, chapter 2).

This provision gives the basis for unending yet significant contributions from all concerned stakeholders in education, not only in human rights education.

The law allows public and private entities to establish educational institutions, therefore giving different types of institutions the chance to be involved in education. The law likewise encourages contributions from public and private institutions regarding development/establishment/ assessment/monitoring of education programs; or review of educational policies, principles, plans, and strategies.

Finally, the law lists a number of rights and duties of all citizens that should be realized, namely,

- Right to Education: All citizens have rights to access schooling for nine years without payment in public schools. The Ministry of Education should gradually adopt the policy, principles, strategic plan and measures to ensure quality in education by following the general dispositions in this law. (Provision 31)
- Right to equality in schooling access: Enrollment in Grade 1 for the general basic education program should be applied to children six years old and over or at least over seventy months old on the day of entering school. (Provision 32)
- Right to freedom of belief: The state respects the right to freedom of religious belief. The Ministry of Education should consider not only Buddhism, which is the religion of the state. All manner of forcing students to become involved in any religious activity and/or any religious practice, directly or indirectly, in the process of education are prohibited.
- Right to freedom of expression:
  - a. Rights to freedom of expression on academic views. (Provision 35)
  - b. The Ministry of Education should permit the dissemination of all educational information. Falsification in any form should be prohibited. (Provision 42)
- Right to quality of education. (Provision 35)
- Right to establish an association as student groups or clubs for educational purposes. (Provision 35)
- Right to participate in the development of educational standards. (Provision 35)
- Right to be respected as a person with dignity. (Provision 35)
- Right to educational information: Educational information in all educational institutions and academic institutions is public information except that related to persons. Educational and academic institutions should provide information to students upon their request. (Provision 43)
- Right to participation in cultural development: The State should enhance and encourage charity activities in appropriate and necessary ways and consider that support for education is the best investment. (Provision 44, Chapter 8, Resources for Education)

### **c. Other educational policies**

The Policy of Education for All (6 goals by 2015), the Educational Strategic Plan, the Policy for Child-Friendly Schools, and the Policy for Education of Children with Disability, are important tools in providing orientation to activities that uphold human rights education in the school system.

### **d. Education Sector Support Program**

The Education Sector Support Program has a likely significant role in human rights education in the school system. While it does not provide a specific program for teaching human rights in schools, it supports special programs related to the realization of human rights, such as the following:

- Scholarship program for girl children in remote rural schools.
- Multi-grade system program.
- Breakfast Support program.
- Bilingual program.
- Child-friendly schools program.

### **e. Curriculum Standards**

The Curriculum Standards are the learning outcomes students should be able to demonstrate at the end of a particular stage of schooling. They were issued in August 2006 and implemented parallel to the new curriculum from grade 1 (2007 – 2008). They were distributed to all public and private primary and secondary schools, related institutions, local communities, civil society institutions, and parents as common tools for students' learning outcome assessment. They are tools that ensure the equal right to access quality education.

### **General comments**

The laws, policies and curriculum emphasize certain values that should govern schools' ethos. Some of these values relate to human rights education, as in the following:

- A Child should be a Good Student, Good Son/Daughter, and Good Friend.
- Learning to Know, Learning to Do, Learning to Be, and Learning to Live Together.
- Good Environment is Our Life.
- Children need Good Teachers.
- The Four Fundamental Child Rights are Right to Life, Right to Education, Right to Protection, and Right to Participation.

Pedagogy is given importance in the educational laws and policies, and in the curricula. The importance given to pedagogy is illustrated by the following provisions:

The teaching program for the delivery of the national curriculum in each school must:

- Be structured, systematic and student-centered.
- Include in-classroom and out-of-classroom activities.
- Involve students in both theoretical and practical learning.
- Provide opportunities for the encouragement and development of creativity and imagination. (Provision 3.12, Policy for Curriculum Development 2005 – 2009)

Human rights education requires a pedagogy that meets the requirements of this curriculum development policy.

Essentially, human rights education has been mainstreamed in the formal education system. The existing human rights education in schools in Cambodia is the foundation for the whole formal education system.

### **Conclusion**

In conclusion, Cambodia should be proud of its achievements regarding holistic human rights education enshrined by the education law, educational policies, action plans, school curricula, training policies, etc. which reflect the will and commitment of the Government toward the realization of human rights.

However, the implementation and realization of human rights is still on the way and influenced by complicated issues. Thus the collaboration among stakeholders at international, national, and local levels in putting the will to conduct human rights education into fruitful practice is very substantial.

We believe that the level of overall input will be the level of overall output.

### **IV. Recommendations**

Although the implementation of the laws, policies, and curricula is ongoing, there are limitations that have already become apparent.

In summary, the following are the limitations identified so far:

- The activities of children's clubs (which focus on the exercise of child rights) are being encouraged but they have not yet expanded in a holistic sense throughout the country in conformity with the Education Law.
- The student-centered approach has been mainstreamed but it has not been properly employed in the teaching-learning activities due to the large number of students in each class.
- All forms of child punishment in schools have been prohibited, but there is no particular system to monitor the situation and make reports.
- Equity in schooling access is enhanced, but school drop-out caused by poverty is the main issue that cannot be resolved within a short period of time.
- Even though much human rights training has been undertaken, this has not covered all the national educators and schoolteachers nationwide.
- Even though some human rights materials have been provided, there is not a sufficient number of copies for distribution to a large number of educators and teachers throughout the country.
- With the new curriculum, the Moral-Civic subject has become an elective subject at Grade 11 in the Upper Secondary level. But, it is widely known that among all subject areas within the curriculum, only the Moral-Civic subject has plenty of room relevant to the integration of human rights education.

To overcome the limitations of human rights education as well as of human rights realization in the school system in Cambodia, the following recommendations should be taken into consideration:

a. Educational policies and curriculum

- Human rights awareness-raising should be compatible with the realization and exercise of human rights being acknowledged as an efficient way of education.
- In applying the Education Law, human rights education, as well as moral-civic education should be set as a compulsory subject, since study of the content will result in citizens having responsibility in fulfilling their rights and duty.

b. Teaching/learning materials

- The ongoing development of legal measures related to human rights education should be enhanced.
- Human rights teaching/learning materials should be provided sufficiently to fulfill the needs of every school in the country.

c. Pedagogy – teaching/learning process

- Human rights education should be separated as an independent subject covering the whole range of its content and be adopted as compulsory learning through general education (12 years). From this perspective, any citizen with a good awareness of human rights often respects human rights and domestic law.
- Human rights education should be considered an obligation for every child for the benefit of learning how to live together in a peaceful world. From this perspective, human rights education in the school system should be compatible with human rights education in the non-formal education system.

- The teaching/learning process should apply the student-centered approach.
- A special television program should be established for human rights education.

d. Teacher training

- Human rights training for teachers should be extended nationwide because human rights understanding will guide people to do the right thing and avoid becoming unconscious perpetrators.
- The UN World Programme for Human Rights Education should provide support for human rights training for the aspiring school teachers and education officers in Cambodia.

e. Assessment system:

- The National Human Rights Assessment System should be officially organized, to comprise the various stakeholders from the national and local human rights NGOs and national educators, and be fully authorized to implement its mandate.
- A juridical education court should be set up and put to work.

f. Extra-curricular activities

- All stakeholders should support extra-curricular activities in order to cover the full spectrum of human rights practices.

g. School environment

- At every school, teaching-learning materials related to human rights education should be fully accessed by, or afforded to, every child as well as every educator because human rights concepts need to be practiced thoroughly and verified by instructional materials.
- A system or mechanism for human rights education implementation and assessment in the school system should be established to help ensure the quality of education.

h. Role of stakeholders

- Education should be considered a priority for investment for the progress of the country
- The participation of various stakeholders in the country's reconstruction, especially in education, is very important for sustainable development
  - All kinds and ways of supporting the education sector in Cambodia is needed, to benefit the children as well as for a better world.
  - Criticism from different stakeholders should be constructive, conveyed with applicable suggestions on how to make any changes, and should make sure that any wrongdoers are identified and replaced.
  - Cooperation with stakeholders in the implementation of the human rights education project as well as the curriculum policy 2005-2009 should exist by the present time.

## ANNEX

### **Provisions extracted from the Policy for Curriculum Development for General Education**

Provision 2.1 of the **Policy for Curriculum Development for general education** states: “The aim of the school curriculum is to develop fully the talents and capacities of all students in order that they become able people, with parallel and balanced intellectual, spiritual, mental and physical growth and development. In particular, when students leave schools they should:

- develop a love of learning that will enable them to pursue employment and continue life-long learning;
- have attained a foundation knowledge of Khmer language, Khmer literature and Mathematics;
- have the knowledge, skills and attitudes necessary to improve and maintain their own physical and mental health and to contribute to the improvement and maintenance of the health of their families and wider society;
- have the capacity to manage and take responsibility for their own actions and decisions and be self-reliant;
- appreciate the value and importance of Science, Technology, Innovation and Creativity;
- have employment related skills, an understanding of and positive attitude towards work and capacity to manage and work effectively and harmoniously with others;
- have the capacity to exercise judgment and responsibility in matters of morality and a commitment to identifying, analyzing and working towards solutions of problems experienced by their families and society,
- have an understanding and appreciation of other people and other cultures, civilizations and histories that leads to the building of a public spirit characterized by equality and respect for others’ rights;
- be active citizens and be aware of social changes, understanding Cambodia’s system of government and the rule of law, and demonstrating a spirit of national pride and love of their nation, religion and king;
- have an appreciation of and be able to protect and preserve their natural, social and cultural environment.

5.3 The purpose of the Basic Education curriculum is to contribute to the achievement of the aims of schooling in order that students can further their studies at the upper grades, participate in other vocational trainings or to participate in social life by ensuring that every student has acquired:

- knowledge of Khmer language and mathematics;
- knowledge of the national identity;
- an understanding of morality and civic responsibilities;

- the everyday life skills that enable participation in their local community life and Cambodian society;
- a basic understanding of the natural world and of scientific principles;
- communicative competence in a Foreign Language.

6.1 The purpose of the basic education (grades 1-3) curriculum is to ensure that every child has a strong foundation in literacy and Mathematics and that they develop their health, physical appearance, moral understanding, learning skills and life skills.

7.1 The purpose of the basic education primary school (Grade 4 - 6) curriculum is to expand and consolidate students' knowledge and understanding of Khmer language, Mathematics, learning skills, life skills, moral, and personal development that will enable them to pursue life-long learning and to introduce students to content in the areas of Science and Social Studies.

8.1 The purpose of the basic education lower secondary school (Grades 7 -9) curriculum is to provide all students with a breadth of knowledge, skills, Khmer language, Mathematics, Sciences, Social studies, Life Skills, learning skills, vocational education, moral education and personal development necessary to enable them to contribute as productive members to the growth of Cambodian society and be able to further their studies at the upper grades, participate in other vocational training or to participate in social life.

9.3 The purpose of the Upper Secondary school curriculum is not only to expand and consolidate students' knowledge from the basic education but also to provide them with opportunity for future orientation, that is , to have capacity to continue their studies at higher education or to specialize their studies or to participate in social life by ensuring that students have acquired:

- advanced knowledge of Khmer literature and mathematics;
- deep knowledge of the national identity;
- a more complex understanding of morality and civic responsibilities;
- the everyday life skills that enable participation in their local community life and Cambodian society;
- a broad understanding of the natural world and of scientific principles;
- high communicative competence in a Foreign Language.

10.1 The purpose of the Grade 10 curriculum is to expand and consolidate students' knowledge obtained from the Lower Secondary education. In addition, schools must ensure the provision of a significant subject choice advice for students to study in Grades 11 and 12. The career advice provision must start from the beginning of the school year.

11.1 The purpose of the Grades 11 - 12 curriculum is to provide students with the opportunity for increased specialization through subject choice to develop a depth of knowledge in particular subjects or to take training-based vocational subjects in order

to continue their study in higher education or to study vocational subjects or to participate in social life.

### 3. CURRICULUM ORGANIZATION

3.1 MoEYS is responsible for the funding, provision of teaching staff, provision of facilities and resources for what is defined in this plan as the National Curriculum (NC)

3.2 The NC will be taught for 38 weeks per year

3.3 Schools, local communities, community group, NGOs and private education providers are expected to develop programs that will enrich and broaden the NC.

3.4 Schools, in partnership with parents, their local community, community organizations and NGOs, must develop and administer a Local Life Skills Program (LLSP) of between 2 to 5 lessons per week (40 minutes per lesson in primary and 50 minutes per lesson in secondary level) to supplement the NC.

3.5 The time allocation for the NC and for LLSP is as follows:

NC	LLSP	TOTAL
<i>PRIMARY</i>		
25 x 40-mn lessons per week	2-5 x 40-mn lessons per week	27-30 lessons per week
<i>SECONDARY (Grades 7-10)</i>		
30 x 50-mn lessons per week	2-5 x 50-mn lessons per week	32-35 lessons per week
<i>SECONDARY (Grades 11-12)</i>		
32 x 50-mn lessons per week		32-50 lessons per week

3.6 The purpose of the LLSP is:

3.6.1 to provide schools, in partnership with parents, their local community, community organizations and NGOs, with the opportunity to provide training in specific life skills that have a particular relevance to local students;

3.6.2 to provide schools with time in the curriculum for extra-curricular activities such as social services or youth movement activities that will further develop students' habits of self-confidence and responsibility. These habits are formed most strongly in the primary school years, and this is reflected in the time made available for LLSP in these years.

3.7 It is the responsibility of schools, in partnership with parents, their local communities, community organizations and NGOs to design, fund, staff and provide facilities and equipment for the delivery of the LLSP.

3.8 In Grades 11 and 12 of the Upper Secondary sector the curriculum is delivered through National Curriculum subjects and an Elective Vocational Education Program (EVEP). In Grade 10, the curriculum is delivered through National Curriculum subjects and the LLSP.

3.9 The purpose of the EVEP is to provide students with the opportunity to participate in locally provided vocational training programs.

3.10 The EVEP is provided by MoEYS and/or private education providers in partnership with and registered by MoEYS. Students who participate in EVEP programs will be funded by MoEYS or private partnership or contribution.

3.11 The curriculum for subjects delivered as part of the EVEP is approved by the MoEYS and the assessment for subjects delivered as part of the EVEP is regulated by the MoEYS.

3.14 School should provide equal access to all components of the curriculum for both girls and boys. Schools should make a particular effort to facilitate participation by girls in all aspects of the curriculum.

3.15 Schools should provide opportunities for the development of gifted students. This can be done through providing access to existing programs for gifted and talented students, by accelerating students through normal grade progression, and by providing special programs in the time allocated for the LLSP.

3.16 Schools should support students with learning difficulties through teacher assistance during lesson time and through special programs in the time allocated for the LLSP.

3.17 Schools should attempt to provide wherever possible access to the curriculum for students with disabilities.

3.18 The assessment program for each school should provide students and parents with a clear indication of each student's level of achievement against the expected standards set out in the new curriculum, against the learning standards for students in Grades 3, 6, 9 and 12 (consistent with policy set out in EFA p.38), and should provide students with clear information about areas of excellence, areas that require improvement and steps that students should take to improve their learning. Schools should report to parents on student participation and achievement in all components of the school curriculum.

3.19 The standard medium of instruction is Khmer. Textbooks will be published in Khmer except for Foreign Language textbooks. In schools where there are large numbers of speakers of minority languages, teachers may conduct some instruction of the class in the minority language and may translate key vocabulary contained in textbooks from Khmer to the minority language as a means of assisting student learning.

**Endnotes**

<sup>1</sup> E.V. Kobelev, *Kampuchea: From Tragedy to Rebirth*, the Union of Soviet Socialist Republics, 1979.

<sup>2</sup> CPPCG: Convention on the Prevention and Punishment of the Crime of Genocide (1948) (Entry into force generally: 1951. Entry into force for Cambodia: 1951)

<sup>3</sup> Paris Agreement 23/10/1991, page 8.

<sup>4</sup> ICERD: International Convention on the Elimination of All Forms of Racial Discrimination (1965)

<sup>5</sup> The following are the ILO instruments ratified by Cambodia:

- ILO Convention No 87 concerning Freedom of Association and Protection of the Right to Organize (1948)
- ILO Convention No 98 concerning the Application of the Principles of the Right to Organize and to Bargain Collectively (1949)
- ILO Convention No 100 concerning Equal Remuneration for Men and Women Workers for Work of Equal Value (1951)
- ILO Convention No 105 concerning Abolition of Forced Labor (1957)
- ILO Convention No 111 concerning Discrimination in Respect of Employment and Occupation (1958)
- ILO Convention No 138 concerning Minimum Age for Admission to Employment (1973)

<sup>6</sup> Representatives of the Ministries of Education, NGOs and national human rights institutions in Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam attended the writeshop, and prepared the publication.

<sup>7</sup> Education Sector Support Program 2006-2010, Ministry of Education, Youth and Sports in [www.moeys.gov.kh/en/education/essp06-10/1-introduction.htm](http://www.moeys.gov.kh/en/education/essp06-10/1-introduction.htm)

<sup>8</sup> Vann Sophat: "The Cambodian League for the Promotion and Defense of Human Rights and Its Human Rights Education Program", *Human Rights Education in Asian Schools* 4, 38-39.

<sup>9</sup> Mengho Leang, "Human Rights Education in Cambodian Schools -- The Experience of the Last Three Years," *Human Rights Education in Asian Schools* 1, 107-108.

<sup>10</sup> *Ibid.*, page 108.

<sup>11</sup> Cambodian Institute of Human Rights: "Human Rights Teaching Methodology in Cambodian Primary and Secondary Schools", *Human Rights Education in Asian Schools* 2, 190-191.

<sup>12</sup> Dara Yi, Horn Pheng and Jonh Lowrie, " Teaching Human Rights in Cambodia, " *Human Rights Education in Asian Schools* 6, 63.

<sup>13</sup> Child Rights Foundation: " *Reaching New Heights in Realizing Child Rights* ", Five-year report 2002-2006, 26.

<sup>14</sup> HURIGHTS OSAKA is the short name for Asia-Pacific Human Rights Information Center.

<sup>15</sup> Departments and Institutions under the MoEYS (73 persons) represented in the workshop:

- Regional Pedagogical Training Centers from 8 Provinces (6)
- Provincial Teacher Training Centers from 18 provinces-municipalities (17)
- Provincial Office of Education, Youth and Sports from 24 provinces – municipalities (29)
- Department of Pedagogical Research (12)
- Department of ASEAN Affairs
- Department of Teacher Training
- Department of Secondary Education
- Department of Primary Education
- Department of Pre-school Education
- Pre-school Teacher Training Center

- Department of Non-formal Education
- Department of Higher Education
- Directorate General of Education

<sup>16</sup> Cambodian League for the Promotion and Defense of Human Rights (LICADHO), Cambodian Human Rights and Development Association (ADHOC), Cambodian Center for Children Rights.

# **National Report On Human Rights Education in the School System of Indonesia<sup>1</sup>**

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## **I. CONTEXT**

### **A. National and Educational Context**

Indonesia has a population of about 241 million people (with females constituting 49.9 percent) who belong to more than three hundred ethnic groups and practice some of the major religions (Islam, Christianity [Protestant and Catholic], Buddhism, Hinduism, and Confucianism) in Asia. They speak about five hundred and thirty-eight local languages and dialects. The student population consists of more than 46 million students with 57 percent of them in primary schools as of 2007.

From the time Indonesia gained independence, it has had five presidents (Soekarno, Soeharto, Habibie, Abdurachman Wahid, Megawati, and SB Yoedoyono) with five different leadership styles. The first president, Soekarno, focused on the unity of the newborn country. Soeharto, in power for thirty-two years and whose regime was known as the “New Order Movement,” failed in making adequate room for democracy and human rights. Habibie started the “Reformation” era and the effect remains until the present day. During the authoritative regime of Soeharto, human rights were taught as part of constitutional rights that consisted of the freedom of assembly and association, religion and thought, the right to work and to a peaceful life. The situation changed impressively during the reformation era with important efforts in reorienting the development strategy to balance economic growth with democracy and respect for human rights. After a lengthy process, much progress has been achieved particularly in democracy and respect for human rights (BPS, Bappenas, UNDP, 2001, Mahendra, 2002, Wiratraman, 2007).

The Indonesian education system is the product of a number of historical and political roots. Historically, Indonesia incorporated a number of ancient kingdoms (e.g. Java, Aceh). Indonesia was a Dutch colony for over three hundred and fifty years. Education has played a leading role in the independence movement. The few

Indonesians who received formal schooling during the Dutch colonial period led the national youth organizations, originating in about 1908. Similarly, a well-educated leadership was important after independence in 1945, under the Old Order Movement 1967-1988 and during the current, post-Soeharto Reformation era (EFA Secretariat, 2007).

## **B. Historical and Constitutional/Legal Context**

Legally, the 1945 Constitution has provisions on human rights and equates them with the constitutional rights of Indonesian citizens. These rights serve as the basis for the realization of a just and prosperous society. Indonesia acknowledged human rights even before the United Nations adopted the Universal Declaration of Human Rights in 1948. Philosophically, for years major religions have advocated the dignity of human beings as God's creatures. Furthermore, the 1945 Constitution states that national development is identical with human development, as humans are the subject and goal of development. This means that the focus of national development is the people whose rights are assured, developed, and protected by the nation (Bahar, 1997).

The Second Amendment of the 1945 Constitution in 2000 states the human rights provisions more clearly, particularly in Article 28, sections A to J. Article 28 emphasizes the protection, advancement, upholding, and fulfillment of human rights as the main conditions for the realization of a dignified, democratic and just society. The following are more specific rights that are included in this special section. The right; i) to life and existence; ii) to develop a family and to continue the generations through marriage, and to continue to live a life, develop, and be protected from cruelty and discrimination; iii) to enjoy personal development through the fulfillment of basic needs, education, and receive benefits from the advancement of technology, science, and culture and to have improvement in the quality of life, and to have self-improvement in pursuing collective rights for the development of society, the nation, and country; iv) to receive equal treatment to justice and the law, to be employed, to have income, and to receive equal treatment in employment, to choose jobs, and to have equal opportunity for government jobs; v) to receive citizenship status, to choose citizenship, to choose any country where to live, to leave the country, and to return to that country, to have freedom of religion and faith and performance of religious duties, to receive education of his/her choice, and to have freedom to associate and to speak; vi) to communicate, to access, acquire, save, and distribute information through various media; vii) to receive personal and family protection, protection of dignity, personal belongings, to have protection from threats, and to be free from torture and cruelty and to receive political asylum from another country; viii) to lead a good life physically and mentally, and to have facilities and special treatment if required.

The commitment of the Indonesian Government to protect, promote, strengthen, fulfill, and respect human rights takes many forms. One form is the priority given to the establishment and harmonization of various institutions and legislations relating to human rights under the National Development Plan. Presidential Decree No. 50/1993

established the National Commission on Human Rights. Presidential Decree No. 181/1998 established the National Commission on Violence Against Women. These were followed by the establishment of the Office of State Ministry of Human Rights in 1999, later merged with the Ministry of Law and Legislation, and subsequently became the Ministry of Justice and Human Rights (renamed the Ministry of Law and Human Rights). More legislations followed, particularly Law No. 39/1999 which has a comprehensive list of human rights and provisions for the National Commission on Human Rights, Law No. 26/2000 on Human Rights Tribunals, Presidential Decree No. 129/1998 on the National Plan of Action on Human Rights in Indonesia for 1998-2003, which was revised by Presidential Decree No. 61/2003 and Presidential Decree No. 40/2004 on the National Plan of Action of Human Rights for 2004-2009 (see Table 1). In addition, Indonesia is prepared to ratify more international human rights instruments.

The Indonesian National Plan of Action on Human Rights, adopted in order to protect, promote, strengthen, fulfill, and respect human rights, guides all stakeholders and orchestrates the activities to the targetted output for the specific year, including those activities related to human rights education. The development of this national plan is followed by the development of provincial and district plans, so that there are (i) a national plan of action, (ii) a number of provincial plans of action, and (iii) hundreds of district plans of action on human rights.

The current National Plan of Action on Human Rights 2005-2009 is the second plan. The first was effective between 2003-2008. The existing plan consists of: (i) establishment and strengthening of the implementing institutions, (ii) preparation of the ratification of international human rights instruments, (iii) preparation for the harmonization of relevant legislation, (iv) human rights dissemination and education, (v) application of human rights norms and standards, and (vi) monitoring, evaluation, and reporting.

The success of the implementation efforts while respecting, promoting, fulfilling, and fostering the human rights of the nation is determined in great part by adopting a culture of human rights for the nation through a great deal of effort to foster and develop knowledge and raise the awareness of every member of society, especially government officials, members of parliament, educators and activists within non-government organizations.

The knowledge and awareness by society regarding human rights matters may be fostered, raised and developed through various ways of dissemination and education using appropriate methods and means on the existing levels, characteristics, places and time. Respecting, promoting, fulfilling and the protection of human rights are long-term processes, considering that the nature of human rights is full of different values. Human rights education is a process that could be conducted anywhere, anytime and by everyone through all streams of education, namely the formal, non-formal, and informal, in order to develop a rational and responsible level of knowledge, behavior, and attitude to solve human rights problems (that have civil,

political, economic, social, and cultural dimensions and linked to the right to development) toward a just and prosperous society.

Table 1. Several laws and regulations on human rights

Year	Laws and regulations
1945	1945 Constitution The focus of national development is the person whose rights are assured, developed, and protected by the nation
1984	Act no. 7/1984 Ratification of the Convention on the Elimination of All Forms of Discrimination Against Women
1990	President Decree No. 36/1990 Ratification of the Convention on the Rights of the Child
1998	Act No. 5/1998 Ratification of the Convention against Torture and other Cruel, Inhumane or Degrading Treatment or Punishment
1999	Act No. 29/1999 Ratification of the International Convention on the Elimination of All Forms of Racial Discrimination
	Act No. 39/1999 on Human Rights
2000	1945 Constitution, Second Amendment The protection, advancement, upholding and fulfillment of human rights are the main conditions for the realization of a dignified, democratic and just society.
2004	Presidential Decree No. 40/2004 The National Plan of Action of Human Rights, 2004-2009
2005	Act No. 11/ 2005 Ratification of International Covenant on Economic, Social, and Cultural Rights
	Act No. 12/2005 Ratification of the International Covenant on Civil and Political Rights

As result of the laws, decrees and the RANHAM, several institutions have been established to address specific concerns. The National Commission on Human Rights, National Commission on Violence Against Women, National Commission on the Rights of the Child, the National Commission for the Protection of Witnesses and Victims, the National Commission on Eradication of Corruption, National Ombudsman Commission, the Directorate on Human Rights under the Ministry of Law and Human Rights, among others, are all operating with specific mandates to perform. Furthermore, there are committees at the provincial and district levels which are mandated to plan and implement human rights programs at their respective levels. Besides, there are many institutions that deal with human rights, both government and

non-government. Some examples include the Ministry of Foreign Affairs, National Justice Office, Office of the Vice President, and Save the Children, Plan International, and ELSAM, to name a few from the non-government side.

The failure of human development in a number of countries resulted in a global commitment to overcome it through the Millennium Development Goals that were adopted in 2000 by the United Nations. This commitment prioritizes eradication of extreme poverty and hunger, achieving universal primary education, promoting gender equality, reducing child mortality, improving maternal health and combating HIV/AIDS and other diseases. Meanwhile, the *Human Development Index* established by the United Nations Development Programme (UNDP) affirms the principle that people are the subject of development and using as main development indicators the fulfillment of education services, health services and the purchasing power of society. These three main indicators are the minimum human rights objectives that must be achieved by any nation, led by the Government, as well as individuals and society.

The national development program implemented by the Government faced serious shortcomings due to the continuing economic crisis. The crisis that started in late 1997 has shown that the development strategy that prioritizes economic growth and national stability is inadequate in producing Indonesians who are tough and able to face crises. Therefore, a national development strategy must be developed that gives priority to the fulfillment of people's basic needs, so that Indonesians can live adequate and dignified lives, in line with the demand for human rights.

### **C. General education system**

Indonesia's development is based on the paradigm of enabling all Indonesians to fulfill their full potential. The Ministry of National Education (MoNE) has the long-term vision that all Indonesian children and young people will have equal opportunity to quality education at all levels, irrespective of economic status, gender, geography, ethnicity, and physical disability consistent with the Government's commitment to the United Nation's Convention on the Rights of the Child. The long-term mission of MoNE is to ensure that there are no barriers to accessing education opportunities and that the highest standards of education and training are assured. Another part of this mission is to ensure that progression through the system is based on merit. A further mission is to inform parents, students and other stakeholders of the opportunities available, the basis for accessing these opportunities and sharing responsibility for optimizing these opportunities. Part of this mission is that MoNE will provide a teaching and learning environment that promotes a culture of excellence and strengthens the confidence of Government, parents, children and other stakeholders in the value of education and training provided.

The Indonesian education system is organized into: (i) early childhood education including day care centers, playgroups and kindergartens, (ii) primary education including both formal and non-formal, (iii) junior secondary education including both formal and non-formal, (iv) senior secondary education including both formal (general or vocational) and non-formal, and (v) higher education, including professional education of managers and teachers (Education Law no. 20, 2003).

Basically, Indonesia employs the famous 6-3-3-4 educational system. Primary school has six years, junior secondary school is the next three years, senior secondary school is another three years, and university education is the final four years. Prior to primary school there is early childhood education that is not a pre-requisite for primary schooling entrance.

Age	School Education				Out of School Education	
					Non-formal	Informal
> 22	Higher Education/Islamic Higher Education Post Graduate					Courses Family Education
19–22	Higher Education/Islamic Higher Education Graduate/Diploma					
16–18	Senior Secondary School				Apprenticeship	
	General		Vocational			
	Islamic General	General	Islamic Vocational	Vocational	Package C	
13–15	Islamic Junior Secondary School		Junior Secondary School		Package B	
7–12	Islamic Primary School		Primary School		Package A	
4–6	Islamic Kindergarten		Kindergarten		<i>Play Group</i>	
0–3					<i>Day Care Centre</i>	

Figure 1: Education System in Indonesia

The education services are primarily delivered through institutions under the auspices of MoNE and the Ministry of Religious Affairs which regulate both public and private providers, alongside public and private universities which have varying degrees of autonomy. The education system also incorporates formal, non-formal, informal and distance learning approaches to education service delivery, with a growing emphasis on information and communication technology (ICT)-based education services. The education system addresses special needs, including both students with learning disabilities/constraints and gifted students.

## II. EDUCATION LAWS AND POLICIES, THE CURRICULUM, AND PROGRAMS

### A. Laws and policies on education

#### 1. General education laws

During the past five years, the Government developed a comprehensive legislative and regulatory framework that sets out the roles, responsibilities and obligations of central, provincial, and district authorities and community-level stakeholders for education service provision. Sector development planning is built on the legal obligations of the State as outlined in the fourth amendment to the constitutional provision on education (Article 31), Law no. 17/2003 on State Finance, Law no. 20/2003 on the National Education System (Sisdiknas), Law no. 25/2004 on the National Development Planning System, Law no. 32/2004 on Local Government, Law no. 33/2004 on Fiscal Balance between Central and Local Governments, and Law no. 14/2005 on Teachers and Lecturers.

The law mandates the implementation of decentralization in two stages: (i) devolution of authority to manage the education service delivery from central to the local governments and (ii) devolution of a significant authority to the school level as represented by the implementation of school-based management. Parallel to the latter, the law promotes a greater role for the community, e.g., involvement in the education council at the district level and the school committee at individual school level. Provision and improvement of education quality and relevance is stipulated in Law no. 20/2003 on National Education System and spelled out in detail at a more operational level by Government Regulation No. 19/2005 on the National Standard of Education.

The decentralization law clearly respects human rights in a broad sense. The devolution of most of the Government's administrative powers to the district level means that districts have more power to implement laws, more freedom in decision-making, and are more able to better reflect the district citizens' needs. Furthermore, with the decentralization of power covering education, then the educational program of the district will address the educational and developmental needs of the citizens better. This is one effect of the operation of the fourth amendment of the 1945 Constitution mentioned earlier. From these viewpoints it is clear that decentralization can be seen as one mode of providing more respect to human rights.

Since late 2004, a number of key regulatory actions have been taken to set the foundation for education reform. The Ministry of Home Affairs (MOHA) has issued Government Regulation No. 65/2005 for developing new minimum service standards across sectors. The independent Board of National Education Standards (BSNP), established in mid-2005, has developed the (i) Standard on Content issued through the Ministry of National Education Decree No. 22/2006, and the (ii) Standard on Competence through the Ministry of National Education Decree No. 23/2006. The Ministry of National Education Decree No. 24/2006 was issued to clarify the roles of

different levels of Government in the implementation of these decrees. For instance, the regulation grants governors and district heads some leeway in developing, scheduling and implementing these regulations depending upon the conditions of the respective provinces and districts. Again, these laws and regulations are actually modes of greater respect of human rights.

In late 2005, the Parliament approved Law no. 14 on the new or increased functional, professional and special area incentives for teachers, as part of measures for the improvement of education standards. This legislative provision applies to the MoNE and Ministry of Religious Affairs, and covers public and private schools. These comprehensive measures, alongside access to school operational budgets, constitute an opportunity for increased policy harmonization across all providers. One of the most striking improvements on teachers rights based on this law is that those who work in remote areas are entitled to special incentives including scholarships for their children. In the past, once a teacher was sent to a remote area, then education of their children mostly depended on the existing facilities in that remote area. Due to the low income of teachers, most of them do not have the economic capacity to send their children to pursue education. From the human rights viewpoint, these measures clearly respect the human rights of teachers and their families including their children's educational rights.

## **2. Human rights education in general**

Human rights education has been historically embedded in the Civic Education subject since decades ago. The name Civic Education as a subject started to be used about four decades ago, seemingly as part of the numerous adoptions from the western education system at that time. Most components of human rights education were integrated in the Civic Education subject. At the end of 1970s the subject was changed into the *Pancasila* (five principles) Moral Education. Human rights related content in those subjects include: humanity, patriotism, law and order, cooperation, peace and harmony, courage, justice, solidarity, respect, rights, duties, responsibilities, freedom, self-control, broadmindedness, sensitivity, and family spirit (Oka, 2002).

During the Soeharto era, a new breed of history subject specific to Indonesia was introduced. There were two streams of history as subjects: the first is standard history consisting of world history and national history, and the second is Education on the History of the National Struggle. This new breed of history subject deals with a specific period of national history from the day Indonesia gained independence up to the Soeharto era. It mainly consists of teaching about nationalism, national unity, heroism, and respect for those who had important roles in making the nation into what it is. This last component seems to be a political method of cultivating obedience to the ruling power. This means that two subjects dealing with human rights education existed during this period. The Education on History of the National Struggle covered aspects of nationalism and national unity, while the Pancasila Moral Education subject covered the remaining aspects.

When the ruling power changed, the Education on History of the National Struggle subject was abolished. The content of this subject was integrated back into the national history component. History as a subject consisted of world history and national history. At the same time, *Citizenship Education* replaced *Pancasila Moral Education*.

Indonesia follows the integration approach by using Citizenship Education and other subjects for providing human rights education. Citizenship Education consists of components that have a very close relationship with human rights education. The components of the Citizenship Education subject, regulated by the Ministry of National Education Decree No. 23 on the Standard of Educational Content, are the following:

- a. Critical, rational, and creative thinking on dealing with citizenship issues.
- b. Actively participate, participate with responsibility, and act cleverly in society and national activities and present an anti-corruption behavior.
- c. Positively and democratically self-develop to be a society member based on the Indonesian character in order to be able to live together with other nations.
- d. Interact with other nations, directly and indirectly, making use of the advancement of information and communication technology.

The scope of the Citizenship Education subject, according to the Standard of Educational Content, includes human rights education, which covers "... child rights and obligations, society member rights and obligations, national and international human rights instruments, and human rights enhancement, respect, and protection."

Various other subjects also deal with human rights education. Human rights education content is integrated into social sciences and religion subjects at primary level. It is integrated into the Citizenship Education and Religion subjects at junior secondary level. At the senior secondary level, it is integrated into the Citizenship Education, Religion, Geography, History, and Sociology subjects. While at the university level, human rights education is generally integrated into the Citizenship Education course. Some universities offer human rights education as an independent course.

### **3. Programs for specific groups**

From the access viewpoint, Government strategies and plans are directed at meeting MDG targets by 2010, especially ensuring that the last 8 percent of primary-school-age children and 35 percent of junior-secondary-school-age students are enrolled and retained at school. Key strategies include (i) an expanded junior secondary school construction program in under served areas, (ii) expansion of non-formal and informal primary and junior secondary school programs for school dropouts, (iii) reduction of direct and indirect cost barriers through the expansion of school operational budgets (BOS), and locating schools close to home (e.g., integrated primary and junior secondary schools), and (iv) expansion of public information and communication programs, which promote school enrolment.

Key programs for enabling more equitable access include (i) expansion of infrastructure programs, (ii) increased deployment of teachers to under served areas, (iii) expansion of early childhood education, (iv) expansion of ICT-based distance learning and communication programs, (v) expansion of non-formal delivery of primary and junior secondary programs (Learning Package A and B), (vi) expansion of adult literacy programs, especially in remote areas, and (vii) increased community involvement in the management and delivery of basic and post-basic education programs incorporating capacity-building measures.

These serious efforts also involved the elimination of gender bias at primary and junior secondary education. Educational provision at these levels is the same between boys and girls. It is important to note that, from the education quality viewpoint, Indonesian girls seem to achieve better than boys.

The revised education law of 2003 sets out the legal provision for ensuring that unreached or disadvantaged groups are addressed by MoNE and the Ministry of Religious Affairs, focusing specifically on equitable treatment for: (i) religious, linguistic and ethnic minority groups, (ii) socio-economic classes and other stratifications, (iii) males and females, (iv) students with disabilities or special needs, (v) residents of remote/rural, island and border areas, and (vi) the very poor, orphans, and street and working children.

Children of minority groups, those in remote areas, those who live in rural areas, and those in marginalized sectors are classified under a common group of under served children. MoNE has adopted a new strategy for reaching the unreached in 2005. This strategy has four steps: (i) recognizing their characteristics, (ii) understanding their educational needs, (iii) finding out whether there are needs unaddressed by the existing system, and (iv) providing for their educational needs using the existing modes or developing new ones if the need for alternatives is significant.

Human rights education and education as a human right can be seen as two faces of the same coin. Indonesia provides education as a human right using the Education for All (EFA) viewpoint. EFA mandates the adoption of educational targets in the fields of early child care and education, basic education, literacy education, life skills cultivation, gender equity, and quality education. The first four fields can be seen as individual fields with their own goals and targets, while the latter two are the overarching principles that encompass the other four fields. The following concisely describes the Indonesian achievement in providing education on human rights using the EFA viewpoint.

Early child education in Indonesia is mostly provided (almost 99 percent) by community members and private institutions. In concordance with the internationally set target on quality expansion, the Government supports quality assurance efforts while including various partners in sharing the early child care and education quality improvement responsibilities. The key mechanisms include those run at the national and policy level up to the grassroot and operational levels. The first mechanism is the

establishment of the Early Child Education Forum and the Early Child Care and Education Consortium. The second is the mobilization of support from professional associations. The third is the organization of programs through religious centers and women's organizations, while establishing ECCE centers through various relevant universities. So far, there has been a significant increase in access. The proportion of children receiving the services increased from 27.8 percent in 2004 to 46.6 percent in 2006.

Indonesia has an EFA target for the 2008/2009 period for at least 95 percent of children under 7 to 15 years old, especially female, poor children, and other children with difficulties, to receive the basic education service, which fulfills the quality standard of education.

A number of key implementation strategies to bring the target into reality include the following: i) implementing a national social movement for completing basic education by involving all stakeholders that include parents, public figures, NGOs, and business and industry leaders; ii) focusing on essential programs to increase the enrollment rate and mobilize supporting resources and aborting less essential ones; iii) expanding educational opportunities to private schools and community-based education to boost their participation in educational opportunity provision; iv) handling more effectively difficult to reach community targets, such as the poor, remote, and isolated children, through appropriate and innovative educational provision means; v) empowering local educational authorities in order for them to be able to consider local challenges.

There has been an impressive achievement in basic education provision so far. Primary education net enrollment rates (NERs) increased from 93 to 95 percent over the period of 2003 to 2006. A growing tendency that younger children aged 5 and 6 years old entering primary education brought up the gross enrollment rate (GER) increase from 111 to 114 percent. On the other hand, the transition rate from primary to junior secondary education rose from 83 to almost 91 percent during the same period. These achievements brought an increase of junior secondary school's NER from 58 to 66 percent and GER from 75 to 89 percent during the same period.

Gender equality in education is gradually becoming widespread due to gender mainstreaming strategy employed since 2001. Gender discrepancy in primary, junior secondary, and senior secondary levels has decreased nationally, both in rural and urban areas. Equal access to universal primary education was reached in 2002. Gender parity index (GPI) for both GER and NER of primary education has already reached 1. At the junior secondary education level, an analysis using national GER and NER indicators showed that participation of girls is higher than boys. The GER and NER parity index for urban population shows a similar achievement, which is 1.01 for urban compared to 1.02 for rural areas. At the senior secondary education level, the GPI for the general stream was 1.01 in 2006, with a greater proportion of girls enrolled in urban areas.

Indonesia however, still faces some gender discrepancy and gender bias problems. There are gender discrepancies found in the higher education level, education management staff, and study programs and specialization. There is gender bias found in the curriculum, teaching materials, and learning processes.

To achieve quality education, the Government adopted three strategies for quality improvement. The first strategy is to improve student and school performance by strengthening student examination and school accreditation systems, setting up institutional arrangements for standard setting, and strengthening national and sub-national capacity in implementing these systems. The second strategy is to improve the availability of key quality oriented inputs through setting the minimum standard for those inputs, and setting up financial and management guidelines for the provision of those inputs. The third strategy is to strengthen the quality assurance system and capacity-building.

Overall student performance as indicated by the average score of the national exit examination has improved significantly at both junior and senior secondary schools. Furthermore, extensive progress has been made in setting standards and accreditation for schools. Minimum standards for school performance were established and disseminated in 2004 and capacity to undertake school performance accreditation has been expanded through the Board of School Accreditation and provincial/district accreditation and supervisory systems. Approximately 53 percent of the educational institutions have been formally accredited at present.

## **B. Descriptive presentation of the curriculum**

### **1. Human rights education**

The integration approach to human rights education in the Indonesian school system has seemingly been selected due to the following factors. Firstly, to prevent the number of subjects from increasing whenever new learning needs arise. There are many new learning needs that came about during the past decades. In addition to human rights education, for example HIV/AIDS and environmental education, (that later developed into education for sustainable development [ESD]) are new learning needs that arose recently. Secondly, there are overlaps by those new learning needs with the existing curricular content in certain subject matters. For example, there is a close relationship between HIV/AIDS learning content with some components of the Biology subject, and Climate Change components of the ESD that have a very tight relationship with some learning materials of the Natural Science subject. Without employing this approach, there are possibilities for the growth of the number of subjects taught at schools.

Human rights can be taught in the Citizenship Education subject through the following competencies:

- a. Primary level - living in peace and harmony, practicing child rights at home and in school, manifesting cooperation in daily life, demonstrating a democratic attitude, practicing *Pancasila* values, promoting individual dignity, appreciating joint decisions, and understanding the role of Indonesia in international politics in the global era.
- b. Secondary level - demonstrating positive attitudes toward protection and fulfillment of human rights, taking part in protecting, promoting, and respecting human rights.

The human rights content in religious education subjects can be in the form of respecting other people with different ideas and viewpoints, respecting differences in terms of ethnicity, religion, sex, and economic status. Religious education covers both the Islamic and Christianity Education subjects for all educational levels.

The methods for cultivating human rights values through the integration approach vary. Teachers may lecture, discuss, have question-answer sessions, conduct simulation exercises, provide demonstrations, give special assignments, and use many other methods. For the early grades of primary school, the teaching-learning process adopts the thematic approach: the teachers decide certain themes and discuss them from various viewpoints including human rights. In the later grades, teachers commonly use lecture, discussion, question-answer, and simulation methods (e.g., simulation of the decision-making process at the village meeting and district parliament). In addition to these methods, another method (newspaper and magazine study) is introduced at the junior secondary level. After a lecture, or discussion, or question-and-answer session on a human rights topic, students are assigned to collect relevant newspaper or magazine articles that are posted on the classroom walls. The positive impact of this method prevents students from getting bored and keeping students updated on recent events. At the senior secondary level, the most common methods include discussion, group assignment, independent study, simulation, and cases studies. When using these methods, a group of students is assigned to collect articles from newspapers, magazines, or television and radio news about a specific human rights issue. The group presents and discusses the material about the human rights issue with the rest of the class.

## **2. Issues related to religious education, co-curricular activities, the school ethos, teaching/learning methodology and the school environment**

Indonesia is a large and diverse nation where some of the major religions, i.e., Islam, Christianity (Protestant and Catholic), Buddhism, Hinduism, and Confucianism, are practiced. The country derives its identity from both homogeneity and heterogeneity. The education system, therefore, needs to be responsive to religious diversity by incorporating dimensions of Islam, Christianity (Protestant and Catholic), Buddhism, Hinduism, and Confucianism into the curriculum. The Education Law mandates that all students shall receive religious education lesson based on their religion, regardless of the type of school they enroll in. Schools, either public or private, are mandated to provide religious teaching to all of their students based on the students' religion. It is

also mandated that a Muslim student enrolled in a Catholic school, for example, should receive Islamic education, and vice versa. However, the country still faces the problem of an inadequate number of religion teachers, particularly in rural areas.

Co-curricular activities have mushroomed recently. The type of activities held as co-curricular activities varies and so is the decision-making process. In the most common cases, teachers are assigned by the school to supervise the activities. The types of activities range from sport to science and from aero-modeling to marching bands. The type of co-curricular activity decision-making process also varies from that heavily influenced by the school to those fully based on students' interests. But even in cases where the school decides the types of co-curricular activities, participation in any activity is purely based on the students' interest. The most common practice, however, is that schools offer some activities in which students are free to express interest. In such case, the school usually accepts the students' request when resources are available.

Rules and regulations enforcement varies depending on school level and school quality. Senior secondary schools tend to treat their students as young adults with rights, while primary schools treat students as kids who should follow what teachers say. Good schools tend to respect student rights better than schools with a lower quality. Prior to the start of a school year, good schools require each student to sign a contract of obedience to the schools' rules and regulations. Other schools simply announce the rules and regulations and ask students to obey them. This tendency also applies to senior secondary schools as opposed to primary schools.

On this attitudinal matter, there is a growing tendency among good schools to treat their students better, starting from students' arrival until they leave school for home. The school headmaster and some teachers in good schools stand in front of the school gate to welcome each student by shaking his or her hand. At the end of the school day, they again stand in front of the school gate to say goodbye to their students. Another improvement happens in the teaching-learning process of good schools. Students are no longer treated as objects of curricular activities. They are treated as subjects and the center of the teaching-learning process. This good 'movement' in the school system however is still in its infancy. The proportion of good schools in relation to the rest is still very small.

The Government requires all schools to have an institutional body or organization of students. This body is called the In-school Students Organization (*OSIS*). This body aims mainly at preparing students for leadership roles and community member roles. In certain schools, OSIS has become a kind of student parliament. It proclaims students' needs and feelings. It sends petitions to the school management regarding student rights. The schools facilitate OSIS. OSIS gets involved in human-rights-related issues by taking up cases such as teachers' ill treatment of students, use of the school budget, school fees, etc. OSIS organizes meetings of all students to discuss the issues, and represents the studentry in asking the school principal for an explanation about the issues.

Students' enthusiasm to learn has recently become a growing problem. Since their main purpose for enrolling in school is to learn, the seemingly lower level of

enthusiasm to learn has to be addressed properly. There are two variables, at least, that affect learning enthusiasm, i.e., students' interest in subject matters and the way teachers convey messages of the subject matter to their students. Most schools deal with this issue seriously with a psycho-pedagogical approach. The teaching approach for children in primary school is not the same for young adults enrolled at senior secondary schools. But while this approach is necessary, it is not sufficient. Students' interests on the subject matter should be addressed as well. Most schools use textbooks as the only learning resource, while there are much more attractive materials available outside the classroom, like television and the Internet for example. Some schools are equipped with internet access so that students have various resources available to them, while the other schools should depend on reading materials as learning resources.

Schools provide facilities for students' activities during school time as part of the MoNE financial grant to schools to cover all operational costs. In this case, the facilities for student activities may not be sufficiently supported. The financial contribution of parents for the improvement of the quality of education in schools (including support for such facilities) is used only when the funds from the Government have been exhausted.

The teaching of life skills is being done from kindergarten up to senior secondary levels. The skills range from general life skills that stress psycho-social and character development at kindergarten and primary schools to specific skills that focus on academic skills for general senior secondary schools and on vocational-related skills for vocational/technical senior secondary schools.

The Government makes efforts to strengthen the life skills orientation in primary and secondary school pupils by incorporating various aspects from environmental, HIV/AIDS, and social affairs. Schools are encouraged to include a "local component" to better accommodate the local learning needs and to cooperate with local health, environment, and business and industry, both in curricular and non-curricular activities.

### **III. POLICY IMPLEMENTATION**

#### **1. Piloting human rights education in schools**

In close cooperation with MoNE and the Ministry of Religious Affairs, the Ministry of Law and Human Rights has been seriously piloting human rights education in schools. Currently, several primary schools and Islamic primary schools, junior secondary and Islamic junior secondary schools, and general senior secondary and Islamic general senior secondary schools are piloting human rights education.

In 1998, MoNE and the National Human Rights Commission closely cooperated on a project on a human rights education pilot model development using active learning methods and involving twenty-two primary schools in Cianjur (West Java Province). This model applied a student-centered teaching-learning process where the main

actors were the students themselves, their teachers, and supportive supervisors. Teachers acted as mentors or supervisors that provided support, not commands, to students' learning activities. In doing so, teachers continuously receive professional support from school supervisors. One drastic change introduced by the project was the change in the role of supervisors, from controlling administrative aspects of school and classroom management to providing professional or technical support to teachers. It is very important to underline that in this project human rights education was provided through an integration approach and applied only to primary schools.

This pilot study was extended to pilot a model for secondary level and teacher training institutes in Kupang city (Province of East Nusa Tenggara). The teacher training institutes were included to equip future teachers with human rights education skills so that upon graduation, no further preliminary in-service training would be required. The UNESCO Jakarta office supported the replication of the pilot model for primary education and extended the model to the secondary education level including Islamic schools at primary and secondary levels (*madrasah*) and vocational-technical secondary schools. Overall, this pilot effort included sixteen schools and a university (Sadli, Wignyosoebroto, Belen, 1997).

## 2. Teaching/learning materials development

Cultivation of human rights through school education does not only need a teaching-learning model but also teaching-learning materials and teachers' preparation. It is widely accepted that the relationship between the availability of learning materials and teacher competence and student achievement in the developing countries is strong and significant.

Several institutions in Indonesia actively take part in developing such materials. The role of the Ministry of Law and Human Rights, however, is worth mentioning first. It published twelve human rights embedded religious education textbooks for pilot study of human rights education through the Islamic Education subject lessons for primary, junior secondary, and senior secondary schools and their equivalent level in the *madrasahs*. Furthermore, the MoNE also published twenty-eight titles of supplementary books, modules, and films for primary, secondary, and tertiary education levels and the general public. As of early August 2008, the materials were ready for distribution to the provinces and schools. In addition, the Human Rights Center of the Indonesia Islamic University (Pusham UII) published a human rights education book for teachers and a reference book for human rights education lecturers. The Research Institute of Jakarta National University (UNJ) published reading materials. The MoNE, in cooperation with the UNESCO Jakarta office developed human rights education lesson plans for primary and secondary schools.<sup>2</sup> They include plans for integration of human rights education in religious education, civic education, social science education, and physical education (Belen, 2004, Pusham UII, 2006, Pusham UII, 2007, Asplund, Marzuki and Riyadi, 2008, and Marzuki and Riyadi, 2008).

The MoNE being an active participant-institution in the subregional project on the development of human rights lesson plans for primary and secondary schools in Southeast Asia (2001-2003) that resulted in the publication entitled *Human Rights Lesson Plans for Southeast Asian Schools*, its staffmembers translated this teaching guide into the Indonesian language (*Rencana Pelajaran Hak Asasi Manusia untuk Sekolah-sekolah Asia Tenggara*) and printed it in 2004. A thousand copies were printed in September 2004, and another six hundred copies were printed in 2007. The books were distributed to the following:

- a. Many universities and colleges/academies, especially those universities that have human rights study centers
- b. Primary, junior and senior secondary schools in various provinces
- c. Decision-makers in the central office of MoNE and the thirteen provincial offices of the Office of Educational Quality Assurance.

Other materials such as the human rights curriculum from the National Commission on Violence Against Women (Komnas Perempuan) should be useful for the training of education officials as well as school supervisors, school principals and teachers. Komnas Perempuan developed a human rights curriculum entitled “Human Rights Curriculum from a Gender Perspective” (Kurikulum Pendidikan HAM berperspektif jender) during the 2004-2006 period. The curriculum is designed for the training of government officials, staff of university institutes, and also staff of non-governmental organizations.

Komnas Perempuan developed the human rights curriculum with the support of the National Commission on Human Rights (Komnas HAM), and some university-based human rights studies centers (Center for Human Rights Studies in Syiah Kuala University [PUSHAM UNSYIAH], Center for Human Rights Studies in Universitas Surabaya [PUSHAM UBAYA] and Center for Human Rights Research and Studies in Hasanuddin University [PSP-HAM UNHAS]). Komnas Perempuan used it in its module trial activities and gathered suggestions from participants on how to improve the curriculum content.

The human rights curriculum highlights the gender perspective through the following contents:

1. Mapping of the situation on violence and discrimination against women
2. Human rights principles, concepts and historical contexts
3. The women’s rights movement and its link to the history of the development of the international human rights standards
4. Human rights mechanisms, including the human rights treaty monitoring bodies such as the Committee on the Elimination of Discrimination against Women, its General Recommendation No. 19 on violence against women, the United Nations Security Council Resolution 1325 (S/RES/1325, 2000) on the impact of armed conflict on women and girls
5. International human rights instruments (such as the Convention on the Elimination of All Forms of Discrimination Against Women)
6. Case studies of violations of women’s rights such as cases of violence against women in conflict areas, trafficking, and violence against women caused by interpretation of religious teachings and cultural practices.

Komnas Perempuan has been using the curriculum in twenty-four provinces in Indonesia. The use of the curriculum is adapted to the needs and situation of the target participants.

Education officials (including school supervisors and school principals in the provinces) can participate in the training activities of Komnas Perempuan on using this human rights curriculum, or use the curriculum in the training activities of MoNE.

### 3. Teacher training program/projects

Several institutions in Indonesia also actively take part in teacher preparation for human rights education. Teacher preparation may be conducted through both pre- and in-service training. Human rights teacher preparation through pre-service training is exemplified by the provision of human rights education to Nusa Cendana University (Kupang) students during the pilot implementation of human rights education adopting the active learning approach mentioned earlier. Most teacher preparation activities for human rights education competency, however, were done through in-service training. Training providers include the Human Rights Center of Surabaya University that conducted (i) child-to-child training, supported by UNICEF, (ii) human rights training with gender perspective for teachers in primary to senior secondary schools in Surabaya, supported by AusAID, and (iii) human rights training with gender perspective to combat trafficking in women and children, also supported by AusAID. Another provider is the Human Rights Center of Airlangga University that conducts seminars for high school teachers on education about democracy and human rights discourse with gender perspective, the Human Rights and Terrorism Center of Sriwijaya University that conducts training for senior secondary school teachers and university lecturers at Palembang, and the Center for Human Rights Studies, Islamic University of Indonesia (Pusham UII) that trains teachers in Yogyakarta through a teachers group. Also worth mentioning are the efforts of some non-governmental organizations, such as Solidamor that held training for senior secondary school teachers in several places including Medan city (North Sumatra), Lampung province, Semarang city (Central Java), and Jakarta.

The 2006-2007 teacher-training program for teachers of religion subject (Christianity [Protestant and Catholic], Hinduism and Buddhism) in thirteen provinces included a session on human rights education. Copies of *Rencana Pelajaran Hak Asasi Manusia untuk Sekolah-sekolah Asia Tenggara* were distributed to the teacher-participants for this session.

Aside from this training program, there is no MoNE training program that includes human rights education for other teachers.

### 4. Human rights centers

In the wake of reform agenda after the fall of President Soeharto in 1998, human rights issues became popular subjects for discussion. Strong efforts of human-rights-oriented academics, activists, officials of the Ministry of Law and Human Rights, and the Directorate General for Higher Education of MoNE led to the birth of two positive results for the promotion of human rights in the country.

The first result is the development of separate courses, or the content of such courses (such as Civic Education), in schools or faculties for human rights. Human rights education in Indonesian higher education institutions became a responsibility mandated to all law educators in the university. Human rights are taught as part of “soft skills education”, and also as values that support the realization of teaching, education, and public servant missions of higher education institutions in Indonesia. This unique public servant mission makes the direct link of the course content and real issues in the society possible (Wiratraman, 2007).<sup>3</sup>

The second is the establishment of human rights centers. Some centers were established at the university level while others are at the faculty level. Examples for the first type include centers at the University of Surabaya (private, East Java Province), Islamic University of Indonesia (private, Yogyakarta Special Province), and at Airlangga University (public, East Java). The human rights center of the Padjadjaran University (public, West Java) exemplifies the second type, which was established within its law school. See Table 2 for a list of existing centers.

The objectives of these centers vary. The common objectives of the centers include: (i) promotion, awareness-raising, and socialization of human rights; (ii) development of conceptual thought, and of the government and society systems that respect and protect human rights; (iii) generating more sensitive policies about the sense of justice and strengthening the fulfilment and protection of human rights, (iv) human rights problems discussions, violations identification, and service provisions, (v) cooperation and networking of human rights stakeholders, and (vi) conduct human rights studies, development of centers of excellence for studies, and research cooperation.

The human rights centers act as human rights think tanks. They also play important roles in the establishment of human rights programs at higher education institutions (Wiratraman, 2007). Cooperation between these centers and provincial human rights committees may lead to stronger efforts for human rights activities. The establishment of human rights study programs and courses in the centers provides the seed for future human rights provision, including human rights education.

Common activities related to human rights education undertaken by human rights centers include the following: firstly, the socialization of human rights concepts among students, including their responsibility in realizing human rights and democracy; secondly, human rights training and seminars for teachers, lecturers, and students; thirdly, the development of human rights curricula from primary to tertiary levels, teaching materials, guidebooks, and teaching practices; fourthly, studies of students’ human rights, and learning models for integrating human rights concepts into a competency-based curriculum.

**Table 2. University Human Rights Research Centers**

1.	Sentra HAM UI	19.	Universitas Nusa Cendana
2.	PusHam UNJ	20.	Universitas Mataram
3.	PusHam UIN Syahid	21.	Universitas Pattimura
4.	PusHam Univ. Islam Attahiriyah	22.	Universitas Cendrawasih
5.	Universitas HAMKA	23.	Universitas Tanjung Pura
6.	Universitas Trisakti	24.	Universitas Tadulako
7.	Universitas Nasional	25.	Universitas Hasanuddin
8.	Universitas Pakuan Bogor	26.	Universitas Negeri Makassar
9.	Universitas Syiah Kuala	27.	UIN Alauddin
10.	UIN Syarif Qasim	28.	Universitas Satria Makassar
11.	Universitas Negeri Padang	29.	Universitas Islam Makassar
12.	Universitas Riau Pakan Baru	30.	Universitas Halu Uleo Kendari
13.	Universitas Lampung	31.	Paguyuban HAM Unpad
14.	Universitas Islam Indonesia	32.	Universitas Diponegoro
15.	Universitas Gajah Mada	33.	Universitas Pelita Harapan
16.	Universitas Surabaya	34.	Institut Ilmu Pemerintahan
17.	Universitas Airlangga	35.	STIH Iblam Jakarta
18.	Universitas Jendral Sudirman	36.	Universitas Mulawarman

#### IV. BEST PRACTICES

It is very difficult to rate whether the following practices may be included as best practices or not because we do not have any benchmark to follow. However, the following are important activities conducted so far.

##### A. The development of the National Plan of Action on Human Rights

The National Plan of Action on Human Rights, or *RANHAM* in the Indonesian language, was established with at least, three major goals. First, it was established in order to protect, promote, strengthen, fulfill, and respect human rights. Second, it is meant to guide all stakeholders and orchestrate the activities to the targetted output in a specific year, including those activities related to human rights education. Third, it aims to protect the members of society from human rights violations. The members of society need special attention so that their interests are well accommodated. *RANHAM* identifies those who are susceptible to human rights violations including children, young adults, women, senior citizens, traditional communities, minority groups, the poor and people in need, disabled

persons, enforced disappearances, displaced persons, prisoners, farmers, laborers, and fisherfolk.

RANHAM is revised every so many years. The first RANHAM had the 2003-2008 period. The period (2005-2009) of the current RANHAM overlaps with the first plan, as part of the transitional plan under Presidential Decree No. 61/2003.

**B. Close cooperation and synergy between the MoNE, the Ministry of Law and Human Rights and various human rights institutions**

Human rights education in Indonesia is blessed by the existing national structure of human-rights-education-related activities. Cooperation and synergy between two of the most important stakeholders of human rights education, i.e., the Ministry of Law and Human Affairs and the MoNE, constitutes a strong capital for human rights education provision in Indonesia. The Ministry of Law and Human Affairs developed national curricula for human rights education in 2004, held training for trainers, and many other efforts. Furthermore, there is also good cooperation among other human rights institutions, such as the National Commission on Human Rights, National Commission on Child Rights, National Commission on Violence Against Women, to name a few.

**C. Establishment of human rights research centers, provision of human rights courses, and establishment of human rights specialization and study programs.**

**V. ANALYSIS OF THE LAWS, POLICIES, EDUCATION GOALS, CURRICULA AND PROGRAMS**

**A. Coverage**

All students in Indonesia are treated equal under Indonesian laws, policies, and curricula. Educational laws, policies, and curricula cover all schools, public and private, wherever they are located. There is no intended distinction between private and public schools, between rural, urban, and metropolitan schools, and schools belonging to different ethnic groups. There is no planned educational discrimination practiced in the country. Any existing differences between those who live in rural and urban or metropolitan areas are caused by the variation in capability of parents in urban and metropolitan areas to provide support for their children compared to their rural and remote areas counterparts. Limited available educational resources prevent the Government from pouring much more resources to those living in rural and remote areas using the same schooling system. Central Government subsidies that go direct to schools are provided to all schools based on the number of students enrolled. Teacher allowances are (apart from teachers' salary paid by the Central Government), however, provided to the remoteness of a school's location. There is a positive discrimination system for under-served children. An alternative, non-formal education subsystem equivalent to primary, junior secondary and senior secondary levels was introduced in the early 1990s. This equivalency education sub-system was created to provide similar educational opportunities to children and adults who are not served by the formal system, due to age limitation, working status, non-availability of formal schools within a reasonable distance, and children of poor families. The certificates issued under the Learning Packages A, B, and C are equivalent to primary, junior

secondary, and senior secondary school certificates respectively, and have exactly the same legal recognition as the formal schooling certificates.

There are special programs that positively affect the school environment. The inclusive education program is one kind of such program. The introduction of the Inclusive Education program provides students with special needs an educational experience and environment similar to that enjoyed by ‘ordinary’ students. The Inclusive Education program is provided at primary, junior secondary and senior secondary schools. Once a student with special needs is enrolled to an inclusive program, he or she has the right to education up to university level. This means that with the introduction of this program the educational opportunities for students with special needs that were previously only available at special schools have widened in two ways, in terms of entrance up to university level, and the opportunity to have education in an environment similar to that enjoyed by ‘ordinary’ students.

### **i. Content, Components, and Networking**

Indonesia ratified most of the major international human rights conventions since they are totally consistent with the national constitution.<sup>4</sup> Because of this ratification, the content of human rights education in Indonesia should be in total concordance with the Universal Declaration of Human Rights (UDHR), the Convention on the Rights of the Child (CRC), and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW).

In practice, however, there are several issues that need to be taken seriously into account. The first is the teachers’ readiness and second is the availability of learning resources at schools. Efforts conducted so far include: (i) development of a human rights curriculum and teaching-learning materials, (ii) pilot implementation of human rights education at schools and universities, and (iii) institution- and capacity-building.

The human rights education curricula for primary, junior secondary, and senior secondary schools were developed as competency-based curricula. The curricula consist of general concepts, specific concepts, and indicators. At primary school level, human rights education is integrated into two subjects, i.e., social science and religion. At junior secondary school, human rights education is integrated into two subjects, i.e., citizenship education and religion. At senior secondary school, it is integrated into three subjects, i.e., religion, geography, and sociology.

The materials developed by the Ministry of Law and Human Rights, the MoNE and Komnas Perempuan include textbooks, comic books, brochures, stickers and pamphlets. Target audiences for those materials include students and community members in general. The intended student-users consist of primary, junior secondary, senior secondary, and university students.

Under close cooperation with the MoNE and the Ministry of Religious Affairs, the Ministry of Law and Human Rights has been seriously piloting human rights education in schools. Currently, several primary schools and Islamic primary schools, junior secondary and Islamic junior secondary schools, and general senior secondary and Islamic general senior secondary schools are piloting human rights education.

Furthermore, in a close cooperation with the Directorate General for Higher Education, the Ministry of Law and Human Rights advocated among university leaders the importance of human rights education for university students. As a result, most public universities already have human rights education either as a separate course or as content of an existing course, such as Civic Education.

There are several institutional- and capacity-building efforts conducted so far. First, the Ministry of Law and Human Rights campaigned for the establishment of human rights research centers at higher educational institutions. This resulted in the establishment of thirty-six university-based centers so far.

Secondly, the adoption of the plans of action on human rights that include human rights education activities. The 2004-2009 National Plan of Action on Human Rights provides for the basis for human rights education in the Indonesian school system. This plan consists of six main programs, one of which is on “Dissemination and human rights education.” This special program was adopted due to the belief that protection, promotion, fulfillment, and respect for human rights are greatly determined by nurturing human rights culture and values through education.

#### **ii. Mechanism for implementation including pedagogy**

The high commitment of Indonesia in promoting human rights is seen in the number of institutions that deal with human rights education in the country. The number of players in this field allows the MoNE to network with key players, such as the Ministry of Law and Human Rights, the National Commission on Human Rights, the National Commission on Violence Against Women, the National Commission on the Rights of the Child, and the National Ombudsman Commission, and higher education institutions. In fact, the Ministry of Law and Human Rights functions as a coordinating body for human-rights-related activities conducted by other relevant government ministries and institutions. Within the ministry, there is a special directorate general assigned for human rights implementation, i.e., the Directorate General for Human Rights, that is responsible for all human-rights-related activities. Specifically for human-rights-education-related activities, the responsible body is the Directorate for Human Rights Dissemination. This means that the MoNE should not develop everything itself as if there are no other institutions interested in human rights education.

To implement human rights education, the National Plan of Action for Human Rights Implementation (*RANHAM*) was adopted in 2003 (the first *RANHAM*). Based on the national plan of action (*RANHAM*), operational activities have been developed including the aforementioned curriculum and learning materials development, teacher training, and establishment of university-based human rights centers. To finance all activities, annual budgets are allotted within the Ministry of Law and Human Rights, MoNE, Ministry of Religious Affairs, and at university level. The recent national financial situation, however, forced the latter two ministries to reduce their financial allotment.

Started in 2006, the curricula for schools have shifted gradually from the nationally developed curricula to school-developed curricula. On one hand, the decentralization of curricula provides wide opportunities for schools to adapt human rights education to their relevant school-environment-related educational content and activities.

On the other hand, this shift in paradigm on curricular development makes the controlling mechanism a bit more complicated. The MoNE decides the standard for educational content and graduates' competence, while the translation into daily teaching plans is fully conducted by schools and teachers. Since education management, including human rights education, was transferred from the national level to the district level, the controlling mechanism for the implementation of human rights education relies on the district education supervisors. There are supervisors for primary schools, junior secondary schools, and senior secondary schools at the district level. These supervisors are responsible to the head of the district office for education, who has no structural relationship with the Minister of National Education at all.

Under the decentralized educational management environment the paradigm should be shifted. The MoNE should shift the "control paradigm" into an "assurance paradigm."<sup>5</sup> Using the latter paradigm, the MoNE assures the adequate provision of educational input, teaching-learning processes, and educational output. At the input aspect, the Curriculum Center and other offices at the MoNE develop and distribute a manual for developing school curricula, with examples of school curricula and the National Standards of Education. At the beginning, schools may simply adopt examples of the school curriculum received from the MoNE and use them in the daily teaching-learning process. After they become familiar with it, it is expected that they start to adapt it, make some alterations and changes, to make the curriculum more relevant to the existing school environment. At a later stage, after they are able to alter many components and use it in the daily teaching-learning activities, all schools are expected to develop their own curricula based on the National Standard of Content and Standard of Graduate Competence.

In-service training on school curriculum development for teachers and supervisors is held under the existing nationally controlled Teacher Training Centers (LPMP) in the provinces. Employing their new knowledge on curriculum development, supervisors help schoolteachers to adopt, adapt, or develop their own curriculum and use it in the teaching-learning process. Besides that, the Curriculum Center provides training for curriculum development advisors who will assist individual schools in developing the curricula. Another serious effort in this matter includes the nationally financed activities of the Teacher Working Group (KKG) and Subject Matter Teachers Group (MGMP) for peer-tutoring. This peer-tutoring method fosters the skills and knowledge of individual teachers on curriculum development as well as practicing the developed curriculum into the daily teaching-learning process. This adult-style learning using peer-tutoring method proved to be very effective in improving teachers' competence on curriculum development and pedagogy as well as teaching content.

There are however other major problems regarding the integration of human rights education into the curriculum under the decentralized system. A basic major issue is the lack of a mainstreaming strategy that would make all relevant teachers and schoolmasters become aware of human rights education and the need to integrate it into the school curriculum. There are also problems regarding support for the teaching-learning process as well as proper instruction to school officials on the integration of human rights education into the school curricula.

The development of human rights education curricula by the Ministry of Law and Human Rights is an important initiative. But this initiative may not achieve its objective over time.

These curricula must relate to the sample school curricula developed by the MoNE for the use of schools all over the country. But it seems that this is not the case. Nationally developed sample school curricula are distributed to all schools across the country, while the curricula for human rights education developed by the Ministry of Law and Human Rights remain at the national level office.

Under the integration approach to human rights education, the teaching-learning process is crucial. While the teachers should be responsible for teaching human rights, it is possible that not a single teacher takes the responsibility for doing this. To gather together all the pieces spread over various subjects relevant to human rights concepts, package them into human rights “messages,” and convey the messages to students requires extra and concerted efforts by the teachers. Who takes the responsibility of orchestrating these efforts?

Even though the human rights concepts and ideas and components of human rights education are written into the national standards of curricular content, this does not automatically translate into the school curricula on human rights that teachers develop. The teachers still need a “decree”, an “order”, or a “request” to do so. So far, no such “decree”, “order”, or “request” exists.

## **VI. RECOMMENDATIONS**

In order to improve the current situation of human rights education in the Indonesian school system, there is a need to define the mainstreaming strategy of the Government in this regard. Such strategy should be able to address the particular components of human rights education in the school system. The following recommendations have been identified to address specific issues that affect the current situation of human rights education in Indonesian school system.

### **A. Stronger Cooperation and Synergy at the National Level**

Coordination and synergy are two key factors for the success of human rights education provision. The MoNE and other ministries, such as the Ministry of Law and Human Rights, should aim at stronger coordination and synergy for better implementation of the initiatives in this important area of education.

Unfortunately, it seems that the socialization of the concept of human rights education has not reached the MoNE’s top level adequately. This is a basic recommendation for the MoNE to achieve the goal of human rights education in the Indonesian education system.

### **B. Stronger Cooperation and Synergy at the Sub-National Level**

The existing organizational and activity structure of those various institutions at the national up to school level should be employed to their fullest potential. The existing double organizational and activity structures of the MoNE and the Ministry of Law and Human Rights are very strong assets. The Education Ministry has the organizational and

activity structure that consists of (i) a national ministry and its various offices, (ii) nationally controlled Teacher Training Centers in the provinces, (iii) teacher and supervisor training conducted by these centers, (iv) curriculum development assistants at provincial and district levels readily assist curriculum development at school level, (iv) school supervisors who readily assist teachers in teaching-learning processes, and (v) the two teacher groups with peer-tutoring activities which are financially backed by the MoNE. On the other hand, the Ministry of Law and Human Rights has an organizational and activity structure that consists of (i) a national ministry with a special directorate general for human rights, (ii) A Human Rights Committee at the national level, (iii) Human Rights Committees at the provincial level, (iv) human rights research centers at universities that are commonly located in the provincial capital, and (v) A Human Rights Committee at the district level.

This double organizational and activity structure may be employed in a better orchestra of human rights education provision. Those two streams of offices seem to work in isolation. There are four offices in the provinces that seem to work under their own program that seem to work with inadequate coordination and synergy, if any, i.e. (i) Human Rights Committees at the provincial level, (ii) human rights research centers at universities that are commonly located in the provincial capital (on the side of the Ministry of Law and Human Rights), (iii) the nationally controlled Teacher Training Centers in the provinces and (iv) curriculum development assistants (at the Ministry of National Education side). Furthermore, there are three offices and groups of staff at district level that also seem to work without adequate relationships with each other, i.e. (i) The Human Rights Committee at the district level, (ii) curriculum development assistants at district levels, and (iii) school supervisors.

Cooperation and synergy efforts at the provincial and district levels are needed to make the cultivation of human rights concept to all students become a reality.

### **C. Paradigm shift**

It is important to make sure that teachers in the relevant subjects teach the human rights concepts and messages to students. The weakest side of the integration mode of teaching-learning is on how to control or make sure that the actual human rights concept “cultivation” or teaching-learning activities are going on as expected. In the decentralized Indonesia, a shift from a “controlling paradigm” to an “assurance paradigm” is needed, as mentioned earlier, since the authority of the MoNE is limited to establishing the standard, and teaching-learning practice is under the control of the district government. Since education management, including human rights education, has been transferred from the national to the district level, the controlling mechanism for the implementation of human rights education relies on the district education supervisors who indirectly report to the district mayor. District mayors do not have any structural relationship with the MoNE.

Under the new paradigm of quality assurance, it is important to make sure that the input and process for human rights education are of a good quality. The minimum educational input consists of learning materials and teachers. The MoNE has to make teachers understand the components of human rights education within the national standard of educational content, capable of translating it into school level curricula, and also capable of

cultivating the concepts with students. This means that, at least, i) a special manual should be developed in a teacher-friendly mode and distributed to all teachers in the country; ii) using the existing structure at the sub-national level mentioned in the previous pages, a method should be developed to assure that all teachers know what to do and have the necessary knowledge in the cultivation of human rights; finally, iii) another method should be developed to assure that those teachers really conduct human rights cultivation efforts properly. This requires energy, time, willingness, and financial resources.

#### **D. Formal instruction from the MoNE**

Publishing a “decree”, an “order”, or a “request” to teachers to mainstream the cultivation of human rights within the education system is the authority of the Minister of National Education. It is therefore clear that the Minister of National Education and the relevant directors-general<sup>6</sup> have to be properly introduced to the importance of human rights education. With the blessing of the Minister of National Education, human rights education may be nationally mainstreamed to all levels of education. Harder efforts should be undertaken for stronger cooperation and synergistic ways by all human rights education stakeholders to mainstream it into the teaching-learning process at schools in the more than ten thousand islands in Indonesia.

#### **E. Creative and alternative human rights education resources**

Limited national, provincial, and district financial resources should be faced with a more creative strategy. In the wake of Corporate Social Responsibility, the road to use company resources to finance educational activities, including human rights education, is becoming wider. In fact, from the company viewpoint, a coordinated effort from the relevant ministries are awaited and welcomed. The question is simply “who should start it?” It is clear that the ministry responsible for education has to do this. But the ministry that deals with human rights issues has a responsibility as well.

#### **F. Teacher Preparation and Teaching-Learning Materials Distribution**

Since Indonesia passed the era of national-level curricular development and entered the more advanced school-level curricular development in 2006, the teacher should develop the curriculum to be used at daily teaching-learning activities. The power of the national authority is standard development, including standard of teaching/learning contents and standard of learning outputs. To make teachers able to interpret the human-rights-related component in the National Standard of Contents and the National Standard of Learning Outputs into the school curricula, a manual should be developed and distributed timely to all teachers throughout the country. The manual should be user-friendly because it will be used as the sole method of teacher preparation.

The teachers’ manual is more preferred for the teachers’ preparation rather than teacher training due to the size of teacher population (2.2 million) that makes training a time and budget consuming process. It is very useful to learn the past experience in preparing the teachers during the 1980s and 1990s curriculum when, partly due to financial resources availability to the huge number of teachers in a country of 17,000 islands, the training took

almost a decade to finish. In fact, a new curriculum was ready for implementation when the teacher-training program was about to end.

Beside the teachers' manual for school-level curricular development, the teachers' resource book and the students' book on human rights should be available as well. Human rights books developed by various institutions mentioned earlier are good sources for both teachers and students to choose from. After evaluating them, the selected good books should be ready for distribution. The recent policy of the Minister of National Education on provision of low-priced books will help schools make the books available at schools' library and parents are likely capable of purchasing them.

### **G. Teaching Learning Process and Evaluation**

It is important to make sure that human rights education efforts are properly undertaken. Human rights education should affect more than the cognitive domain, which is commonly the case at school setting. Human rights education includes and actually targets the affective domain. But in achieving teaching-learning effects on the affective domain, the cognitive domain of human rights education should be taken care of as well. Based on this argument, the correct term to be used should be "cultivation" rather than "education". Teachers, instead of employing teaching-learning processes that aimed at merely cognitive knowledge acquisition, should develop the teaching-learning processes that target the affective domain.

Evaluation of the teaching-learning outputs of the affective-domain-based processes is clearly different to that of evaluation of the cognitive domain teaching-learning outputs. It is likely that the changed behavior is the target of human rights cultivation. Even though the evaluation of the learning outputs of the affective domain is much more difficult than the pencil-and-paper objective tests that are widely used for evaluation of the cognitive domain evaluation, serious efforts should be conducted to make teachers capable of doing the correct evaluation process. The National Examination Center, with its expertise in measuring learning achievement at the affective domain should publish the guideline of the needed learning outputs evaluation and distribute it to all teachers and supervisors.

The role of school supervisor is very important in providing professional support to teachers. The support that can be provided includes teaching-learning process and learning achievement measurement. In order to be able to provide professional support, supervisors should know human rights more than the teachers. He or she should achieve the mastery level of human rights cultivation methods and affective domain achievement measurement. Training for school supervisors in human rights cultivation is either worth financing or financially feasible due to their small number. Properly trained, they will act as ensurer of quality human rights cultivation efforts at schools.

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**Endnotes**

<sup>1</sup> Agung Purwadi, Dimas Samodra Rum, Iskandar Agung of the Ministry of National Education and the Ministry of Law and Human Rights, Indonesia presented the previous version of this report in the Sub-Regional Conference on Regional Mapping, Collection of Best Practices, and Coordination of Initiatives to Promote Human Rights Education in Schools in Asia, Bangkok, Thailand, 17-19 July 2008. Philip Suprastowo and all members of the Policy Analysis on Human Rights Education at the Policy Research and Educational Innovation Center, Ministry of National Education, Indonesia prepared the earliest version for the Bangkok Conference, while Dimas Samudra Rum provided some excellent contributions. Dimas and Usman Surur of the Ministry of Law and Human Rights provide excellent contribution to this version.

<sup>2</sup> These lesson plans, in Bahasa Indonesia, are available online: [www.pendidikan-damai.org/gid/index.php?go=downloads](http://www.pendidikan-damai.org/gid/index.php?go=downloads)

<sup>3</sup> Wiratraman, HP (2007). The Dynamics of Human Rights Education in Indonesian Law Schools. In *Human Rights Education in Asian Schools* 10.

<sup>4</sup> As of 2007, Indonesia has signed the Convention on the Rights of Persons with Disabilities (30 March 2007) and the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (24 September 2004). These Conventions are awaiting ratification. Indonesia has ratified the following: the International Covenant on Economic, Social and Cultural Rights, International Covenant on Civil and Political Rights, the Convention on the Rights of the Child (CRC), International Convention on the Elimination of All Forms of Racial Discrimination, Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment, and the Convention on the Elimination of All forms of Discrimination against Women (CEDAW).

<sup>5</sup> The quality control paradigm mainly controls the outputs of the process, to fulfill the predetermined quality standard. Quality assurance paradigm, on the other hand, controls inputs and process in order to cultivate products that fulfill the predetermined outputs. Decentralization of education reduces the power of the national authority to standard and norm setting. The establishment of National Standard of Education enables the MoNE to control the input and process of education in order to deliver educational outputs that also fulfill the established Standard of Educational Outputs. There are seven standards of education established so far, including the Standard of Educational Contents and Standard of Educational Outputs.

<sup>6</sup> There are four relevant directors-general relating to the Management of Basic and Secondary Education, Higher Education, the Non-Formal and Informal Education, and the Teacher and Educational Personnel Quality Improvement.

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# **National Report On Human Rights Education in the School System of the Lao PDR**

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Ministry of Education

## **Historical Context**

Lao People's Democratic Republic (Lao PDR) is a small landlocked country located in the central Indo-China peninsula in Southeast Asia. It is bordered by China in the north, Cambodia in the south, Vietnam in the east, Myanmar in the northwest, and Thailand in the west.

Lao PDR gained independence and declared the country as the Lao People Democratic Republic on 2 December 1975. The Lao Government has always had a fair policy that protects and promotes the rights and benefits of Lao citizens. It also promotes gender equality as stated in Article 22 of the 1991 Constitution, "Lao citizens are all equal before the law irrespective of their gender, social status, education, beliefs and ethnic group." Article 24 of the Constitution states that "Citizens of both sexes enjoy equal rights in the political, economic, cultural and social fields and family affairs." In 2003, the National Assembly (NA) adopted revisions to the Constitution including an article that affirmed that "the State, society and families attend to implementing development policies and supporting the advancement of women, and to protecting the legitimate rights and benefits of women and children." To make sure that the Constitution is implemented, the NA enacted in 2004 the "Law on Development and Protection of Women." The President of Lao PDR issued a decree to enforce this law. Based on the law and policy mentioned, the Government pays attention to human rights as shown in its ratification of the human rights instruments of the United Nations (UN).

The UN was established in 1945, immediately after the World War II ended, with aims including the maintenance of international peace and security and international co-operation in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction of race, sex, language, or religion. Three years later, in 1948, the United Nations adopted The Universal Declaration of Human Rights (UDHR) covering political, civil, social, economic and cultural rights. While the UDHR is not a legally binding document, it requires political and moral commitment from UN member-states to respect human rights. To implement this

declaration, the UN saw the necessity of adopting human rights treaties, which were binding legal instruments, and have monitoring mechanisms. In 1966, the UN adopted the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR) that were enforced in 1976. The UDHR has become the greatest inspiration and aspiration of all human beings. On 7 December 2000, in line with the policy of the Lao People’s Party and the Constitution of the Lao PDR and to stress the importance of the international human rights instruments, Lao PDR signed the ICCPR and ICESCR.<sup>1</sup> The signing of these international human rights instruments was also meant to ensure respect for the rights of ethnic groups for their development and ultimately to lift the country out of the least developed status by 2020. In 1979, the Lao PDR ratified the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) and started to implement it in 1981.

Lao PDR acceded to the Convention on the Rights of the Child (CRC) on 8 May 1991 along with more than a hundred other countries. In 1992, the National Committee for Mother and Child was established to lead the implementation of the CRC in the country.

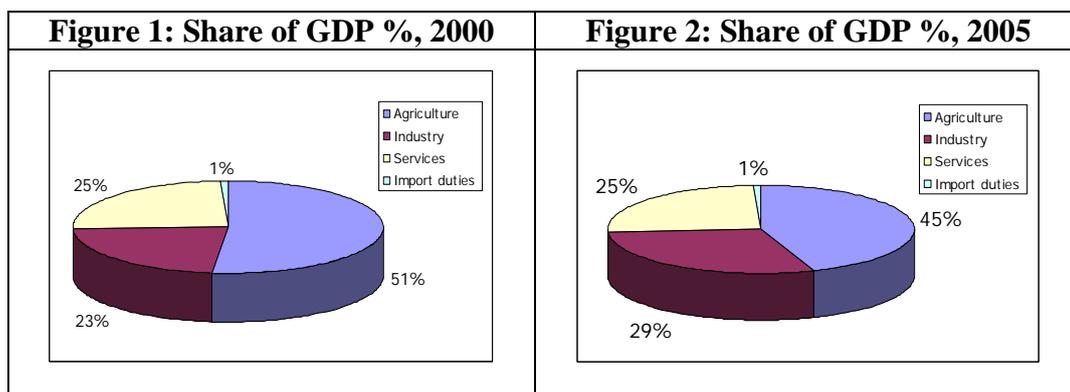
Lao PDR has sixteen provinces, one municipality and one hundred forty-two districts and 10,500 villages (Census 2005). There are 953,000 families in the total population of 5.6 million, with an annual population growth rate of 2.08 percent. Forty-seven districts have been identified as the poorest districts of the country. Majority of the Lao people believe in Buddhism. Lao PDR is a culturally diverse nation. Census 2005 categorizes the population into forty-nine ethnicities that can be grouped into four main language families, in which the Lao-Thai group accounts for sixty-four percent and Chinese-Tibetan accounts for the smallest percentage of the total population.

Language family	No. of ethnic groups	% of population	% of population aged 0-16
Lao-Thai	8	64.9	59.8
Mon-Khmer	32	22.6	25.1
Chinese-Tibetan	7	2.8	3.0
Hmong-Iu Mien	2	8.5	10.7
Other/no answer		1.2	1.5

Source: Census 2005

The 2005 Census also shows a large average family size in Lao PDR with an average rural family size of 5.9 members. Around 1,600 villages have no road access and 83% of the population live in rural areas and rely on subsistence agriculture. In order to improve the socio-economic situation, the Government places rural development as a key to poverty reduction and the improvement of living standards. Through rural development, Gross Domestic Product reached US\$ 511 in 2005.

With the New Economic Mechanism introduced in 1986 and based on a market-oriented economic system, the growth rate of the industrial and service sectors significantly increased, while the agricultural sector rapidly declined. However, in 2005, the agriculture sector still accounted for forty-five percent of the national income, as shown by Figures 1 and 2. It covers seventy percent of the total working hours and eighty percent of the labor force.



High quality education plays an important role in socio-economic and rural development, and thus contributes to reducing poverty. Hence, the Government identified three main key programs in education, namely, (i) improving justice and access/opportunity, (ii) ensuring quality and relevance, and (iii) education management. Various programs, projects and activities have been launched under these three main programs.

The Government expanded the education program in remote and ethnic areas in order to ensure equal access to education by all school-aged students, and to reduce adult illiteracy in the whole country. Since 2000, improvement of private education (which is rapidly growing in all provinces and will extend up to tertiary level) gained more attention from the Government. The education system is gradually being developed and improved to meet the international educational standards, especially in terms of quality. Article 22 of the Constitution states that the Government shall make an effort to develop education, and implement compulsory education to equip Lao people with morality and capacity. The State promotes and supports private sector investment in the development of the education system in the country. There is a need to identify priority areas in education, especially for ethnic areas. In addition, Article 22 emphasizes the right to education for all Lao citizens, particularly those in remote areas, women, ethnic groups, children, and disadvantaged people.

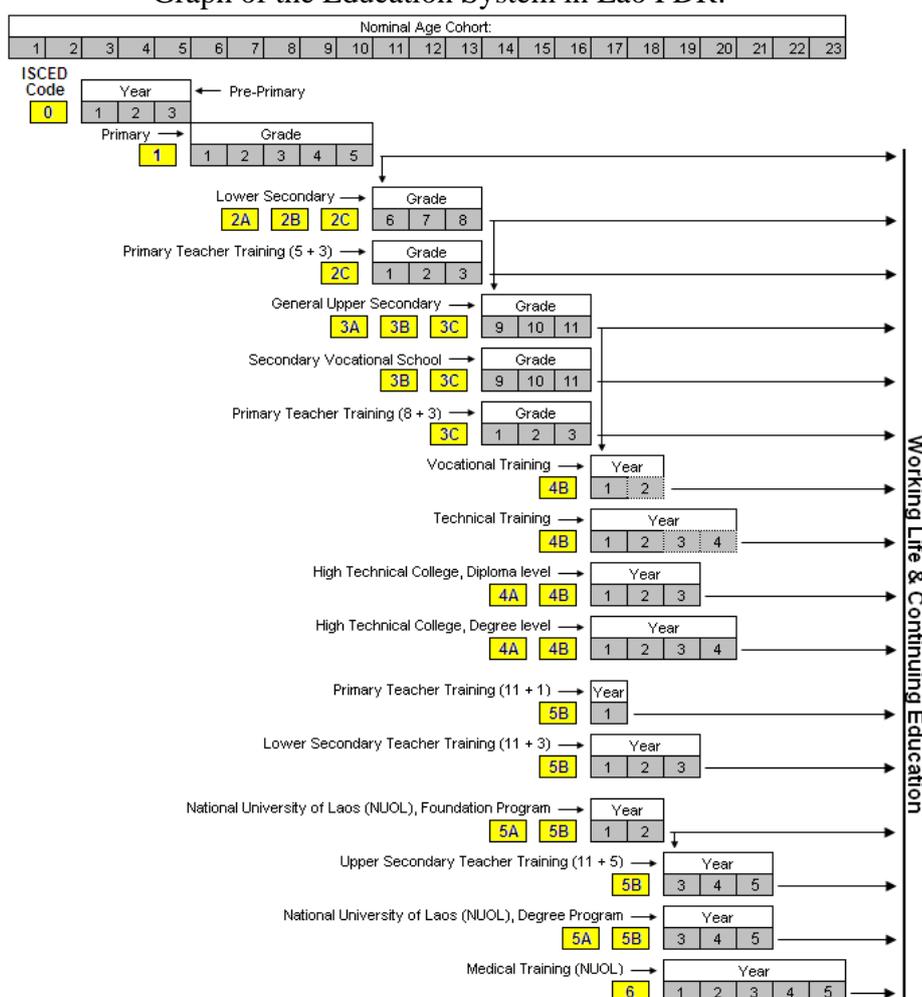
**The formal education system**

The formal education system of Lao PDR comprises several levels:

1. Kindergarten and pre-school (three months old to six years old) - six-year duration.
2. Primary education (six to ten years old) - five-year duration.

3. Lower secondary education - three-year duration (the duration will be expanded to four years starting in 2011).
4. Upper secondary school - three-year duration.
5. Vocational training and higher technical college - three to four-year duration.
6. Undergraduate level - five-year duration.
7. Master degree, research and PhD – up to six years duration.

Graph of the Education System in Lao PDR:



The Ministry of Education (MOE) has the overall direct management responsibility for the education system. There is a vertical coordination from the ministry to the provincial, district and school education levels. The educational policy on decentralization is acknowledged and enforced by the Government since 2002 to increase the ownership and responsibility for each education level. At the same time, responsibilities of each level are clearly laid out. Training has been provided to education managers at all levels to ensure that they implement activities required by their responsibilities. The structure is revised and improved from time to time to reflect the developments and growth of international and domestic fields of education.

The Constitution and the educational strategies of the MOE provide the educational principles and goals in Lao PDR. The most recent educational strategy (2000-2010) provides that primary education should focus on five aspects of education: moral, intellectual, vocational, physical, and the arts. Primary education should develop students to become patriotic, to love people's democracy, and to acknowledge the national tradition and the revolution. It builds students' knowledge, skills and the capacity to continue to higher education. It develops the students' basic competency in general vocational skills to improve local living conditions. It also emphasizes the education of students to live in society by training the spirit of patriotism; loving their hometown, village, family and their school; admiring leaders, parents, seniors and friends; having patience to study; basic knowledge of nature, society and people; and having basic knowledge on social-natural sciences and humanity.

Secondary education, comprising of lower and upper levels, aims to enhance knowledge, capacity and talent of students. It generally emphasizes learning how to accurately use the Lao language and to have basic knowledge of mathematics, natural sciences and social sciences, laws, information system, international language, technology and vocational skills.

In line with the 2005 Education for All National Plan of Action, the Government is initiating education reform that will lead to more pre-school education, extension of basic education from eleven to twelve years, construction of more school buildings, teacher education, development of curricula and teaching-learning materials, empowerment of all universities, and establishment of technical and vocational colleges in all provinces.

There will also be specialized education centers for various purposes. One relevant center is the Centre of Education Promotion for Women, Ethnic Groups and People with Disabilities. The objective of this center is to gather all activities that are related to the promotion of education for women, girls, ethnic groups and people with disabilities. It aims to assure equality in education in society. This education reform also focuses on creating female and ethnic staff at all educational levels, a strategy that enhances equality, justice and fulfillment of human rights in the education sector.

The Government is working to achieve the educational objectives of international initiatives including the Education For All (EFA) and Millennium Development Goals (MDGs). To implement and achieve the goals of EFA, the Government focuses on expanding education into rural, ethnic and remote areas to make sure that all ethnic groups, both sexes and all ages, have equal access to education, aligned with human rights education. The Government has always seen the solidarity among ethnic groups as central to the peace and sustainability of society.

### **General government policies**

Based on the current situation and the current educational concerns, the Lao People's Party and Government give priority to the development of education and consider

education as central to human development. To achieve the goals of EFA, MDGs and National Strategies for Growth and Poverty Eradication (which focuses on lifting the country out of the least developed status by 2020), the goal of the Government is to make sure that the Lao population from all ethnic groups and both sexes can read and write, achieve educational attainment, and have the knowledge to apply modern technology-sciences to the production process, so that they can participate in the development of the national socio-economy and can contribute to the competitiveness of the country at the regional and international levels. The promotion of education for women is also viewed as a priority. The National Strategy on the Promotion of Education for Girls and the Advancement of Women in the Education Sector (2006-2010) was adapted from the national policy of the Lao People's Party and Government under the Constitution, laws and agreements that ensure gender equality in terms of quantity and gender roles. In achieving equality in education, the development of quality human resources for both sexes to support the socio-economic development of the country is needed.

The Government views education as having a vital role in reducing poverty. Education can improve the living standards of the people and provide a basis for the growth of the economy. The National Strategy on Poverty Reduction states that education is a key feature to reduce poverty. Under this framework, illiteracy must be eradicated, and the people should have the opportunity to access modern technology that can be applied to agricultural production. Thus, it is significant to ensure equal access to education for all ethnic groups. The equal opportunity in education will allow Lao people to use their knowledge to improve their economic conditions that will then contribute to the reduction of poverty by 2020.

The resolution of the 5<sup>th</sup> National Conference of the Lao People's Party in 2007 requires the MOE in collaboration with the social sciences research center to conduct further research on the development of the Lao alphabet to match ethnic verbal languages and support quality teaching of the Lao language within ethnic groups. The MOE has implemented the resolution through different approaches. For example, the initial consultation meeting was organized in June 2008 to provide quality education to ethnic children and adults.

These policies and programs are based on the policy direction of the Government under the Constitution, laws and decrees that ensure qualitative and quantitative equality, particularly to ensure the achievement of equality in education in order to supply quality female, male and ethnic human resources to the socio-economic development of the country.

### **Educational policies and projects**

To ensure that all Lao citizens receive education, the Government enacted the Law on Education through Decree no. 149/LaoPDR dated 17 July 2007. Article 6 of the law states that Lao citizens, irrespective of their gender, social status, education, beliefs and ethnic group have the right to education. Article 17 states clearly that primary

education is compulsory, consists of basic necessary knowledge, and is free of charge for Lao citizens who are six years or older and from all ethnic groups. Article 35 states that students have equal rights to study, conduct research, and seek personal development. Each school, education center and institute, and education management organization at all levels must ensure the implementation of rights to gender equality. Articles 36, 37 and 38 also identify the need to support and provide assistance to students who are from poor families, are disadvantaged, especially women, ethnic groups, talented students, people with disabilities, and people with special needs. Furthermore, private education has been expanded as part of the Government's policy stated in the Article 22 and Article 60 of the Constitution, Article 24 of the National Education Law provides that the Government has a role in promoting and supporting individuals, groups, and domestic and international private sectors in investing in building schools, centers and institutes at different levels.

The Education Strategic Vision (up to the year 2020) clearly points out that all Lao citizens must complete a compulsory basic primary education and continue their study at the lower secondary level. This is to ensure that the Lao people can participate in the socio-economic development of the country.

To apply the international human rights instruments into the Lao context, the Government in 2007 developed a Draft National Action Plan on Human Rights that consists of four main action plans as follows:

- Plan of Action I: The preparation for the ratification of the International Covenant on Civil and Political Rights.
- Plan of Action II: The implementation of the International Covenant on Economic, Social and Cultural Rights, as well as the other international human rights instruments to which Lao PDR is a party.
- Plan of Action III: Human Rights Education, including the dissemination of information about human rights.

The basic purposes of the four main Plans of Action are under the responsibility of all parties in the public agencies to take into broad and effective practice. The MOE is responsible directly for Plan of Action III. There are two targets under the education plan of action which are (i) to ensure teaching and learning for general education and higher education levels in both public and private sectors providing knowledge, understanding and basic awareness of Human Rights (ii) to develop a plan for the dissemination of the citizens' rights as adopted in the laws of the Lao PDR and international human rights instruments for all citizens.

### **Policy implementation**

Due to increased investment in education by both government and private sectors, including international investors, children of all ethnic groups have increasingly been able to receive education and have increasingly seen the importance of education. As

a result, the number of students and teachers in the final year report of the education sector, 2007-2008, has increased.

The mid-term evaluation in the EFA report illustrates that the adult literacy rate (aged 15+) in 2005-2006 was 72.7% (females - 63.2%, males - 82.5%). The literacy rate for youths (aged 15-24) is 83.9% (females - 78.7%, males - 89.2%). The indicator on gender equality in literacy (aged 15+) is 0.76.

However, the expansion of education at all levels has mainly occurred in urban areas, especially for the pre-school education level. There is a need to fully implement the EFA program particularly in relation to early education for ethnic children, girls and children from the poorest families.

### *Gender equality*

The Government has a policy to promote the involvement of women in all sectors and in capacity development. In the past, a number of female educators have participated in training and capacity-building activities within the country and overseas. In addition, the promotion of the advancement of women in career development is one of the Government's priorities together with greater efforts of female officials in developing themselves. To date, a number of women have increasingly held a higher position in the education sector.

Moreover, a number of females within the MOE have been upgraded in terms of technical expertise and capacity to be able to participate effectively in their career development. So far, a number of females have received training and technical upgrading in the country and overseas.

Although the Government has increasingly promoted the advancement of women in upgrading their knowledge and skills and in career development, the number of women in higher positions and receiving higher education remains low. In the MOE, only a small number of women hold decision-making positions. Another issue is the very few representatives of ethnic groups among officials in the whole education sector. Within the MOE, there are six Hmong ethnic staff with only one female; and other ethnic groups have fewer or no representative.

To achieve the objectives of the Constitution, and the laws and decrees mentioned above, the MOE has implemented different projects supported by international organizations, non-governmental organizations and donors. These projects help construct schools, support teachers, support students from poor families, support girls and those in rural areas, establish facilities for ethnic students (such as boarding schools) and students with physical and visual disabilities (schools and dormitories), provide health and nutrition support to students, train communities to support education, promote women's empowerment, and develop curricula and teaching-learning materials. These projects have been implemented in many provinces in the country.

The MOE actively raises funds from various international organizations, such as UNICEF and UNESCO Bangkok to support several activities including the provision of training on gender to education managers from the ministry level to the provincial, district, school clusters, teachers and teacher training school management levels; and research on various topics for planning purposes related to gender equality. In every training workshop, “child rights” is a vital topic to increase the knowledge of the participants, and support the mainstreaming of child rights principles into the teaching-learning process and education management. The discussion of child rights focuses on the CRC (mainly the forty articles and the four basic rights such as the right to survive, the right to protect, the right to full development, and the right to participation) to make sure that the participants are aware of these rights, able to distinguish the differences between the rights and the responsibilities of the child, and can apply and mainstream them into the teaching and learning process as well as in education management as part of their daily work.

### *Child Friendly School*

The Child Friendly School Project has been implemented for several years in the country in order to ensure that children receive equally similar education with the same appropriate school environment. The project focuses on improving the learning environment and quality of education by emphasizing six aspects, namely, i) access to schooling for all children, ii) effective teaching and learning, iii) children’s health and protection, iv) gender responsiveness, v) participation of children, parents and the community, and (vi) effective leadership and administration. The project began as a pilot program from the second semester of the 2004-2005 school year in three primary schools in Salavan, Vientiane and Xiengkhouang provinces. With satisfactory results during the pilot period, the project was expanded to twenty-four more primary schools in seven provinces (Phongsaly, Oudumxay, Luangnamtha, Luangprabang, Xiengkhouang, Vientiane and Salavan). The MOE and UNICEF cooperated in this project, which constitutes a significant component of the cooperation plan with them for the 2007-2011 period.

With effective results during the pilot period, the project was expanded to cover more schools. However, the implementation of the project has been limited for many years only to the primary level and in limited target sites in thirty-eight districts of nine provinces. At present, there are seven hundred and sixty-five Child Friendly Schools. Even if the project is expanded up to 80 percent of the total schools in the target districts as mentioned, there is still a huge need because there are a total 8,830 primary schools, of which 4,242 are complete primary schools in one hundred forty-one districts across seventeen provinces. When an evaluation is done at the end of the project in 2011, it will neither have covered all the primary schools in all provinces, nor expanded to secondary schools.

At the same time, the MOE also cooperates with Save the Children-Norway (SCN) to pilot the inclusive education for children with disabilities project in Bolikhamxay

province. Training on human rights and child rights is provided under this project. The training program contains i) orientation on the child-friendly school project focused on the rights of the child to make sure that participants are able to distinguish the difference between rights and responsibilities of the child, (ii) school self-assessment by applying the school quality development standard which consists of six aspects and thirty-two indicators, (iii) education administration and management, (iv) school management information system, (v) participatory teaching and learning and the classroom and school environment organization.

### *Human rights teaching and learning*

The Law on National Education (Article 28), National Education Reform Strategy (2006-2010) and the strategies of each department have a clear policy and direction on developing local curricula to ensure that the content of the teaching-learning material reflects the real need and situation of the local communities. The formal education curriculum specifies twenty percent for local curricular development, while the non-formal education curriculum sets aside forty percent for local curricular development to integrate into curriculums local knowledge related to economic and socio-cultural aspects of the communities and their important local persons. This is meant to teach the younger generation the spirit of patriotism and to love their hometown and respect their ancestors. However, in reality, no province or district has been able to develop a local curriculum due to limited technical capacity.

To make sure that education reflects the current socio-economic situation of the country and the world, teaching-learning curricula are vital in developing students who love peace and solidarity. At the tertiary level, students of the Faculty of Law, National University of Laos, learn both domestic and international law. They also have three hours per semester to learn the international human rights instruments that were ratified by Lao PDR. Lecturers are invited from the Ministry of Foreign Affairs and Regional Experts in every two to three month period. Even though the two international human rights instruments (ICCPR and ICESCR) have not been developed as a specific curriculum, almost all teachers and lecturers of the Faculties of Law and External Relations attend different three week training workshops in Thailand supported by the Swedish International Development Cooperation Agency (SIDA), so that they gain confidence in lecturing and being able to mainstream the basis context of the two international human rights instruments into their different teaching topics. The curriculum will be revised and improved to ensure the international human rights instruments are completely integrated. Besides the regular learning schedule, to make sure students gain more awareness on the international human rights instruments, a special two-week workshop was conducted for students in which there are in total fifty participants, with half from the Faculty of Law and the other twenty five students are from the Faculty of International Relations.

At the primary school level, the curricula for Grades 4 and 5 mention human rights by integrating them into the General Knowledge subject (Lesson 46 for Grade 4 and

Lesson 39 for Grade 5). At the upper secondary level, human rights are also taught to students at Grade 11 through a philosophy subject (Lessons 9-13), which is a compulsory subject for a national final examination and which has a focus on the rights of citizens, laws, and the Constitution. For example, the Grade 4 textbook of the World Around Us subject, topic 46 content focuses on the basic knowledge on the law that consists of (i) what is the law? (ii) laws affecting daily life (birth, death, migration, family registration, identity card and tax payment), (iii) how the roles and responsibilities of Lao citizens apply to the law, such as protection of the country from any domestic and outside security threat, being a volunteer soldier, receiving training, paying tax and guarding the country, exercising voting rights, and so on. As students and the country's youth, their main roles are to pay attention to education, being good citizens, respecting parents and teachers' advice. Another example is Topic 39 in Grade 5 of the World Around Us textbook that talks about the law and the roles of Lao citizens. It consists of some important contents like (i) summary of Lao PDR Laws (Civil Law and Criminal Law), (ii) role of Lao citizens about responsibilities adopted by the Constitution of Lao PDR, (iii) the role of students in society (roles in school, family, society and road traffic). An additional example of the Population Study subject of Grade 11 (M6) in Part III about Government and Laws, Topics 9 to 13 address the meaning of government and its role, law and its role in the Lao PDR Government organizational structure, and main contents of the Constitution adopted in 1991. The main objectives of the topics mentioned are to provide basic knowledge related to laws, roles, rights and responsibilities for Lao students and citizens, and to ensure they recognize the exact role of the laws and Constitution to be able to apply them in their daily life; and also to be the foundation for their continuing education at higher and university levels.

### *Teaching-learning materials*

Although the education system is currently being reformed, teaching-learning curricula, such as the teacher training curriculum, teacher manuals and textbooks, have also been developed and improved through various projects. For instance, the Lao-Australian Basic Education Project developed supplementary curriculum (with twenty-two teacher guides and student textbooks) to specifically assist the teaching of ethnic students and which was distributed to all schools within the fifty-four districts across eleven provinces that have a large number of ethnic groups. The curriculum focuses on promoting gender equality and equality among ethnic groups. It also portrays the tradition and culture of each ethnic group. Extra-curricular activity focuses on the new teaching technique, which places students or learners at the center of the learning process. This is to ensure the involvement of both girls and boys in various activities and change in the attitude toward promoting the rights especially for girls and ethnic groups. For example, the Lao literature textbook for Grade 2, Lesson 6, page 2 mentions a game called "Tiger following pigs" played during class break and shows pictures of students from different ethnic groups. This shows the involvement of all ethnic groups in learning, and motivates them and creates solidarity



primary education for all in the long term. The short term objective is to increase primary school enrolment and completion. The project covers the nineteen poorest districts in the six poorest provinces of the country. The project implementation period is a five-year cycle that started in 2005 until 2010. The main activities of the project are construction of new complete primary schools by applying a community-based contracting approach, providing school grant assistance to ensure children in poor families can complete primary education; strengthening the capacity for policy analysis and management; strengthening the information systems for data collection, analysis, reporting, filing, storing and maintenance; strengthening the capacity for building education management for all levels of the target areas; supporting key policy and institutional reforms; improving the educational quality by evaluating, revising, publishing and distributing new primary textbooks and teacher guides; training of trainers for applying multi-grade teaching classrooms and developing the use of the new curriculum; recruitment of teachers for remote areas, etc. The new textbooks and teacher guides for Grades 1-3 will start to be used in the 2008-2009 school year and the new textbooks and teacher guides for Grades 4-5 will be used in the 2009-2010 school year.

The reproductive health project has also developed a curriculum. There was a pilot project on the implementation of the curriculum on HIV/AIDS, UXO (unexploded ordnance), and so forth. In general, the content of extra-curricular or additional curricular activities has been improved and incorporates pictures that portray equality in a better way. Under the new education reforms, all curricula (primary, secondary and partially the tertiary levels) require to be improved in terms of content in the sciences and to make sure that these curricula reflect the needs of students. In particular, the programs and projects for basic education development emphasize the revision of the curriculum for the upper secondary level. This curriculum will be implemented in 2011 and will incorporate various illustrations on gender equality, ethnicity and the right to education. In addition, non-formal education curricula have improved with the focus on the Convention on the Eradication of All Forms of Discrimination Against Women (CEDAW) to enhance understanding of learners on the implementation of gender equality. Students in the economics and law faculties also received information and knowledge on CEDAW that enhances their understanding and implementation of human rights in the future.

Up to now, the incorporation of human rights and child rights into teaching-learning curricula has been limited and the dissemination of knowledge on human rights and child rights to teachers, students and the media has not yet been widely involved. Since the Government has signed several international human rights instruments, it is necessary to disseminate the knowledge on human rights and child rights to all citizens, especially students in basic education as the basis for further education at university, or higher technical and vocational levels.

The National Committee of Human Rights was established under the Prime Ministerial Decree no. 84/PM dated 9 December 2003 to implement the ICCPR and ICESCR, chaired by the Vice Prime Minister, the Minister of Foreign Affairs. The

Committee consists of the Organization of Justice, Lao National Front, National Commission for the Advancement of Women, Lao Women's Union, Trade Unions, Youth Union, the National Commission for Mothers and Children and the line ministries. Then based on the guidance of the National Committee for the implementation of the ICCPR and ICESCR, an official meeting among different concerned stakeholders was held on 5 August 2004 to discuss coordination of their efforts to implement the international human rights instruments. As a result, the MOE was required urgently to develop a supplementary curriculum and teaching-learning materials on human rights and child rights. The Research Institute on Education Sciences was the key institution for this task.

Some content of the international human rights instruments was incorporated into the formal education curriculum that was piloted in the 2005-2006 school year. Hence, the development of curricular and teaching-learning materials in the content of the international instruments on human rights and the rights of the child became the urgent task for the MOE.

In March 2005, the MOE curriculum development, textbook and teacher manual development team collected information from three targeted provinces (Vientiane Capital, Champasak and Bokeo) and analyzed the knowledge of teachers and students on human rights and child rights. The results showed that teachers and students have a very general understanding of these rights. Thus, the team developed a textbook and teacher manual to be piloted in these three provinces. Seventy thousand textbooks and five hundred teacher guides were printed for the primary education level (Grades 4 and 5) and for the secondary education level (Grades 6 to 11). These textbooks and teacher manuals include the content of human rights issues in education. The content of the two human rights instruments and the history of their development are incorporated into these textbooks and manuals to embed the spirit of patriotism and solidarity among ethnic groups, neighboring countries and countries around the globe and thus ensure peace in the world.

Following are some contents of these textbooks and teacher guides:

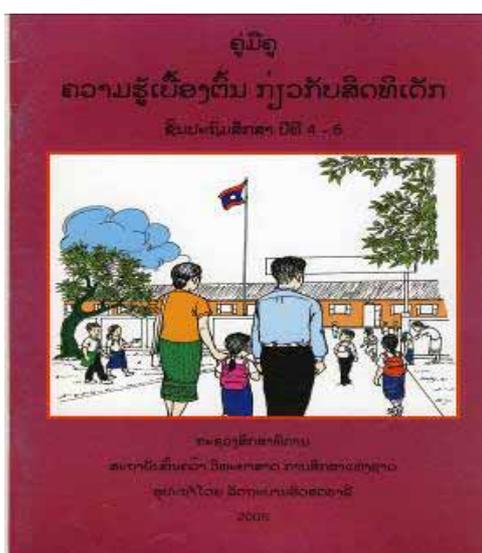
- ✚ Student textbook for Grades 4 and 5: Topic 1: The protection of a child who has no family consists of these key items i) protection from abuse and neglect, (ii) protection of a child who has no family, (iii) child adoption, and (iv) a story of a twelve-year old a boy named Phone who was abused while living with an aunt, and who was helped by the village committee.
- ✚ Teacher guide for Grades 4 and 5: Topic 1: Protection of a child who has no family. The objectives of this topic are to make sure students are able to i) recognize and understand that all children have the right to protection and care, ii) know how to help a person who has no family. This topic also contains key content such as the protection of a child who is abused and neglected, a child without a family, and child adoption. The description of this content focuses on the role and function of the public in protecting children by setting appropriate social programs. Such programs should be guided by the rule that in protecting abused children and taking children to any institution for their care, the public agency should pay attention to the children's culture. Moreover, this topic also addresses the teaching and learning materials by

discussing Articles 19, 20 and 21 of the CRC. There are also some activities using illustrations for discussion, etc.

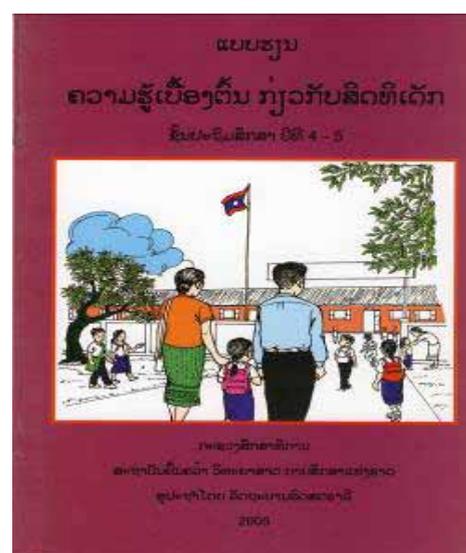
- ✚ Student book for Grades 6 to 9 (Lower Secondary Education Level): Topic 2: Each child has the right to education, and a story entitled “My Dream.” This story is about a girl named Mai who has no opportunity to receive an education due to lack of school in her village, who tried to earn money in the city to be able to go to school but was abused, and who finally escaped with the help of two girls. This topic teaches the rights of all children to education, to development of oneself, to make their own decisions and propose ideas in a proper way. Students also discuss how the other two girls are going to help the poor girl, Mai. Moreover, Articles 28, 29 and 32 of the CRC, Article 22 of the Constitution of Lao PDR, revised version in 2003, and Articles 22 and 47 of the Education Law are discussed by the whole class.
- ✚ Teacher guides for Grades 6 to 9 (Lower Secondary Education Level): Topic 2: Each child has the right to education and a story entitled “My Dream.” The guide mentions the objectives, key content, teaching and learning materials and activities, and some discussion questions. Finally, the topic is ended by an evaluation of students’ understanding.

Primary and secondary teachers were given training on these textbooks and teacher guides with the support of UNESCO and the Australian Government. In 2005, the project was put on hold due to lack of support.

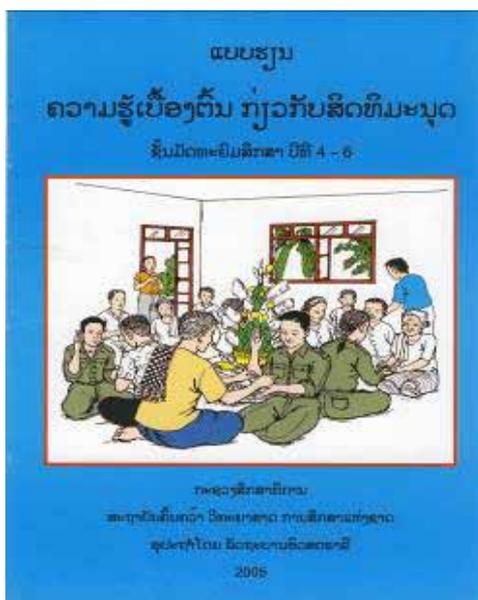
Below are examples of the textbooks and teacher guides on the basic knowledge on the rights of the child, Grade 4, Grade 5, Grade 6 to Grade 8 at the lower secondary level, and Grades 9 to 11 at the upper secondary level.



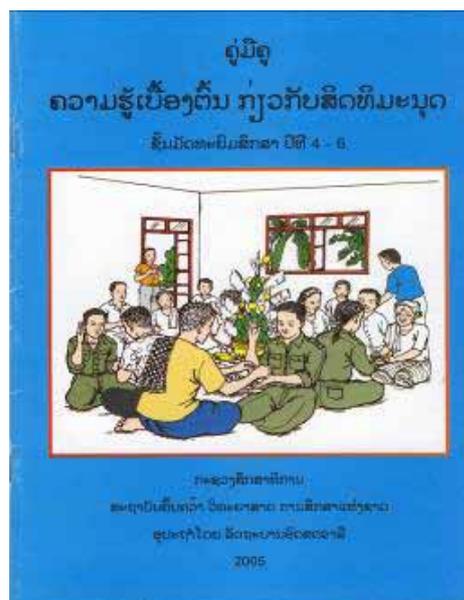
**Student Textbook for Grades 4 and 5  
Basic Knowledge of Human Rights**



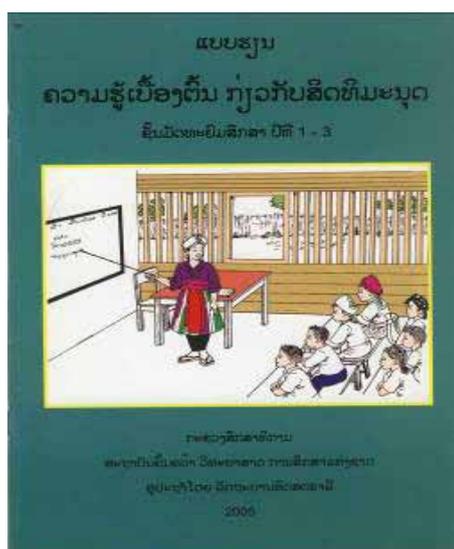
**Teacher Guide for Grades 4 and 5  
Basic Knowledge of Human Rights**



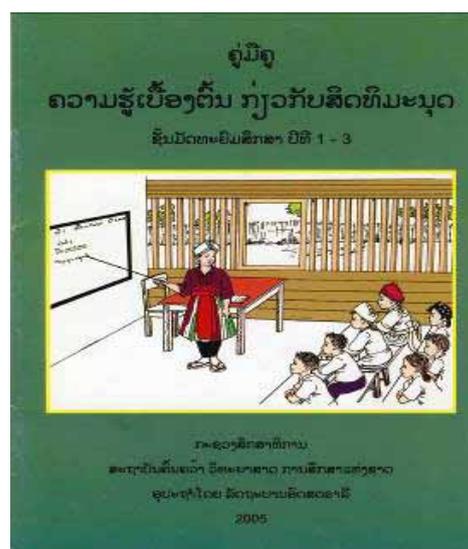
**Student Textbook for Grades 9-11 (M4-M6)  
Basic Knowledge of Human Rights**



**Teacher Guide for Grades 9-11 (M4-M6)  
Basic Knowledge of Human Rights**



**Student Textbook for Grades 6-8 (M1-M3)  
Basic Knowledge of Human Rights**



**Teacher Guide for Grades 6-8 (M1-M3)  
Basic Knowledge of Human Rights**

At the same time, to make sure that knowledge on the rights of the child are disseminated in society, the National Commission for Mothers and Children produced a training manual and a book on the rights of the children in Lao language, entitled *Our Rights*. The content of this manual and book are derived from the CRC. The content includes forty articles including several articles referring to “The right to education” (Article 28), “The goal of education” (Article 29), and “The rights of ethnic children” (Article 30). The inclusion of these articles illustrates the Government’s efforts to promote human rights and the rights of ethnic groups. To emphasize the rights of ethnic groups, pictures of ethnic children are portrayed on the

cover page and under Articles 4 and 30. *Our Rights* implements the project on “rights for all,” promotes the CRC to create awareness among education officials, teachers and students and ensures that they understand the content and principles of the rights of the child. It also applies to training programs as well, such as for the integration of human rights into the education program for each sector. The content of this manual include songs, plays and stories that are derived from real life childhood experiences and memorable stories related to the content of the CRC. The content helps teachers who have been trained to understand the manual easily. However, reconsideration or improvement of some aspects of the manual and textbook is still necessary. A number of pictures portray boys more than they portray girls. For example, pictures used in Article 32 “Protection of the Child from Child Labor” and in Article 33 “Protection of the Child from Drugs/Alcohol,” are only about boys.



Picture from the book *Our Rights*



Article 30: The rights of ethnic children  
*Our Rights* (Vientiane, 2005)

An illustration in the manual *Our Rights*



*Our Rights*  
Vientiane, 2005



Article 32: The Protection from Child Labor



Article 33: The Protection of  
Children from Drugs/Alcohol

### **Evaluation of knowledge and understanding of human rights**

The Lao Committee for Human Rights Education in Schools, established by the MOE at the end of 2007 for this research, assessed during the June-July 2008 period the knowledge and understanding about the international instruments on human rights and the Convention of the Rights of the Child of students, teachers and parents in some primary and secondary schools in Vientiane Capital and Vientiane province. Following are the results of the survey.

#### **a. Primary level, Grades 4 and 5**

Based on the responses to a survey questionnaire, 83.33 percent of the respondents (eighty-four male, forty-six female students) in Grades 4 and 5 at the primary school level answered that they would like to learn and understand the international law on child rights. Their responses reveal limited knowledge and understanding of the international law on the rights of the child.

The results show that respondents could not answer questions very well especially about a basic knowledge of child rights. The least understanding is for question 1 “The definition of a child” with only twenty respondents (23.8 percent) having the correct answer. Students might have difficulty in giving the correct answer since they might be confused between the words “child” and “infant” in Lao language. Based on the Convention on the Rights of the Child, a child is a person below 18 years of age. Hence, there is a need to explain this provision to students.

There are three levels of understanding and knowledge on the rights of the child: the lowest level (nineteen people, 22.62 percent), middle level (fifty people, 59.52 percent), and highest level (fifteen people, 17.86 percent). Regarding sex differences and the understanding and knowledge of child rights: lowest level - nine girls (19.57 percent), ten boys (26.32 percent); middle level - thirty girls (65.22 percent), twenty boys (52.63 percent); highest level - seven girls (15.22 percent), eight boys (21.05 percent).

In general, primary students do not have sufficient knowledge and understanding of the rights of the child.

#### **b. Lower secondary level (Grade 8 or M3) and the upper secondary level (Grade 11 or M6)**

The survey at the secondary level (one hundred forty nine respondents with sixty-seven females) shows that 80.54 percent would like to learn more about the

international law on human rights. Their perspective on the law about human rights is good but only in a very general sense as illustrated by the uncertain answers to many questions.

The knowledge on the international law on human rights is still low. Only eight questions out of fifteen were answered correctly by fifty percent of all respondents.

The levels of understanding and knowledge are as follows: lowest level - ten people, 15.44 percent, middle level - one hundred sixteen people, 77.85 percent, and highest level - twenty-three people, 15.44 percent. Regarding sex differences in the understanding and knowledge on child rights: lowest level – five girls (7.46 percent), five boys (6.10 percent), middle level - fifty girls (74.63 percent), sixty-six boys (80.49 percent), the highest level – twelve girls (19.91 percent), eleven boys (13.41 percent). In general, students' understanding and knowledge of the law on human rights can be classified to be at the middle level. Students learn about the international law on human rights from social studies subjects.

#### c. School principals and teachers

A total of seventy-eight respondents consisting of fifteen school principals (seven females) and sixty-three teachers (thirty-five females) participated in the survey. The results show a general understanding and knowledge about human rights by the respondent-principals and respondent-teachers. This is due to lack of information, materials and training on the subject. Their understanding of human rights is based on their knowledge of Lao law. All teachers (100 percent) see the necessity of incorporating the international law on human rights into the teaching-learning curriculum.

Up to now, there is no specific school curriculum focusing on human rights. Teachers mainstream their basic knowledge on human rights (received from training in other subjects such as history, geography, political studies, literature and foreign languages) in different subjects to broaden the knowledge of students.

Teachers also apply human rights principles to address various issues involving students within the school, such as drug use, quarrels, and violation of school rules. Teachers often address the problems by talking with students, consulting with parents, issuing warnings and punishments according to school regulations. For students with a poor academic performance, teachers also set up extra tutoring classes after school, suggest peer study, provide emotional support, and set extra homework.

Teachers also organize additional activities within the school, such as promotion of girls' education and solidarity among ethnic groups. Girls and boys participate in these activities. There is also cultural exchange. Students can speak their own language, girls are encouraged to participate in these additional activities, and are seated together with boys.

#### d. Parents and guardians

Parents and guardians of students (forty-five respondents, thirty-three females) were interviewed. Through discussion, the parents and guardians expressed the view that education is important and beneficial to the improvement of the living standard of the individual, family and country. They stated that children receive various information and skills from school such as reading, writing, moral studies, good behavior and living with other people. Parents hope that their children continue to study up to the highest level. However, due to inadequate financial means, many parents are not able to support the further education of their children to the expected level.

The parents and guardians have a very broad understanding of the international law on human rights. According to them, children do not like the following aspects of schools: the behavior and personality of some teachers who sometimes use impolite and curse words to students, and express bad moods (caused by factors outside the classroom) to students. Parents would like teachers to lead the learning activities more and use polite words with students.

The majority of the parents and guardians hope for a healthy life, happy family, wealthy family, improved living standards, and better economic standing to be able to support the education of their children up to the highest level and have better prospects for good jobs in the future.

## **Analysis and Recommendations**

### **Analysis of policies**

#### ***General policies and human rights***

The Constitution and laws of Lao PDR have numerous provisions that are in line with the international instruments on human and child rights as in the following:

1. Article 32 of CRC on the right of the child to receive protection and care from family and society - also provided in Article 32 of the 1991 Lao Constitution (as amended in 2003), in Article 42 of family law (1997), and also in a labor law that protects minors, etc.
2. Article 28 of CRC on the right of the child to education - in line with Articles 6 and 53 of the Education Law of Lao PDR (as revised).
3. Article 26 of the ICCPR, Articles 34 and 36 of the CRC on the protection of the rights and the benefits for women and children – related to Article 29, 1991 Constitution of Lao PDR (as amended, 2003), the law on the development and protection of women (2004), and the labor law (1994)
4. Article 27 of the CRC on the right to care – related to Articles 43 and 45 of the family law (1997)
5. Article 28 of the CRC, Article 11(1) and Article 15(1,2,3) of the International Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) - in line with Articles 29 and 37 of the 1991 Lao Constitution (as amended, 2003), and Article 35 of the Education Law (as amended).
6. Articles 1 and 2 of ICCPR and ICESCR on right to non-discrimination - reflected in Articles 8, 43 and 44 of the 1991 Lao Constitution (as amended).
8. Article 25 of ICESCR on the right to development, and Article 6 of the CRC on right to life, survival and development - in line with Article 6 of the Education Law (as amended).
9. Article 23 of the CRC on the rights of children suffering disabilities to receive care and education - reflected in Articles 37 and 38 of the Education Law (as amended).

In general, child and human rights are acknowledged by the Constitution and laws of Lao PDR.

### *Educational policies*

The Government as a policy considers education as central to human resource development, especially in terms of developing patriotism, intellectual and scientific vision; and continue to create human resource equipped with skills, ability to express perspectives and gain employment in order to shift step-by-step the society to a new society of learning, intellectual- and knowledge-based economy.

The Government pays attention to expanding pre-education and makes the effort to achieve the target of compulsory primary education. Furthermore, the Government has increasingly invested in education as a priority in the allocation of the government budget.

The Government together with the society has put great efforts in ensuring the quality of national education, creating education opportunities for the population, especially for those in remote areas, women, children and the disadvantaged, and creating a greater vocational education opportunity for the population. The Government has also promoted and encouraged the involvement of individual, domestic and international organizations in the development of national education through a credit policy, tax exemption or reduction.

To implement the policy of the Lao People's Party and the Government under the Constitution, laws and international agreements that ensure gender equality in both quality and quantity, especially in the education area, the Government has drafted the education strategy from the present to 2020, national education program for all (2003-2015), national policy on the advancement for women (2006-2010), the national education development program to promote the education of girls and promote the advancement for women in the education sector (2006-2010). These programs aim to develop both female and male human resources to ensure a quality input into the socio-economic development of the country.

### **Analysis of policy implementation**

Although the international agreements on child rights, human rights and eradication of all discrimination against women and children are reflected in the Constitution and laws of the Lao PDR, including the national education law and so forth, the dissemination of knowledge about them has not yet been widely undertaken. Some specific approaches to address issues such as the cultural practice of early marriage, that limit particularly women's opportunity and access to education are lacking. The national education law does not specify the meaning of discrimination as stated in Article 1 of CEDAW on eradication of all forms of discrimination against girls, particularly in rural areas, that affect their access to education. The network of compulsory education should be expanded throughout the country. The Government should ensure that schools will not take advantage of students by collecting school fees and promote the involvement of local authorities to achieve EFA goals by 2015. In addition, people should become aware of their rights.

In implementing the education development program, the Government makes the effort of ensuring that all children of school age regardless of their sex, situation, status, geographic location and ethnicity are all equally enrolled in school. However, in reality, the ability to expand opportunities for both girls and boys is still unequal. At the higher level of education, there are only a small number of female students. This is due to the economic difficulty of families and some cultural practices (such as preference of boys over girls) which need to be addressed urgently by the Government.

The Lao-Australia Basic Education Project (LABEP-AusAID Project), which developed a supplementary curriculum, (particularly to help teach ethnic students and train ethnic teachers, especially females) identified several lessons learned, such as continuing the recruitment of ethnic teachers and building multigrade schools for children in remote and isolated areas. These measures are meant to prevent the high rate of dropout and improve retention. There are needs for training more ethnic teachers to teach in remote areas and to assist ethnic children who are not yet able to speak the Lao official language. However, the implementation of the recommendations has been a very slow process and the recommendations have not yet been included in the educational policy.

Proper promotion, learning and realization of human rights of the citizens are important in raising awareness of the law and ensuring effective enforcement of laws to administer the country. However, human rights are new to the Lao people. Thus, everyone has to learn about human rights to make sure that national and international the laws on human rights are implemented properly. The study of human rights will not only increase the understanding and knowledge of the individual rights, but also make sure that these rights are properly implemented and enable people to respect the rights of others and transfer the rights information to others. The dissemination of knowledge on human rights and the rights of the child, as a result of signing international human rights instruments, to all citizens, especially students in the formal education system, is a necessity.

The dissemination of the knowledge on human rights instruments to schools and to ethnic areas is limited. The research on the knowledge and understanding of international laws on human rights and the child rights confirmed that the understanding and knowledge of students on these rights are limited. The level of understanding for primary and secondary students is classified in the middle level (Primary level - 59.52 percent, and secondary level - 77.85 percent). This means that students' understanding is only of a general nature and uncertain. Only 47.62 percent of teachers understand the laws on human rights, and their understanding is also of a general nature. This is due to lack of information, documents, materials and training,

which could be used to increase their knowledge and understanding and mainstream the knowledge into other subjects. Hence, there should be teaching-learning texts on these rights and teachers should receive human rights training. Various methods will need to be applied in order to disseminate widely the information on these rights to villagers and students' parents.

The MOE has a number of projects that promote human rights, such as the child-friendly school project, a boarding school project for ethnic students, an inclusive education project for children with disabilities, and children with special needs, and a health promotion in schools project. Furthermore, there is a project developing a textbook and teacher manual on human rights and the child rights.

These projects, however, have been implemented only in a limited area of the country and have yet to expand to other parts the country and at all levels of the public and private educational institutions. They are in the following situation at present:

- The Child Friendly School project is about three years old and has just started to reach the provinces. Thus so far it has yet to reach all primary and secondary schools in the country.
- The inclusive education project for disabled children and children with special needs has been implemented for many years but only in limited targeted schools and the focus on the students with disabilities is not clear. While data from the targeted project schools are collected, the general data on people with disabilities in the country, especially data on people with hearing, vision and physical mobility and mental disabilities are not yet available. Services provided to people with disabilities, especially those who cannot help themselves are not widely available. At the present, it is difficult to tell the total number of children with different disabilities or children who would like special assistance. Furthermore, there is also a need for policy to guide this activity.
- The ethnic boarding school program is one of the Government's main strategies and has received continuing financial support. It is important to continue expanding the project to all provinces to make sure that ethnic children in remote areas and disadvantaged children can access education. However, the collection of data on ethnicity and sex-disaggregated data on ethnic linguistic groups is not sufficient. And so far, there has neither been any assessment or follow up on the implementation of the program to improve the teaching and learning process, and other aspects of the program, nor any program to promote ethnic students to higher education or achieve needed professions.

- The project on the development of textbooks and teacher manuals about human rights and child rights, with the support of UNESCO and the Australian Government was put on hold in 2005.

Apart from the above projects, the MOE also implements activities that have an indirect link to human rights in school, such as EQIP II, EDP II and BEGP. Based on the development of education in three main prioritized areas, the construction of schools, the creation of the environment and provision of facilities to mobilize parents to send their children to school, and encouragement of the participation of the community in education are also approaches to reach the goals of the international human rights instruments.

Although there is a decree issued by the Prime Minister's Office (number 018/PM dated 10 January 2005) on the collection, dissemination and use of sex-disaggregated data, the implementation in some cases is not satisfactory. The data collection and use of sex-disaggregated data remains limited.

### **Recommendations:**

#### **General Recommendations:**

1. The existing human rights curriculum for primary and secondary education should be applied in the teaching and learning process.
2. Teachers need to be trained in order to increase their knowledge and understanding of all the human rights instruments, and also ensure that the teachers can transfer the rights information and mainstream the content of the international human rights instruments into all school subjects.
3. The content and concepts of human rights education, and the international human rights instruments should be mainstreamed into the teacher training curriculum, and training workshops should also be conducted for teachers to ensure they have a clear and in-depth understanding of human rights to be able to transfer such understanding into every subject taught and the teaching and learning process.
4. There is a need to establish a Human Rights Committee at school level to ensure effective human rights education practice and concrete outcomes.
5. There is a need to allocate sufficient budget for producing different education communication materials on international human rights instruments, which can be used to raise the awareness of students at all levels of schooling.

**Specific Sector Recommendations:**



**Policy developers:**

1. Documents or research papers relevant to human rights education should be collected as reference materials for policy development.
2. The content of human rights should be mainstreamed into teacher training curricula and teacher manuals and textbooks at all school levels to help teachers teach. Separate supplementary materials may cause difficulties and has the risk of not getting integrated into teaching practice due to the length of the existing curriculum.
3. Effective activities and best practices in different projects related to human rights in education should be continued.
3. Effective activities under the projects related to human rights education should be continued.
4. Coordination between the MOE and other ministries, sectors and organizations, and donors, should be improved in order to implement human rights education throughout the education sector.
5. Policies related to human rights education should be disseminated by using various methods, such as radio, television, brochures and posters.
6. Information on model projects illustrating the implementation of human rights education should be made available.
7. Budget should be allocated for the implementation of specific activities related human rights education.
8. The MOE should discuss with development NGOs about support activities related to human rights education. The NGOs in Lao PDR are ready and pleased to support such programs.
9. School environmental organization is very important to provide a good environment and hygiene for children so that they have a good and warm feeling, and also to attract them to school. Different facilities could be arranged such as separate toilets for male and female students, covered playgrounds, places for reading, libraries, laboratories that are appropriate for boys and girls, etc. The MOE should apply a standard qualification for school construction for both public and private education.
10. Human rights education assessment should apply to all levels, not only for primary and secondary education.
11. All children should enjoy equal rights and opportunity to quality education within the same school environment as that of Child Friendly Schools. The concerned departments of the MOE should make this a practical policy to be mainstreamed into the education system, and used for strengthening the local capacity in applying it to other primary and secondary schools that are not covered by the Child Friendly Schools Project and ensure its expansion across the whole country.

### **Implementers**

1. There should be training for responsible people and implementers of human rights education programs to ensure that they understand the policies, content and direction of actual program implementation.
2. Curriculum developers in the formal and non-formal education system should have human rights training before developing curricula.
3. All teachers and education managers should receive a regular training on human rights education.
4. Parents and local authorities should receive training on human rights and child rights.
5. There should be an evaluation and monitoring of the progress made in the implementation of human rights education in schools.

### **Stakeholders:**

The Government of Lao PDR pays attention and respects its citizens' rights and has already implemented different projects, activities related directly to human rights, and matched with the two international human rights instruments in cooperation with different stakeholders, donors, international organizations and NGOs as follows: the Personnel Administration-Prime Minister's Office, Ministry of Foreign Affairs, Ministry of Health, Ministry of Justice, Ministry of Information and Culture, Research Institute for Education Sciences, National University, UNICEF, UNESCO, the United Nations Development Programme (UNDP), the United Nations Population Fund (UNFPA), the United Nations Development Fund for Women (UNIFEM), the Australian Government Overseas Aid Program (AusAID), WB, ADB, SIDA SCN, CRS, and so forth.

1. There is a need to allocate specific budget to support and strengthen the educators' capacity in terms of human rights activities at all levels: policy and action plan development, training, advocacy, information dissemination, research, and so forth.
2. In general, human rights are a cross cutting issue. However, specific programs, projects and activities related to human rights in education still need to be developed and implemented to have concrete outcomes that can be measured and monitored for progress.

**Endnotes**

<sup>1</sup> The ICESCR was signed by Lao PDR on 7 December 2000 and ratified on 13 February 2007. The ICCPR was also signed on 7 December 2000 and awaiting ratification.

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**National Report  
On  
Human Rights Education in the School System of Thailand**

Suwitra Wongvaree

The current study of the state of human rights education in Thailand focuses on human rights education in basic formal education (twelve years) which covers about 8-11 million children nationwide. The study explores the policy, implementation and provides initial assessment of human rights education in the school system. The finding is expected to be used for further development of strategic planning to promote human rights education in the country.

This study of the state of basic education management in Thailand defines human rights education as learning and activity management to develop knowledge, skills, and values related to human rights. This includes the study of democracy, a civilian's duty and morals, and the school environment that encourages respect for human rights.

This study reviewed the education policy and system in Thailand through the study of relevant documents, e.g. policy papers, the school curriculum, textbooks of the Ministry of Education and other organizations working on human rights education. In terms of curriculum analysis, the study mainly looked at the human rights content in the Social, Religion and Culture Subject area as described in the 2001 Basic Education Curriculum. It also reviews some of the textbooks of the subject area in order to understand the content of human rights taught to students.

In order to understand the actual practice of human rights education in schools including its limitations and challenges, the above findings are compared to information gained from teachers and students in basic education. The researchers observed teaching methods and conducted focus group interviews between students and teachers in sixteen schools throughout the country.<sup>1</sup> Research questions were designed to assess the output of human rights education through the teachers' and students' understanding of human rights. The schools selected were a mixture of large/small schools and private/public schools to ensure different factors affecting human rights education were covered.

**I. Context**

**Historical and Legal Context**

Since the 1980s, when the country was under semi-democracy rule, Thailand witnessed the growth of civil society and the people’s participation in politics. The political reforms in 1997 are often regarded as a turning point in modern Thai political history. Through a participatory process, the 1997 Constitution was drafted with many provisions that guaranteed basic human rights and community rights. The 1980s is also the starting point of Thailand’s entering into the international human rights paradigm. Eight major international human rights laws and their optional protocols have been signed by Thailand since 1985 until now. The details of Thailand’s ratification status are presented below (in chronological order).

<b>Date</b>	<b>Convention</b>
08 Sep 1985	Convention on the Elimination of Discrimination against Women
26 Apr 1992	Convention on the Rights of the Child
29 Jan 1997	International Covenant on Civil and Political Rights
05 Dec 1999	International Covenant on Economic, Social and Cultural Rights
14 June 2000	Optional Protocol to the Convention on the Elimination of Discrimination against Women
27 Feb 2003	International Convention on the Elimination of All Forms of Racial Discrimination
11 Feb 2006	Optional protocol to the Convention on the Rights of the Child on the sale of children, child prostitution and child pornography
27 Mar 2006	Optional protocol to the Convention on the Rights of the Child on the involvement of children in armed conflict
2 Oct 2007	Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment

Human rights education policies and related laws were developed under the framework of the 1997 Constitution, the so-called “People’s Constitution”, which is the basis of the National Education Act 1999 and the National Scheme for Education. The Thai 1997 Constitution guarantees people’s equal rights to free basic, quality 12-year education provided by the State under Section 43. It also guarantees the rights of the underprivileged, the disabled and the poor to care and education, as well as gender equality in Section 53 Paragraph 2. All these provisions are maintained in the 2007 Constitution (Section 49, the right to free basic education).

There is no specific provision on human rights education in both the 1997 and 2007 Constitutions, though we may find some provisions in the content of education, which is more or less related to moral and ethical education.

Section 81 of the 1997 Constitution obliged the State to “Provide education to achieve knowledge alongside morality, enact a law relating to national education, improve education in harmony with economic and social change, create and strengthen

knowledge and instill *correct*<sup>2</sup> awareness with regard to politics and the democratic regime of the government with the King as Head of State”. The similar provision in the 2007 Constitution uses terms that can be seen as reaffirming the idea of cultural relativism when it says the State must “Instill learners with an awareness of Thainess, discipline, care for common interests, and upholding the democratic regime of the Government with the King as Head of State” (Section 80 paragraph 3).

Both constitutions also emphasized the need to decentralize education to the management by local administrative organizations and local communities.

The first National Human Rights Master Plan (2003-2005) also suggested human rights education be integrated into formal and informal educational systems and recommended human rights training for education-related personnel, production of teaching materials and adequate funding allocation for the cause. However, the implementation period of the Master Plan has passed without much knowledge about it both among government officials and civil society. The second Master Plan is now being drafted through a participatory process and the first Plan is to be used during this interim period.

### **Educational Context**

According to Section 6 of The Compulsory Education Act B.E. 2545 (2002),<sup>3</sup> parents are obliged to send their children to school when they are seven years old. Section 17 of the National Education Act stipulates that compulsory education shall be for nine years. This is an extension from the previous six-year period for compulsory education.<sup>4</sup> As a result of the advocacy for education for all, children with special needs will receive compulsory education in the appropriate form and method.<sup>5</sup> This includes facilities, media, services, and support as necessary to ensure the opportunity and equality according to Section 12 of The Compulsory Education Act (2002). Special education is also arranged for children who are disabled, incapacitated, dependent, orphans, or poor.

Education for All policy is still in focus continuously as stated in the current National Scheme of Education (2002-2016). The policy guidelines of the National Scheme of Education target that all children will complete nine-year compulsory education and all Thais will have access to twelve-year basic education.<sup>6</sup>

According to the report presented to UNESCO about education for all, there are six categories of assessment.<sup>7</sup>

1. Extend children’s education, especially for poor children.
2. Provide all children, particularly non-national native tribes, quality primary education.
3. Provide children and youths with life skills and vocational training.
4. Encourage adults to learn and access education continuously for their whole life.
5. Eradicate differences between male and female students in secondary schools.
6. Develop the quality of education, especially in skills necessary for living.

Based on the indicators identified in the National Scheme of Education, including rate of school enrolment, percentage of kindergarten, primary, and secondary school students, the amount of budget, students' literacy ratio, and gender equity, Thailand claims to have achieved the objectives of education for all.

Recently, the Thai government also allowed children of irregular migrant workers free enrollment in public schools for basic education.

Formal education in Thailand covers twelve years of continuous education starting from pre-primary school to high school, classified by the Ministerial Regulations on Basic Educational Classifications, 2003<sup>8</sup> as three major levels:

1. Pre-primary school for children from the age of three to six years to provide a foundation for life and prepare the children in terms of physical and mental health, intellectual, emotional, personality, and social relationships.

2. Primary school is an education that focuses on developing desired personalities in terms of morals, ethics, basic knowledge, and basic abilities. It usually takes six years according to the Compulsory Education Act, 2002.<sup>9</sup> Children who attend this educational level are seven years old or above.

3. Secondary school education is classified into two levels.

- 3.1 Junior secondary school education focuses on further development of desired personalities in various aspects. It aims to enable the students to be aware of their own academic and professional interests and abilities. This usually takes three years. The age for youth study at this level is from 12 to 14 years.

- 3.2 Senior secondary school education focuses on encouraging students to study according to their ability and interest as the foundation for higher education or a profession. It also aims to develop moral, ethical and necessary social skills. This usually takes three years.

The current core basic education curriculum was developed in 2001 by the Department of Academic Affairs<sup>10</sup> following Section 27 Para. 1 of the 1999 National Education Act, which states that 'The Basic Education Committee formulates the core curriculum for basic education to promote Thai identity, good citizenship, livelihoods and professions as well as further study.'<sup>11</sup> A Sub-Committee on Curriculum Development was set up comprising of experts, educators and teachers from various schools.<sup>12</sup> The national core curriculum provides a framework for the development of the school curriculum, from primary education grade 1 to grade 12.<sup>13</sup> The schools, then, can develop the detailed curriculum based on the core curriculum.

At present, the OBEC is now updating the core curriculum. Only a preliminary draft of the new curricular is available at the time of the writing this report. Therefore, the curriculum used for the analysis here is the one of 2001.

### Basic Education Administration and Management

The Ministry of Education is the major department managing educational matters. The Ministry of Education's work is divided into three government levels. These are, the central administration, the educational service area, and schools. The central administration is authorized to determine policies, strategies, and educational standards. It contributes educational resources, support, and coordinates activities for religion, art, culture, and educational sport. It also follows up, inspects, and assesses the teaching process. The National Education Council is the main department for policy management and education planning. The Council consists of ministers and representatives from relevant departments, private industry, local government, professional groups, The Central Islamic Committee of Thailand and other religions, and a qualified committee.<sup>14</sup> The Education Council shall consider all policies and educational plans in a manner that links all interests and levels within the Ministry of Education.

The Office of the Basic Education Commission (OBEC) is in charge of the administration and management of basic education in the 32,340 schools<sup>15</sup> for which it is responsible, covering approximately 11 million<sup>16</sup> students. The administration is divided into 185 zones for the entire country. The division into educational zones is aimed to facilitate the administration, budget allocation and scrutiny, and is in line with the policy of decentralization, to be inclusive of various sectors in the provision of education. In each educational service area, there shall be an Area Committee and Office, which shall have the powers and duties for establishing, dissolving, amalgamating or discontinuing educational institutions at the basic level in the educational service area, the promotion and support for private educational institutions in the educational service area, co-ordination and support for local administration organizations so as to be able to provide education in accord with the educational policies and standards and overall promotion and support for education.<sup>17</sup>

The Area Committee shall comprise of representatives from the community, private sectors, and local administration organizations, teacher associations, educational administrator associations, parent-teacher associations, religious leaders, and scholars. This has led to participation of relevant people from many interests for the determination of the local education management policy.<sup>18</sup>

Since 28 November 2006, the Bureau for Educational Development for the special administrative zone in the South was set up covering Yala, Pattani, Narathiwat, Satun, and the four sub-provinces of Songkhla (Jana, Natawee, Sabayoy, Thepa).<sup>19</sup> Its duty is to coordinate, support, and promote specially designed basic education in the special zone in the southern border provinces to support the needs of the communities.<sup>20</sup> It focuses on the study of religion, Thai language, local history, and key foreign languages. Religion and general courses can be transferred. It supports education management in two languages (Thai-Native Malay), private school development, improves religious education in common private schools, basic Islam teaching (Fultuine) in Muslim temple (Tadeka) learning centers. It is open for

religious leaders in the area to participate in curriculum development and publish school textbooks. Cooperation with relevant departments shall increase security measures for government teachers and relevant personnel.<sup>21</sup>

Other institutions also work in collaboration with the Office of the Basic Education Commission. The Office of the Private Education Commission is a government organization responsible for private school education for formal education, non-formal education, and education for people with special needs, e.g. schools for blind people and schools that offer education for poor people.

With the policy to decentralize educational management, the schools in the area where a local administration office is ready would be transferred to the care of the local administration. The Department of Local Administration is now in charge of 1,388 schools throughout the country. As a city with a special administration system, the Department of Education, Bangkok Metropolitan Administration Office, takes care of education in Bangkok.

In the border area, the Border Patrol Police Bureau offers educational services to distant schools. At present, there are 170 schools from all over of Thailand under its responsibility.

#### Basic Education Curriculum

The current core basic education curriculum was developed in 2001 by the Department of Academic Affairs<sup>22</sup> following Section 27 Para. 1 of the 1999 National Education Act, which states that, ‘The Basic Education Committee shall formulate the core curriculum for basic education to promote Thai identity, good citizenship, livelihood and professions, as well as further study.’<sup>23</sup> A Sub-Committee for Curriculum Development was set up comprising experts, educators and teachers from various schools.<sup>24</sup> The national core curriculum provides a framework for the development of the school curriculum, from primary education grade 1 to grade 12.<sup>25</sup> The schools, then, can develop a detailed curriculum based on the core curricular. Each school can also develop their own local curriculum provided that 70 per cent of core curriculum is retained.

At present, the OBEC is now revising the core curriculum. Only a draft of the new curricular is available at the time of writing this report. The new core curriculum (2008) will be used by selected pilot schools in the academic year 2009 for grade 1 to 6 and grade 7 and 10; in grade 1-8 and 10 in academic year 2010 and to a fully fledged version in 2011. A similar interval is applied to other schools starting from academic year 2010. As such in 2012, every school in Thailand will work on the basis of the 2001 core curriculum.

The curriculum used for the analysis here is the one of 2001.

## II. Human Rights Education: Laws and policies, the curriculum, and programs

### Laws and Policies on Human Rights Education

Thailand has worked to promote human rights education for over 50 years. The concrete initiatives related to human rights education in Thailand was started under the UNESCO Associated Schools Project Network (ASP Net),<sup>26</sup> which Thailand joined as a partner in 1958 with two participating colleges, namely Suan Sunandha Teacher's College and Ubon Ratchathani Teacher's College. In 1963, the project was extended to cover basic education schools in Bangkok and other provinces. Currently, there are over 100 schools participating in this project, implementing activities related to UNESCO's focus issues, i.e. peace and respect for cultural diversity, human rights, and culture, among others. Activities run under this framework include development of teaching materials, extra curricular activities, and academic exchanges.<sup>27</sup> The Ministry of Education also set up a Committee on the UNESCO Associated Schools Project Network to supervise work under this project.

In response to the UN Decade for Human Rights Education, the Thai National Commission for UNESCO, the Ministry of Education in cooperation with the UNESCO Associated Schools Project in Thailand initiated a Human Rights Education Program. Several activities were conducted under contract No. 848.124.7 (97/2576) (483) signed between UNESCO and the Thai National Commission for UNESCO and became the foundation for further development of human rights education in Thailand after its launch in December 1997. Eight lesson plans were developed to integrate human rights into the secondary school curriculum. The lesson plans were later tested in selected ASP schools and three schools in different regions were asked to be the focal point in organizing workshops for teachers and testing the plans.<sup>28</sup>

At the time when UNESCO initiated this Human Rights Education Program, it was observed that human rights was still a sensitive issue in Thai society and that the member schools preferred other global issues, like international understanding, intercultural learning, and the environment.<sup>29</sup>

Concern for child rights is more welcomed and there have been initiatives on the promotion of the Convention on the Rights of the Child (CRC) and the child-friendly school environment. Several NGOs and UN agencies have provided training and published materials related to CRC. In November 1998 the Office of the Basic Education Commission (OBEC) launched the Thailand Child-Friendly Schools Program (TCFSP) in 23 primary and secondary schools in six provinces.<sup>30</sup> It aims to create rights-based child-friendly schools that promote quality learning outcomes, physical and mental health, and development of essential life skills. These initiatives were mostly focused on the physical safety of children.

The formal attempt to mainstream human rights education into the school system was started with the 1997 Constitution. The National Education Act 1999 was enacted to be the organic law of the 1997 Constitution.<sup>31</sup> It was to serve as the main mechanism in implementing the State's educational policy.<sup>32</sup> The articles in the National Education Act correspond to the rights guaranteed in the Constitution mentioned

above<sup>33</sup> with provisions related to human rights education when referring to the objectives and principles of education.

“Section 6: Education shall aim at the full development of Thai people in all aspects: physical and mental health; intellect; knowledge; *morality; integrity; and desirable way of life so as to be able to live in harmony with other people.*”

Section 7: The learning process shall aim at inculcating a sound awareness of politics and the democratic system of government under a constitutional monarchy; *the ability to protect and promote the rights, responsibilities, freedom, respect for the rule of law, equality, and human dignity*; pride in Thai identity; ability to protect public and national interests; the promotion of religion, art, national culture, sports, local wisdom, Thai wisdom and universal knowledge; inculcating the ability to preserve natural resources and the environment; ability to earn a living; self-reliance; creativity; and acquiring a thirst for knowledge and capability for self-learning on a continuous basis.”

(Emphasis added)

The current National Scheme of Education (2002-2016) was later developed by the Office of the National Education Commission, the Office of the Prime Minister to “Serve as a strategic plan to ensure harmonization of the efforts for education reform throughout the country during the 15-year period of 2002-2016.”<sup>34</sup> The Scheme specifies 11 policy guidelines to meet three main objectives: 1) To develop an all-round and balanced human development to enable harmonious living; 2) To build a society with morality, wisdom and learning; and 3) To enhance the development of a social environment.

The 1997 Constitution, the National Education Act 1999 and the National Scheme for Education together provide the framework for human rights education in Thailand. They are also used as guidelines for human rights education initiatives, i.e. the cooperation between the Sub-committee on Human Rights Education under the National Human Rights Commission and the Ministry of Education to launch a pilot project on the development of human rights education in schools in Bangkok Metropolitan area.

The Sub-committee on Human Rights Education under the National Human Rights Commission has been working to develop an Action Plan on Human Rights Education. In 2007 and 2008 it organized a workshop in different regions of the country to provide a forum of discussion among communities, educators and the general public to ensure the Plan meets the needs of the community. It is now in the drafting process and is expected to be completed in early 2009.

### **Integration of Human Rights Education into the School Curriculum**

Section 24, paragraph 4, of the National Education Act can be considered as providing a basis for an integrated approach to human rights education when it says that in organizing the learning process, educational institutions and agencies concerned shall “Achieve, in all subjects, a balanced integration of subject matter, integrity, values, and desirable attributes”. As a result, human rights can be said to be mainstreamed into Thai basic education. The situation in higher education is different. Viti Muntarbhorn, et al<sup>35</sup> have examined human rights education at university level where

each university is allowed to design its own courses and content. Human rights issues are taught as a subject mainly for a law degree as part of courses dealing with international law. There is only one specific postgraduate degree on human rights at Mahidol University.<sup>36</sup>

The 2001 Basic Education Core Curriculum is divided into 8 subject areas, namely 1) Thai language; 2) mathematics; 3) sciences; 4) social, religion and culture; 5) health and physical education; 6) the arts; 7) occupations and technologies; and 8) foreign languages.

Human rights content is found in the following three subject areas:

1. Social, Religion and Culture Subject area – Covering issues related to child rights, definition of human rights, domestic mechanisms, human rights organizations, and the Universal Declaration on Human Rights.
2. Health and Physical Education Subject area – Covering the topic of consumer rights.
3. Occupations and Technologies Subject area – Covering the study of consumer rights and the right to work.

In the Social, Religious and Culture Subject area, where human rights content is found the most, human rights-related content is about the rights and responsibilities of a good citizen according to Thai law, traditions and culture. Under this same theme, the scope of content gradually expands from self and family-centered at the primary school level to a national context in the junior secondary school level and to an international context in the senior secondary school level.

Details of human rights-related content in the Social, Religious and Culture Subject area's curriculum are described below.

**First level (Grades 1-3):** The Second Learning Standard (out of three at this level) is about understanding one's own and the others' status, role, rights, freedoms and duties, and the rights which should be protected, and learning to abide by the laws related to oneself and one's family. At the end of each grade, the students are expected to:

Grade 1: Understand one's own and the others' status, role, rights, freedoms and duties, as good members of **families, classrooms and schools**; Understand child rights including the right to life, the right to protection, the right to development and the right to participation; Have awareness of **personal** protection of.

Grade 2: Learn, understand and function according to one's own and the others' status, role, rights, freedoms and duties, as good members **at the village level**; Understand child rights including the right to life, the right to protection, the right to development and the right to participation; Have awareness of **protection of personal privacy**; Recognition of living **within a family**, and according to human rights' principles.

Grade 3: Learn, understand and function according to one's own and the others' status, role, rights, freedoms and duties, as good members at the **sub-district** level; Understand child rights including the right to life, the right to protection, the

right to development and the right to participation; Have awareness of one's human dignity, recognition, reputation and security according to human rights principles.

**Second Level (Grade 4-6):** The Second Learning Standard of this level is about understanding one's own and the others' status, role, rights, freedoms and duties, as good citizens in the locality and the country; understanding children's rights to protect oneself and others, and abiding by the laws pertinent to oneself, the family and the community. At this level, students are expected to recognize and function according to one's own and the others' status, role, rights, freedoms and duties, as good citizens in the community, province, region and country and understand children's basic rights. Students start to learn about laws starting with those pertinent to themselves, for example, children's legal status and hereafter extend study to a broader area, such as laws related to the community.

At the end of each grade students are expected to:

**Grade 4:** Recognize and function according to one's own and the others' status, role, rights, freedoms and duties, as good citizens in the community, locality at the **district** level; Understand children's rights including the right to life, the right to protection, the right to development and the right to participation; Abide by the laws pertinent to **oneself**, laws concerning individuals' names, laws concerning nationality in order to understand children's rights and personal protection and others according to human rights principles.

**Grade 5:** Recognize and function according to one's own and the others' status, role, rights, freedoms and duties, as good citizens at the **provincial and regional level**; Understand children's rights including the right to life, the right to protection, the right to development and the right to participation; Abide by laws pertinent to **family affairs**, children's legal status, rights and duties of parents and rights and duties of children.

Covered in the textbook of this grade under the section of "Being Good Citizens", different roles are elaborated for people of different status in the society, some of which are human rights-centered. For example, the employer's role is to provide "Wages suitable to the work and living condition; good welfare; generosity on every occasion; and holidays and leisure time" to their employees. The book also goes on about the acceptance of people with different cultures.

**Grade 6:** Recognize and function according to one's own and the others' status, role, rights, freedoms and duties, as good citizens of **the country**; Understand children's rights including the right to life, the right to protection, the right to development and the right to participation; Follow child rights principles to **protect oneself and others** according to human rights principles; Abide by the laws pertinent to the community, natural resources and environmental protection, National Education Act, and traffic laws.

**Third Level (Grade 7-9):** Human rights education at this level focuses on being good citizens, living together as citizens of the state and on understanding human rights for protection of oneself and the others in order to live peacefully in society. It also

focuses on abiding with laws relating to oneself, the family, community and nation, based on moral integrity according to one's own religion.

At the end of each grade students are expected to:

Grade 7: Recognize the status, role, rights and freedoms and duties, as good citizens of society with moral integrity according to **one's own religious faith**; Be good citizens according to democratic rule; Capable to do good for the **local community**; Discern the conformity and non-conformity of good citizens according to democracy; Recognize and understand the meaning and importance of human rights.

Grade 8: Recognize the status, role, rights, freedoms and duties, as good citizens of democratic society; Capable to do good for the **province and region**; Discern the conformity and non-conformity under democratic rule; Know how to protect oneself and others according to human rights principles.

In the textbook for this grade, being a good citizen is also linked to human rights. The content in the textbook focuses on the importance of being a good citizen according to the rights and freedom guaranteed and the responsibilities entailed as a citizen in a democratic state.

Grade 9: Recognize the status, role, rights, freedoms and duties, as good citizens of society; Be good citizens under the democracy with capacity to do good for the nation; Discerning the benefits of being good citizens of society and the nation; Participate in the protection of oneself and others according to human rights principles; Understand and abide by laws concerning oneself, the family, **community and the nation**; Understand the definition and significance of the law, basic forms and types of laws, laws related to themselves and family, national identification card laws, basic civil laws such as laws related to youth, family laws, laws related to the community, laws related to environmental protection, significant national and criminal laws, laws related to drugs and narcotics.

**Fourth Level (Grade 10-12):** Students of this level are expected to recognize the status, role, rights, freedoms and duties, as good citizens of the nation and global society; Uphold human rights in Thai society and the global level; Abide by the laws concerning oneself, the family, community, the country and the global society.

The content for the 4<sup>th</sup> level is not broken down into each grade, but a combination of those of the first three grade levels. It focuses on learning about being a good citizen of the country and global society, practicing one's religious faith, understanding human rights including their concept, importance, principles, UDHR, the role of the National Human Rights Commission, participation in human rights protection, knowledge of laws including the meaning, importance, types, background of the laws concerning oneself, the family, community and the country, military service laws, tax laws, and intellectual property laws.

From a textual analysis of the course outline of the Social Studies courses in one secondary school in Bangkok,<sup>37</sup> it was found that the Social Studies course is meant to cover a wide range of areas including geology, economics, citizenship, history, legal

studies, world studies, technological development, population studies, politics, and democracy and culture. Human rights-related topics, in addition to one separate session on human rights, child rights, freedom and citizenship, are found in the sessions on democracy, the Thai Constitution and laws.

Among human rights laws and mechanisms mentioned in the primary and secondary school textbooks is the Universal Declaration on Human Rights (UDHR), the Convention on the Rights of the Child (CRC), the Thai Constitution 1997, the United Nations and the National Human Rights Commission. Most of the time the content of relevant laws or the CRC is mentioned only briefly.

As for the rights of the child, which is one core component of this subject area, while not necessarily mentioning the CRC, it is clear from the detailed curriculum on social studies shown above that the content on child rights follows the core theme of the CRC, namely, the right to life, the right to protection, the right to development and the right to participation. In one textbook on Social, Region and Culture for Grade 5,<sup>38</sup> the section on the rights of the child listed all the rights guaranteed by the CRC, without referring to it, by putting them as 28 rights under four groups as the “Right to life, right to be protected, right to receive development and right to participate”.

These four pages of text reveal several interesting interpretations of both the concept of child rights and the text of the CRC. While this might partly be the result of the attempt to translate from the English text or the attempt to summarize without explanation, it reflects not only the understanding of the writer(s) of the book but also reflects the general connotation of human rights in the context of what is valued in Thai society.<sup>39</sup> Such interpretations, some of which post a risk to the understanding of the core value of human rights, are cited below:

- Right to life: the book says, “Adults do not have rights to kill a child before birth” (page 79)
- Right to development: the book says that a child who does not receive development may “Cause problems or be a burden to society”. (page 80)

### Human Rights Education in Other Subject Areas

Human rights content is also found in the Health and Physical Education Subject area curriculum. In this subject area, the students would learn about consumers’ rights and right to be free from sexual abuse.

The curriculum of Occupations and Technologies Subject area is quite open and allows students to choose vocational training/information according to their interest. In some schools, the time allotted for this subject area is used to engage students in learning about human rights’ situation in real life.

In 2007, the Office of Basic Education Commission (OBEC) and the Office of the Consumer Protection Board (OCPB) made a plan to provide education on consumer rights protection according to the 1979 Consumer Protection Act, to be integrated into

the 2001 Basic Education Curriculum for Grade 7-12. A sub-committee was set up, consisting of qualified and knowledgeable persons, to contribute to the content for consumer protection.<sup>40</sup> Workshops were then organized to train representatives of teachers from schools across the country. The developed consumer rights curriculum was launched in schools that joined the consumer rights core network group and this is planned to be developed further for use in other schools as well.<sup>41</sup>

Similarly, the Election Commission has worked with the OBEC in developing a “Manual on Organizing Democratic Learning Activities” based on the 2001 curriculum for teachers. The Manual for level 1 and 2 is already finished and 10,000 copies were published for each level. The manual focuses on embedding democratic values into the daily lives of students.

### Curriculum Content to be Developed by Educational Institutions

One of the major Thai educational policies is decentralization of educational management to the local level. As a result, the Ministry of Education is to provide only core curriculum as mentioned earlier. The Ministry also published core reading materials and manuals, for example, a curriculum management manual, manual on how to teach the eight subject areas, and a monitoring and evaluation manual. Recognizing the importance of decentralization of educational management to satisfy the local context and need, each educational institution can develop its own curricular content on the basis of a core curriculum provided by the Basic Education Commission.<sup>42</sup> Each school can formulate its own course syllabus and methods to teach the core curriculum. This allows schools to bring knowledge from the local community into the classrooms. However, the OBEC does not have a regulation that allows the use of curricula other than the core curriculum formulated by the committee.

With such flexibility, this study found different levels of engagement in human rights education in different schools. It depends very much on the commitment and support of school executives, the participation of communities and the interest and ability of teachers (see details from case studies).

### **Teaching/learning methodology**

The National Scheme of Education states that education should use an integrated and holistic approach. This approach is to be applied to the content of education, the teaching methodology and the goals of education.

This holistic approach is best described in Section 24 of the National Education Act:

Section 24. In organizing the learning process, educational institutions and agencies concerned shall:

- (1) Provide content and arrange activities in line with the student interests and aptitudes, bearing in mind individual differences.

- (2) Provide training in the thinking process, management, how to face various situations and application of knowledge for obviating and solving problems.
- (3) Organize activities for learners to draw from authentic experience, drills in practical work for complete mastery, enable learners to think critically and acquire the reading habit and a continuous thirst for knowledge.
- (4) Achieve in all subjects a balanced integration of subject matter, integrity, values, and desirable attributes.
- (5) Enable teachers to create the ambiance, environment, instruction media, and facilities for students to learn and be well rounded people and able to benefit from research as part of the learning process. In so doing, both students and teachers may learn together from different types of teaching-learning media and other sources of knowledge.
- (6) Enable individuals to learn at all times and in all places. Co-operation with parents, guardians, and all parties concerned in the community shall be sought to develop jointly the students in accord with their potential.

In practice, the integrated learning process can be arranged in different ways, for example, infusion of the content of different course into the teaching; Parallel instruction with two teachers of different subjects working together based on one theme; Multidiscipline instruction where teachers of different courses base the teaching process on one project assigned to students.

With this principle, human rights content is supposed to be “integrated” into different subjects. As a result, this depends very much on the understanding and awareness of teachers and school executives (see details in case studies).

### **Publications and Teaching Materials**

The Ministry of Education only publishes the text of the core curriculum and leaves room for the educational area or schools to develop detailed lesson plans. The Ministry recognizes and recommends a number of textbooks that each school can choose to use.

The key documents with content on human rights being used in schools are:

- Basic Education Curriculum B.E. 2544 (A.D. 2001), published by the Department of Curriculum and Instruction Development, Ministry of Education.
- Instruction in social studies, religion and culture substance for First and Second level-primary education grades 1-6, published by the Department of Curriculum and Instruction Development, the Ministry of Education.
- Instruction in social studies, religious and culture content for First and Second level-secondary education grades 1-6, published by the Department of Curriculum and Instructional Development, the Ministry of Education.

The Ministry also, in collaboration with other institutions, published some materials with content related to human rights, for example:

- A translation of the UNESCO Handbook for the Teaching of Social Studies: part I in 1995 published by UNESCO and the Academic Department, the Ministry of Education for 8,500 copies.
- A translation of the Primary School Kit on the United Nations published by the Textbooks Development Center, Academic Department, the Ministry of Education in 1997 for 8,500 copies.
- A translation of the Secondary School Kit on The United Nations published by the Textbooks Development Center, Academic Department, the Ministry of Education in 1997 for 8,500 copies.
- A translation of the Intermediate School Kit on The United Nations published by the Textbooks Development Center, Academic Department, the Ministry of Education in 1997 for 8,500 copies.
- A translation of UNESCO's "Tolerance: The threshold of peace" published by the Academic Department, the Ministry of Education in 1999.

It is important to note here that school textbooks in general are scarce in rural areas. Not every child has textbooks of their own. In many cases schools cannot afford to buy up-to-date textbooks for teachers.

### **Human Rights Education by Other Sectors**

Apart from the Ministry of Education, other government agencies, non-governmental organizations, and the National Human Rights Commission contribute to the development of human rights education both in the school system and among children at large.

To promote and support activities of schools which promote human rights education, the Office of the Basic Education Commission and the National Identity Board's Subcommittee to Promote Democratic Development under the Office of the Permanent Secretary to the Prime Minister have introduced a programme to select model democratic schools, to be in line with one of the government's policies; that is, to press for educational reform which stresses on virtue ahead of knowledge, development of educational quality and standard at all levels, and raises the awareness of the values of the Sufficient Economy, reconciliation, non-violence and democracy.<sup>43</sup> Interested schools are invited to submit reports on their democracy-promoting activities for selection as examples of democratic schools each year.

The King Prajadhipok Institute, which provides education on politics and democracy for civil servants and individuals, and Center for Civil Education (US) have held training on democracy for youths at the secondary level under the so-called "Citizen Project". The King Prajadhipok Institute provides financial support for training and the contest to find the 'Schools for Civic Value'. The objectives are to encourage teachers and students to understand public policies, to encourage schools to participate in solving the problems of communities in line with democratic principles,

and to raise awareness of participatory democracy among youths. The project has continued for two years, involving 44 schools in the first year and 37 in the second.

In response to conflicts and violence in schools, the Non-violence and Good Governance Institute of the King Prajadhipok Institute and the Office of the Education Council (OEC) have initiated a project to promote a culture of peace in schools, and to raise understanding among personnel in the Ministry of Education for mainstreaming the culture of peace in Thailand's educational system. The project's duration is two years, with the first phase involving training for teachers to be core resource persons. The training covers the fundamentals for conflict resolution by peaceful means, and mediation. In the second phase, 80 schools were selected to participate in the project, and attended a One-Day Workshop: Conflict Resolution Education – A World of Possibilities. Manuals, educational materials and research papers were produced. The project will expand to cover the wider educational system.

On a similar line, Amnesty International (Thailand) also launched the “Stop Violence in School” campaign in the past few years.

Since 1997, the UNESCO ASP Net has developed into a ‘School Twinning’ network, as suggested by Princess Sirindhorn. The ASP Net schools have provided training for teachers for marginalized schools, particularly those run by the Border Patrol Police, with the aim to strengthen communities to achieve self-reliance, and to implant virtue and ethics into the mind of children, in line with Article 1 of the Universal Declaration of Human Rights, which says, ‘All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.’<sup>44</sup> In addition, there are also joint student activities between the twinned schools, which give opportunity to middle class students in towns to learn about the lives of rural communities. This is expected to help students instill sharing value and human rights awareness between students. Currently, there are over 200 schools participating in the project, and interested schools can join by contacting the Bureau of International Cooperation.

Non-governmental organizations have a vital role to play in development of human rights education in Thailand. Two key organizations in this field, i.e. Amnesty International (Thailand) and the Peace and Justice Commission, will be discussed here.

Founded in 1977, the Catholic Commission for Justice and Peace, under the Catholic Bishops' Conference of Thailand, which is a counterpart of the Vatican's Commission for Justice and Peace founded in 1967,<sup>45</sup> promotes human rights and peace, working on human rights issues both internationally and nationally, such as the campaign against violence in war, the ban of landmines, and issues of migrant workers and minority groups, within the framework of catholic principles.

Human rights education is one of the Justice and Peace's core activities. It provides human rights training for teachers and schools twice a year and also organizes workshops for school executives, especially those at Catholic schools, and publishes human rights education manuals. “The Path Towards Human Rights Education” (Sen tang suu sithimanusayachon sukxa) was published with support from the Office of the

National Human Rights Commission as the manual for human rights education activities. After the training, the Justice and Peace continues to monitor, evaluate and give further advice to teachers who participated in the training. It also organizes human rights youth camps every year.

Amnesty International (Thailand) has provided training on human rights education since 2004, with financial support from the Rights Education Action Programme (REAP) of Amnesty International (Norway). It has cooperated with various governmental and non-governmental agencies including the Ministry of Education, the National Human Rights Commission and the Children Foundation. So far there have been 15 training sessions, participated in by teachers, representatives of local organizations and NGOs, about 360 people in total. The training includes basic human rights training and comprehensive training of trainers (TOT) for those who have passed the basic training. During the TOT, participants have the chance to practice different educational techniques, share their experiences in human rights education and work together to make individual plans to develop human rights education work in their locality. Amnesty International also organizes yearly youth camps for students.

It is reported that from 1999 to 2008 the Catholic Commission for Justice and Peace has organized training courses for 2,011 teachers from 70 schools while Amnesty International covered 80 teachers and non-formal education personnel from 50 schools and non-formal education centers.<sup>46</sup> AI also translated and published a human rights education manual, “First Steps” and distributed it to its teacher network.

### The Role of the National Human Rights Commission

The Thai National Human Rights Commission (NHRC) has a mandate to promote the study, research and dissemination of knowledge on human rights.<sup>47</sup> It plays a key role in the promotion of human rights education. The NHRC has set up a Sub-Committee on Human Rights Education. The Sub-Committee has approached the Ministry of Education to work together on the development of human rights education. In 2003, the Sub-Committee and the Ministry set up a Committee to Develop a Human Rights Education Curriculum comprising experts on human rights education, the NHRC and representatives from different departments of the Ministry.<sup>48</sup> The Committee is mandated to work out an action plan to develop the curriculum, to raise human rights awareness among educators, and to research and collect the information necessary for the enhancement of knowledge on human rights.<sup>49</sup>

As part of the collaboration, the OBEC has set up an Educational Management Committee on Human Rights Education in School comprising human rights education experts, educators<sup>50</sup> to plan activities on human rights education in schools based on the core curriculum.

The Sub-Committee on Human Rights Education at the NHRC also organized regular seminars and workshops on human rights education throughout the country.<sup>51</sup> It also launched a pilot project on integrating human rights content into basic education with cooperation from the Bangkok Education Area, Section 1.<sup>52</sup>

As mentioned earlier, the Sub-Committee is now drafting a Human Rights Education Strategic Plan through a participatory process.

### III. Case Studies

Although human rights education is integrated into the school curriculum, the actual practice of human rights education in schools varies, depending very much on several factors. Details of human rights education in the following five selected schools will elaborate how human rights are actually taught in school and identify some of the facilitating factors and challenges of human rights education in schools. Some best practices can also be drawn.

The information about human rights education in the five selected schools mentioned here is drawn from the result of focus group discussions with the teachers and the students and classroom observation in 16 schools done in May and June 2008. While not claiming to represent all human rights education efforts in Thailand, the findings can be said to provide an overall picture of human rights education, which can be further analyzed for improvement.

#### School A

School A is a Catholic private school for girls in Bangkok. It offers education from kindergarten to Grade 12.

The School's administrator is very supportive of human rights education. Every teacher in the school has attended at least one human rights training session organized by the school itself or by the NGOs. Consequently, human rights content is integrated effectively into every course taught here. The school also uses a multidiscipline approach by raising one theme of study that can be used in every course. For example, when learning about equality in the social science course, the English language course will also talk about equality and may assign students to write an essay on the topic.

Teachers in the school actively engaged in human rights education activities. They always stimulate the students to think about human rights in their class and also organize extracurricular activities on human rights, for example, quizzing contest, human rights exhibition and participation in human rights-related activities organized by other organizations. The school, through its teachers, places human rights high on the agenda on its own initiative driven by the recognition of the importance of human rights.

As a private school, the school is better equipped with financial and personnel resources compared to a public school. Human rights activities in the school can, therefore, run continuously.

One factor that contributes to enthusiasm in human rights education is the school's philosophy for education, which is based on Catholic teaching. The school is run based on the principle that education should reflect the core values that everyone has - their own dignity. With love and care given to each student, students will recognize

their personal values and respect others' values and dignity. All these principles must be practiced from the heart, the school's administrator says.

Although this is a Catholic school, not every student/teacher/staff member in the school is Catholic. All have to follow the same philosophy without discrimination.

### School B

School B is a public school in Chonburi Township, a city about 2 hours east of Bangkok. It covers kindergarten and primary education for about 3,000 students per academic year.

The School follows the core curriculum developed by the Ministry of Education. Teachers sit together to work out the lesson plan according to the curriculum before the start of each semester. Teachers from the same department meet to evaluate the lesson plan to ensure up-to-date content at least once a year.

Human rights-related teaching is done mainly by emphasis on the "Eight Fundamental Merits"<sup>53</sup> promoted by the Ministry of Education and the four key aspects of child rights. The school interlinks the Eight Fundamental Merits to the human rights principles specified in the core curriculum.

The teaching on human rights in this school focuses on civil rights and refers to those laws mentioned in the curriculum. Teachers are always well prepared for the class with complementary activities. Some activities are designed by the students and the teachers together. The teaching methods also try to apply the content in the textbooks to extra-curricular activities, sometimes in coordination with other subject courses, or with neighbouring communities.

However, additional information or explanation on human rights beyond that already included in the textbooks is rarely given to students. Teachers also are not updated about human rights content since one teacher may have to teach several courses which takes up most of their time. Moreover, some teachers still do not have a clear understanding about human rights. Even for teachers who have participated in human rights training earlier, the teaching may still be restricted by the curriculum content which is limited in definition and scope.

Explanation about human rights beyond the textbooks is thus based on the issues of sexual harassment and children's rights. These two topics are considered by teachers as easier to understand as they focus on daily life and have clear legal provisions.

For primary school students, the research found that they view human rights, learned under social studies, as what everyone should know for their lives according to domestic laws. Human rights, according to them, are difficult to understand but they have heard about them before from their teachers, though they were not much emphasized when compared to religious studies.

### School C

School C is a primary public school in Phuket Township, a tourist city in southern Thailand. It is now providing pre-primary education and primary education to approximately 3,000 students. There are six classrooms in each grade and this makes it a rather large school.

The school emphasizes child rights considering this subject as most relevant to the students. The school invited lawyers and officials from the Department of Correction to give training on child rights in 2006. In 2005, the school's administrative staff also attended child rights training co-organized by UNICEF and the local education area office.

Furthermore, the School conducts integrated human rights-related activities in courses on Citizen's Responsibilities, Religion and Culture. Activities include the practice of the Student Council to which representatives are elected. The previous student election was supported by Phuket's Election Committee that lent actual election facilities to the school. Students from grade 2 upwards can run for Council seats. The Council will participate in making the school's regulations.

The main responsibility of the Council is to participate in activities related to students and the school, for example, consumer rights awareness campaigns, monitoring of food safety in school, issuing warnings to school food vendors who sell toxic food.

Teachers are knowledgeable about child rights, and are able to pass on this knowledge to students. They can use case studies to explain each right and let students exchange their ideas. Students and teachers also work together in monitoring child rights protection in the community. Teachers focus on preventing sexual abuse against girls and provide information to the girls on how to protect themselves.

Teachers tend to avoid discussing issues considered sensitive, for example, violence in the southernmost provinces. They focus mainly on what they think is needed to be a good citizen, i.e. how to live together with others, knowing one's own rights and respecting the rights of others. Teachers perceive that one's rights should be controlled, because children should learn how to behave according to the school's regulations.

Students from the sixth grade interviewed by the researcher are well-informed about child rights. The answers to exercises given by teachers show that students can explain the meaning of human rights and freedom. They can analyze a simple human rights violation case. In the exercise asking students to compare children from two families with different economic status, the students identified that it is a violation of human rights when a child cannot go to school or has to work in a dangerous environment. Most of the students linked good citizenship with recognition of one's own rights and responsibility and respect for child rights.

### School D

School D is a small size public school in the southern part of Thailand. Due to the conflict and political situation in the area, the state of human rights education here is difficult to assess. The conflict severely affects the teaching and learning process in the school. While the school follows the core curriculum of the Ministry of Education, it also adds elements of Islamic teaching as permitted by the Ministry to integrate Islamic teaching by religious teachers into the core curriculum.

The school has to close down from time to time due to the violence. As a result, it is very difficult to cover all the core content obliged by the core curriculum. Part of the content has to be omitted.

Teachers in this school view that the content covered in human rights education is difficult and too abstract, thus not easily understood by children. Teachers also indicate that language is another barrier for local students speaking only the local language to study the curriculum in the central Thai language and thus the information on human rights in the textbooks is difficult to understand for them.

The violent situation in the area also causes problems for teachers, as many of them are outsiders, to access the school safely without the security guards provided by the government.

When talking to students in grades 5 and 6, they identified human rights as the law.

### School E

School E is a big public secondary school in Hat Yai district, Songkla province in southern Thailand.

The school follows the core curriculum and takes initiatives in producing teaching materials, applying current news to studies and organizing extra-curricular activities.

There is no specific teaching on human rights, but the issue is integrated into social studies. Whenever there is current news related to human rights, teachers would interweave the news into classroom discussion. For example, news is used to start the class and teachers would stimulate students to think and analyze the situation. This is a widely-used method to urge students to participate in the classroom as part of a child-centered policy. It helps develop the students' learning process and leads to further interest in a more specialized field.

Human rights issues that are often raised in the classroom include violence in the southern provinces, and consumer rights and laws. Teachers select the current news interesting to the general public to make it easier for students to follow the matter.

In discussing human rights in the classroom, teachers mostly base the explanation of their understanding of human rights as the principle of equality between human beings. Even when teachers conduct some extra research on human rights, they cannot include that much in the class because the core curriculum does not cover much content on human rights.

Students to whom the researcher talked are from higher secondary classes studying sciences and languages majors. They indicated that they mainly learn about human rights from the social studies classes. For other courses, it is highly dependent on each individual teacher whether to include human rights issues in the class. They also think that since human rights are part of social sciences study, if they do not plan to do further study in the social sciences field, there is no need to learn about them. They just know that human rights, as one kind of knowledge, are useful to know, but they do not know how to use them.

According to this group of students, human rights are about the rights guaranteed by law. Everyone is under the law and must follow the law in the same manner, no matter what religious or national differences there are. Since the school is in the southern region, students are interested in the violence in the southern provinces. They also clarified that the violence does not affect their friendship with those with different religions.

Most students are Buddhists. Similar to other schools that do not follow other religions' minority teaching, the school's regulations mainly follow the Buddhist line. There is no reference to the practices of other religions. For example, the school strictly follows the dress code of the Ministry of Education without any exemption for students of other religions. There is no space provided for other religious practices, like a Muslim prayer room. But in practice, implementation of these regulations depends on individual teachers.

From the five case studies presented above, it is interesting to note that most students interviewed from both primary and secondary education levels have only a fair enthusiasm about human rights education. Their understanding and interest in human rights are mainly referring to laws, freedoms guaranteed by the law and equality. When discussing about applying human rights principles learnt in the class to real life situations, students' answers show a real limitation. Most students only emphasize on acknowledgement and acceptance of the differences of others. While this can be considered as one of the achievements in human rights education, it also emphasizes the need to expand human rights understanding to a wider range of issues.

Most primary school students understand that human rights are the law, but law is difficult to understand. Moreover, they cannot identify human rights implications with what happens in their daily lives. Nevertheless, they have accepted the human rights laws and principles they have learnt and put them into practice. On the contrary, secondary school students are able to understand human rights implications in daily life events. For students in the secondary levels, their opportunity to gain information and knowledge about human rights is far beyond that of younger students. Apart from the information in schools, newspapers, television and friends, there are other media that they are exposed to that can influence their perception of human rights. Unfortunately, secondary school students have less opportunity to attend extra curricular activities, let alone those on human rights, due to the highly competitive educational environment.

As for teachers, those who have not passed human rights training, which constitute the majority of them, would interpret and teach human rights according to their

understanding. Some may limit their teaching according to the school textbooks and core curriculum, which sometimes merely addresses the legal aspect of human rights.

In sum, the findings from case studies implies that, while the education policy and curriculum provide broad guidelines for integration of human rights into the teaching/learning process, the effectiveness of human rights education in schools is conditioned upon:

1. The understanding, interest and commitment of individual teachers.

The system of core curriculum and integration approach leave large room for individual teachers to devise teaching techniques and include human rights in their teaching. While most teachers merely follow what already exists in the curriculum and standard textbooks, others are active and engage in creative learning methods.

What is very important is also the teachers' own understanding of human rights which is passed onto students. Case studies found different connotations and focus on human rights taught to students.

2. Political will and support from a school's administration

The implementation of human rights education in schools requires the extra resources and time of teachers, i.e. additional budget for extra curricular activities, and opportunities for teachers to attend training provided by other organizations. These are made possible only by supportive administrators. School A is a good example where the school's administration is very supportive of human rights education that result in active human rights education activities in the school.

This finding is in line with the findings of similar research on the state of human rights education in the country. In 2001, with the support from the Thai National Human Rights Commission, Valai na Pombejr, a leading human rights educator, reviewed human rights education in primary and secondary schools in Thailand.<sup>54</sup> Twenty-five schools from three categories were studied. The first group of schools includes catholic schools that recognize the importance of the human rights issue, and encourages their teachers to acquire further knowledge to teach students. The second group includes those in the UNESCO Associated Schools Project Network (ASP Net) which focuses on the issues of international solidarity and global peace. The last group includes schools which do not teach human rights in their formal curriculum but encourage and promote it through, for example, teachings of child rights and ethical training.

Despite the fact that the MOE 2001 basic education curriculum also includes human rights issues, Valai found there is still a lack of understanding in teaching human rights in schools, especially if there is no recognition from school executives and teachers.<sup>55</sup>

### 3. Availability of time, textbooks and other resources

Human rights content is still very limited in textbooks. From a textbook overview, it was found that human rights issues are addressed mainly as part of legal issues and civic education, except the more elaborate parts concerning child rights. In addition, schools in remote areas would, in general, face difficulties getting enough textbooks for their students.

Other human rights education materials produced by the NGOs are still not widely distributed.

With so many issues to cover in the Social Studies-related classes, it is very difficult to include human rights content/issues into an already tight teaching schedule. In particular, this is relevant to secondary school teaching where more attention by both teachers and students is on preparation for the university entrance exam.

## **IV. Analysis of Laws, Policies, Education Goals, Curricula and Programs**

The Thai Constitution 2007, the National Education Act 1999 and the National Scheme of Education provide the crucial policy framework for the development of human rights education in the Thai school system. The Ministry of Education is responsible for setting up, monitoring, and auditing as well as evaluating its policies, plans and the standard of education. Meanwhile, the Office of the National Education Council is responsible for managing and planning the overall policies for every educational level and institution under the Ministry's control. Such a framework was also considered when the Sub-Committee on Human Rights Education, the National Human Rights Commission and the Ministry of Education worked together to launch a human rights education program with a pilot project in several schools under the supervision of the Bangkok Metropolitan Office.

The system of the "Core curriculum" allows teachers to bring in any information and teaching methods according to the core curriculum. There is, therefore, room to include human rights content and activities in the school system. Human rights education or human rights-related activities run by other government agencies, non-governmental organizations and the National Human Rights Commission, can also be integrated into schools with collaboration and support from the school's administration or with the Ministry of Education.

The existing framework, therefore, constitutes an attempt to mainstream human rights education into the educational system with every teacher holding responsibility to include human rights in their teaching. On the contrary, the integration approach also poses a challenge for the implementation of human rights education. It is not possible to expect every teacher in every course to be well versed in human rights principles and be able to integrate human rights values into their teaching.

It was observed that catholic private schools have relatively more involvement in human rights education and their students have been encouraged to apply human

rights principles with activities outside the classroom. Fundamentally, these schools have rules and regulations based on religious teachings which directly or indirectly relate to human rights. This makes teachers and students familiar with the application of such principles in their daily lives.

In addition, these catholic schools are privately owned institutions with effective fund-raising for alternative course management as well as outside-the-classroom and community-bonding activities. Private schools, with their bigger funding, also have more flexibility to organize alternative learning methods. The difference in administration between state and privately-owned schools has thus led to the differences regarding the perception of teachers about human rights and the way to continuously integrate human rights into the existing curriculum.

The core curriculum for basic education developed in 2001 includes human rights as one component. The content about human rights has been featured in social and religious subject areas, health and physical education subject areas as well as the technology and vocational studies subject area. Social and religious studies have covered the four basic rights for children, human rights protection, respect for the rights of others based on the basic law, principles and meaning of human rights based on the Constitution, international human rights, human rights conventions and international agenda, development of human rights by local constitutions, and the National Human Rights Commission, as aforementioned.

While the Ministry of Education developed a manual on how to teach the core curriculum, which includes human rights issues, it has not published many books focusing on human rights or human rights education. Nor does it publish a manual on how to teach human rights. But this does not mean human rights education publications are unavailable. The Ministry is supportive in translating, publishing and making available books on human rights education and other related subjects. There are also examples where individual teachers developed teaching materials on human rights to be used with the core curricular outline and get it recognized by the local Basic Education Office.<sup>56</sup>

NGOs and international organizations in Thailand, UNESCO and UNICEF for instance, sometimes in cooperation with departments in the Ministry of Education, have also published books and manuals on human rights education. However, the limited production and distribution budget, both on the part of the government and NGOs, plays a vital part in hindering the widespread acknowledgment of human rights study as well. In addition, some teachers cannot access materials in English language or web-based materials.

The Thai educational system uses the so-called “holistic approach”, or integrated learning process, where teachers are expected to integrate the teaching of two or more different courses together. Human rights are supposed to be integrated into every course. As a result, this depends very much on the understanding and awareness of teachers and school executives (See details in the case studies).

When dealing with human rights, the majority of teachers simply follow the framework of the core curriculum, which is designed for each educational level.

Based on class observation and interview with teachers and students, this study finds that there is almost no additional information or research provided to students, owing mostly to course time constraints. Also, no matter how energetic a particular teacher is, there are limitations on the understanding of the meaning of human rights and on conveying the message to students. Besides, there is a lack of continuous support from the state to provide enough facilities and disposable budgets for relevant learning and training courses for teachers.

As a general practice, when the national curriculum is revised, the Ministry of Education would provide training to teachers. However, when the 2001 core curriculum was designed, only limited training was provided.

At present, only a few teachers have passed training courses or attended seminars on human rights, mostly organized by NGOs. Unquestionably, teachers from other provinces have less opportunity than those in Bangkok.

There is no separate assessment of students' human rights knowledge or behaviour. The assessment is done based on the curriculum outline.

Of crucial factors affecting the implementation of human rights education in schools, public schools in particular, the most critical is budget limitation. No specific budget is allocated to human rights education. There is still a limited budget to develop learning materials or lesson plans, and to provide training to enhance teachers' knowledge on the matter.

This study found that primary schools have more diverse human rights education activities than secondary schools. This is mainly due to more time allocation for other knowledge beyond academic knowledge. In secondary schools, the schools and the students focus more on academic excellence, especially in the upper secondary level where most concern is put on the university entrance examination.

Private schools show more flexibility in accommodating different teaching pedagogy. This is partly due to their available resources. Catholic schools, with their religious-grounded practice already existing in the school, have shown greater potential in organizing a human-rights-friendly school environment and to instilling human rights awareness among students.

In 2005, the Ministry of Education issued a Regulation on Punishment of Students which prohibits violent punishment. The Regulation urges teachers to use advice and extra activities to correct the behavior of students. This is a big step forward to the protection of children in the education system. However, news reports about severe punishment of students still come up from time to time.

The curriculum and textbooks in Thailand mainly focus on Buddhism. School regulations and practices also follow the Buddhist line. However, it is important to note here that religious discrimination against religious minority students is rarely reported. Although most school regulations do not specifically guarantee non-discrimination on the ground of religion, it is found that teachers have followed the

principle of acceptance of the differences of others. In this aspect, we can say that educational institutions in general support a positive human rights environment.

Non-governmental organizations, the National Human Rights Commission and international organizations have played a vital role in developing human rights education in Thailand, both in the school system and as separate human rights education programs. They actively engage the Ministry of Education in human rights related activities. In some ways, they have complemented what is still limited in the Ministry of Education's efforts by providing teacher training and producing manuals and learning materials.

## **V. Recommendations**

Based on the above analysis, the following recommendations were developed to address some limitations of human rights education in the Thai school system.

### Educational Policies and Curricula

- Human rights mainstreaming efforts should be complemented with a detailed curriculum development. It is crucial to ensure that the curriculum instills human rights values and awareness in addition to substantive human rights learning.
- Knowledge on human rights should be made simplified with concrete case studies. This would enable both teachers and students to understand the issue more easily.
- There should be a substantial budget allocation to support and promote human rights education both inside and outside the classroom to ensure that efforts are carried out continuously. Activities that should be given priority are the development of teaching manuals and lesson plans, the publication of teaching materials and teacher training on human rights.

### Teaching/learning Materials

- Manuals on how to integrate human rights in different subjects should be produced to enable teachers to effectively mainstream human rights into their teaching.
- Study materials, especially textbooks, should be reviewed to ensure that they are human rights-friendly.
- Learning materials and textbooks must be distributed widely. There should be a special measure to guarantee that small and/or remote schools can get access to textbooks.

### Pedagogy

- Human rights should not be designed to be learnt by memory. Further support on the development of integration techniques should be provided.

### Teacher Training

- The content and concepts of human rights should be mainstreamed into the teacher training curriculum.
- In addition to training to introduce new curricula, the teachers must be trained specifically on human rights. This would enable teachers to go beyond the limited content on human rights already existing in the curriculum.

### Assessment System

- Assessment criteria on human rights knowledge/understanding/value gained by students should be developed. The criteria should not be based rigidly on remembering certain content or provisions about human rights.
- There should also be a system to monitor and assess teachers' understanding of human rights. This indicator should be used as a general indicator in assessing overall teacher performance too.

### Extra-curricular Activities

- Exchange programs between schools should be encouraged to provide a forum for exchanging experiences on human rights education.
- Extra-curricular activities should enable students to learn human rights from real life situations or from direct experience.

### School Environment

- Students should be encouraged to participate in building and monitoring human rights-friendly schools.

### Role of Stakeholders

- More systematic cooperation between different stakeholders, i.e. the National Human Rights Commission, NGOs, other relevant Ministries, should be explored and developed. The existing cooperation is already of high value and needs to be sustained.

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**Endnotes**

- <sup>1</sup> Schools visited were Had Yai Wittayalai, Phuket Wittayalai, Chonkanyanukul, Yuparatch Wittayalai, Benchamarachutit, Anuban Phuket, Anuban Cholburi, Anuban Chiang Mai, Anuban Ratchaburi, Ban Wang Him Bunnang Star, Gabung Pithyakhom, Mater Dei Wittayalai, Saeng Thong Wittaya, Thida Anukroa, Darasmuth, and Daruna Ratchaburi.
- <sup>2</sup> The official translation uses the terms “Instil right awareness” here. To avoid confusion, this research deliberately replaced the word “right” with “correct”.
- <sup>3</sup> The Compulsory Education Act
- <sup>4</sup> Section 3, paragraph 5 of the National Scheme of Education Strategy states the educational policy for a “Secondary school education to be basic education for the public. The government should accelerate and expand basic education for all in order to improve people’s quality of life”.
- <sup>5</sup> UNESCO Education for All report : Thailand, 2000
- <sup>6</sup> Conclusion of the National Education Plan, pages 11-12.
- <sup>7</sup> Ibid.
- <sup>8</sup> Ministerial regulation regarding the classification of basic education, 2003
- <sup>9</sup> The Compulsory Education Act, B.E. 2545 (2002)
- <sup>10</sup> Currently known as the Bureau of Academic Affairs and Educational Standards under the Basic Education Commission
- <sup>11</sup> Section 27, National Education Act. B.E. 2542, Office of the Council of State.
- <sup>12</sup> Department of Curriculum and Instruction Development, Basic Education Curriculum B.E. 2544 (A.D. 2001) Guide: Social studies, religion and culture strand, Bangkok: Ministry of Education, page 243.
- <sup>13</sup> Ministry of Education Decree, Ref. DCID 1166/2544 on The Implementation of the Basic Education Curriculum B.E. 2544.
- <sup>14</sup> Section 33, National Education Act B.E. 2542 (1999) and Amendments (Second National Education Act B.E. 2545 (2002)
- <sup>15</sup> Including pre-primary schools
- <sup>16</sup> Educational tendency and state research center, Office of Educational Development and Research, Office of Secretary General of the Education Council
- <sup>17</sup> Section 38, National Education Act. B.E. 2542, Office of the Council of State.
- <sup>18</sup> National Education Act
- <sup>19</sup> Announcement of the Office of Basic Education Commission, 29 November 2006.
- <sup>20</sup> Reference for the establishment of office for the special administrative zone in the South, Office of Basic Education Commission, Ministry of Education, page 8.
- <sup>21</sup> Op.cit., page 17.
- <sup>22</sup> Currently known as the Bureau of Academic Affairs and Educational Standards under the Basic Education Commission
- <sup>23</sup> Section 27, National Education Act. B.E. 2542, Office of the Council of State.
- <sup>24</sup> Department of Curriculum and Instruction Development, Basic Education Curriculum B.E. 2544 (A.D. 2001) Guide: Social studies, religion and culture strand, Bangkok: Ministry of Education, page 243.
- <sup>25</sup> Ministry of Education Decree, Ref. DCID 1166/2544 on The Implementation of the Basic Education Curriculum B.E. 2544.
- <sup>26</sup> <http://www.bic.moe.go.th/index.php?id=526&L=1>, retrieved on March 1, 2008
- <sup>27</sup> Presently known as Suan Sunandha Rajabhat University and Ubon Ratchathani Rajabhat University respectively.
- <sup>28</sup> Summarised from Valai na Pombejr. 1998. “Associated Schools Project in Thailand” in *Human Rights Education in Asian Schools* 1.
- <sup>29</sup> Ibid.
- <sup>30</sup> Kreangkrai Chaimaungdee. 2001. “Child Rights in Thai Schools: Participatory Learning Processes” in *Human Rights Education in Asian Schools* 7.

<sup>31</sup> The 2007 Constitution no longer requires organic laws to implement its provisions on right to education and education-related rights.

<sup>32</sup> Office of the National Education Commission. Summary of the National Scheme on Education 2003-2016. Bangkok: Office of the Prime Minister. September 2002. P4.

<sup>33</sup> Ibid.

<sup>34</sup> Office of the National Education Commission. Synopsis of the National Scheme of Education of B.E. 2545-2559 (2002-2016). 2nd. ed. Bangkok : 2003, page 2.

<sup>35</sup> Vitit Muntarbhorn 2003, *Study of Human Rights Education in University Level*, Office of The National Human Rights Commission of Thailand: Bangkok.

<sup>36</sup> MA in Human Rights (International Program) offered by the Office of Human Rights Studies and Social Development, Mahidol University. Currently, the Office is also offering a PhD in Human Rights and Peace Studies (International Program) and MA in Human Rights and Development (in Thai language). Still, Mahidol is the only university in Thailand offering a specific degree in human rights.

<sup>37</sup> From website of Social, Religion and Culture Study Area, Patumwan Demonstration School at <http://social.satitpatumwan.ac.th/>

<sup>38</sup> Institute of Academic Development. *Core Curriculum Textbook: Social Studies, Religion and Culture (Grade 5)*. Bangkok.

<sup>39</sup> Quick review of school textbooks reveals much emphasis on traditional culture and values (for example, respect for elders, the use of central Thai language) and the respect for and upholding of the Three Pillars of the Thai society, namely, the Nation, the Religion and the Monarch.

<sup>40</sup> Office of the Consumer Protection Committee. Integrative Learning Lesson Plan: Consumers Rights Protection under Consumer Rights Protection Act 1979 for the Third and Fourth Education Levels According to the 2001 Core Curriculum for Basic Education. Office of the Prime Minister and the Office of the Basic Education Commission

<sup>41</sup> Ibid., page 2.

<sup>42</sup> National Education Act, Section 27 paragraph 2.

<sup>43</sup> Democracy Model School Project. Photocopy

<sup>44</sup> Bureau of International Cooperation. The Origin of the Twinning School Project. Photocopy.

<sup>45</sup> [www.jpthai.org](http://www.jpthai.org)

<sup>46</sup> Valai na Pombejr. 2008. "The Work of the National Human Rights Commission of Thailand on Human Rights Education in Thai Schools" in *Human Rights Education in Asian Schools* 11.

<sup>47</sup> Article 15 paragraph 4 of the National Human Rights Commission Act 1999

<sup>48</sup> Ministry of Education's Order No. 240/2546 on The Appointment of a Committee on the Development of Human Rights Education Curriculum

<sup>49</sup> Ibid., page 2.

<sup>50</sup> Office of the Commission on Basic Education's Order No. 1604/2547 on Appointment of Educational Management Committee on Human Rights Education in School according to the Basic Education Curriculum

<sup>51</sup> Summary of the cooperation between the Sub-Committee on Human Rights Education, National Human Rights Commission and the Ministry of Education, page 2. photocopy

<sup>52</sup> Ibid., page 2.

<sup>53</sup> Namely, diligence, being thrifty, honesty, sense of discipline, politeness, cleanliness, united spirit, and generosity. The Ministry of Education announced these eight attributes to be core values that the schools should teach and encourage the students to practice.

<sup>54</sup> Valai Na Pompetch 2003, *Reporting on an evaluation of human rights education in basic education system*, Office of The National Human Rights Commission of Thailand: Bangkok

<sup>55</sup> Ibid.

<sup>56</sup> Lalita Krabou. Teaching Material on Human Rights: Teaching Material for Second Social Studies Module, Grade 8. Kalasin Pityasan School. 2003.

## **Best Practices in Human Rights Education in the School Systems in Asia**

### **Introduction**

This report compiles some of the best practices in human rights education in the school systems in Southeast Asia and other subregions of Asia. The experiences included in this report are drawn from various documents available to the Regional Project Team. These documents include teaching and learning materials, published reports on human rights education in schools experience, reports on studies and evaluation projects relating to human rights education in schools in the broad sense, and communications between the Regional Project Team and contact persons in different countries.

The concept of best practices is broadly defined. The educational practices referred to in this report generally relate to the different components of human rights education in the school system found in the first phase plan of action of the World Programme for Human Rights Education (as well as the action plan of the United Nations Decade for Human Rights Education – 1995-2004). Thus the stress is on practices that promote international human rights standards in consideration of the context of the students and the school in general, emphasize participatory pedagogies, involve various stakeholders in program implementation, and include the practice of human rights concepts within the school and in the community as part of the learning process, amongst others.

The best practices included in this report cover both past and current experience. Past experience are still valuable for providing concrete examples of putting into practice human rights education ideas that the United Nations promotes.

### **Best Practices in the Asian School Systems**

The following best practices in human rights education in the school system are some of the experiences found in a number of Asian countries. They represent the variety of initiatives in the region supported by governments, non-governmental organizations, schools, and even by the students themselves. They are presented according to the following categories:

- Teaching/learning materials
- Pedagogy

- Community involvement
- Textbook/curriculum analysis
- Program development and implementation
- National processes
- Supporting initiatives
- Regional initiatives
- Evaluation.

Each best practice case is described in a short but informative manner to facilitate appropriate understanding of the characteristics and components that make up each case.

### **I. Teaching/learning materials**

It has become common for educators to speak of human rights education without using the words “human rights” or reference to international human rights instruments. There are valid reasons that can explain this situation ranging from the stage of development of the students to restrictive policies of the government, to a political or social climate that does not support discussion of human rights in general. It can be also due to the age of the users. For very young users, the learning materials have to be simple.

#### **a. *Kaleidoscope Primers***

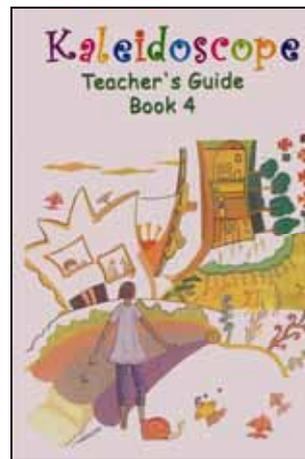
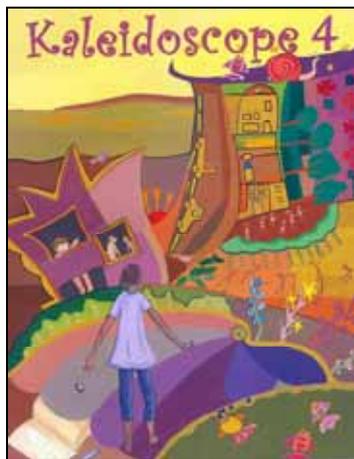
A non-governmental organization in Pakistan, named Simorgh,<sup>1</sup> provides examples of materials for very young learners. This organization produced a set of materials called the *Kaleidoscope Primers and Readers*, which contain games, exercises, quizzes, and stories based on folktales, fables, poems, and incidents from history. The primers are further described as follows:<sup>2</sup>

The motivating idea behind the Kaleidoscope Primers... is to enable children to develop (i) a spirit of caring for others, (ii) the ability to understand points of view other than their own, (iii) the capacity to accept the right of others to think differently, and (iv) the ability to see that as members of the human family we all have the same rights and responsibilities.

The basic premise of these primers is that all human beings, regardless of differences based on sex, class, caste, race, religious belief, skin colour, physical disability or ethnicity, have the right to develop their potential as human beings. To realize that other than the right to life, security, health, education and work, we do, as individuals and members of society, have different needs and beliefs and, that as long as we do not harm others or violate their rights, we have the right to choose the way we live.

As rights are never one sided the primers focus on certain basic ground rules. These emphasize the fact that rights are closely linked to responsibilities, which include tolerance and understanding of those who think differently as well as the ability to care for and look after others.

The primers present familiar tales in a different light in order to stimulate thinking about rights. Thus in the case of the popular tale of Ali Baba, the primers contain a series of stories consisting of the adventures of Ali Baba, and Marjana and their friends, and these stories were used to provide information and raise different rights issues. However, the issues are woven into the story and the ‘moral’ is neither overt nor explicit. Critical thinking is encouraged by the fact that the questions appended to the stories are open-ended and there is no one ‘correct’ answer and the exercises enable students to make the distinction between facts and opinions. At a time when globally, nationally and locally, opinions dressed as facts are used to invent and marginalize peoples and individuals, these exercises are geared to encourage children to think for themselves and also to release them from bondage to the unifocal world where a single point of view either subsumes and irons out the diversity and richness of the material world and its cultures or relegates differences to the margins of the licit. The stories are multifocal, thus in ‘Ali Baba Shares his Toys’ the issues raised include sharing and caring for others, the importance of teamwork and our responsibility towards special children, and in the ‘The Long Lane’ issues about development, political participation and democracy are raised.<sup>3</sup>



The primers have very nice colored drawings and well-written adaptations of stories. There are five primers. Each primer corresponds to a year-level. Thus the whole set is meant for Grades One to Five, starting with 5- to 6-year-old children.

The primers are accompanied by *Teachers Guides*, which contain the lesson plans that provide the objectives, materials, and procedure for teaching the stories. They contain important questions for the students to respond to in each story and the respective assignments, which allow students to take action on what they have learned. The *Teachers Guides* also explain the rights contained in the stories.

The primers are meant to help integrate human rights concepts into the different subjects in the school curricula. They supplement existing textbooks by providing a different perspective on the topics of the subjects in terms of content and pedagogy. The primers are in fact conceived as a means to “counter the culture of intolerance and violence that was generated by officially produced school texts”.<sup>4</sup> They are at present in the English language but the Teachers Guides suggest that the teachers translate the texts into Urdu and other languages whenever appropriate. The Urdu

version of the primers is also planned subject to acceptance of the materials by public schools.

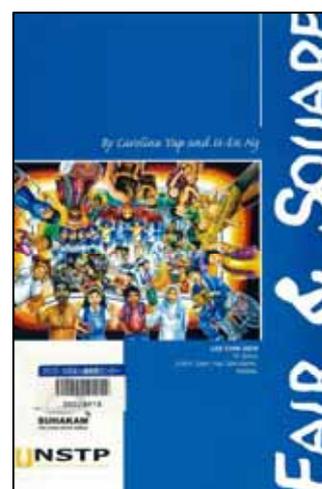
### **b. Fair and Square<sup>5</sup>**

The Human Rights Commission of Malaysia (also known as SUHAKAM) produced in 2004 a learning material for primary school students that discusses human rights using simple stories. The material entitled “Fair and Square” has a collection of more than twenty stories that deal with the following themes:

- Meaning of human rights
- Right to food, shelter and education
- Right to privacy, health, peace and safety
- Respect and ownership
- Freedom
- Discrimination
- Rights and responsibilities
- Practicing rights.

The stories with accompanying illustrations are simple and interesting for primary school students to read and ponder on. Each story is accompanied by three sections: Think (which asks questions to help the students analyze the story), My thoughts (which asks students to reflect on the story), and either Do (which asks the students to do something about the story) or Your Right (which explains the human right involved).

The very first section of the material discusses the idea of human rights. It also has appendices containing the simple version of the Convention on the Rights of the Child and the Universal Declaration of Human Rights.



### **c. Child rights lesson plans**

An example of lesson plans that directly mention human rights are the lesson plans from a school in India. This private school for girls is named Loreto Day School or Loreto Sealdah.

Loreto Sealdah was established 1857 in Sealdah, Kolkata, India. In 1979 it started an experiment in education born of a certain uneasiness felt at being part of a formal school system imparting ‘quality education’ to a privileged few, while millions of their less fortunate peer group get virtually nothing at all.

This started opening up the school more and more to underprivileged youngsters from slum areas and pavements, to produce a healthy mix of children from all social,

financial and religious backgrounds. This resulted in a school population of students almost half of which are from the nearby slums and given totally free education.

In 2005, Loreto Sealdah had 1,500 female students of which more than 700 are from very poor families whose every need has to be taken cared of – food, medicine, rations, shoes, books, uniforms, even money to meet the rent which eviction threatens. In many instances the school has also helped families set up a small-scale business, by providing interest-free loans in order to become self supporting. Sometimes it reached out to the family as a whole, be it a drug addict father, or an errant sibling or an ailing member.<sup>6</sup>

The school’s human rights education program is linked to curricular and extra-curricular activities – theoretical or knowledge input within the classroom and practical activities in the community. In teaching the rights of the child, the school examines child labor in its own community. Thus it has lesson plans such as below focusing directly on this issue.<sup>7</sup> The lesson plans are published in a series of ten booklets entitled *We are the World – Teacher’s Edition* (2005).<sup>8</sup>

The lesson plans discuss the issue (such as child labor), the rights involved, and the activities that students can do regarding the issue and the rights. This is based on the “reflection leading to action and action followed by reflection” approach, which is found to be “a very effective tool in education and especially in education on human rights.” This approach most importantly makes sure that when students are exposed “to situations of injustice, we need to challenge the less motivated and give an outlet for the frustration the compassionate student feels, on being confronted with a situation about which she can do nothing.”

### Lesson Plan on Child Rights

#### Rights of the Child

On November 20, 1959, every country in the United Nations agreed that children should have certain rights. They drew up a list of those rights. Although we have a list of rights, it is sad that many millions of children do not enjoy them.

Unlike Mandala, you enjoy some of these rights.  
Put a  next to the rights you enjoy.

Circle the ones you do not enjoy.  
Go through the "Rights" again.  
Do all children enjoy these?

in your country \_\_\_\_\_  
in your city \_\_\_\_\_  
in your neighbourhood \_\_\_\_\_

Think of one person in your neighbourhood who does not enjoy most of these rights.

Sit in small groups and talk about the story of Mandala.  
Have you seen others like him? What will happen to children like him?

Now, together, prepare a front page of a newspaper to show this.  
(You can use newspaper headlines, stories or pictures.)

**Shocking facts about child labour today!**

Show your newspaper page to the class and to your teacher. Choose one person to explain what has been done.

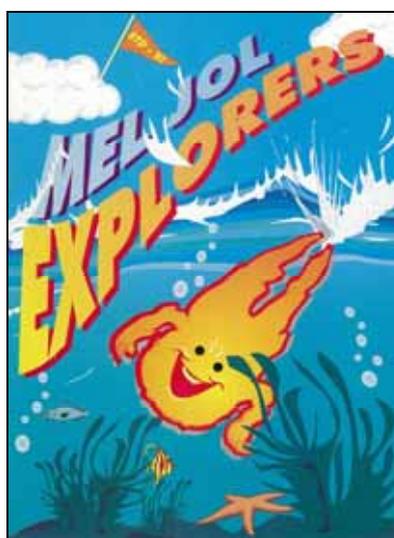
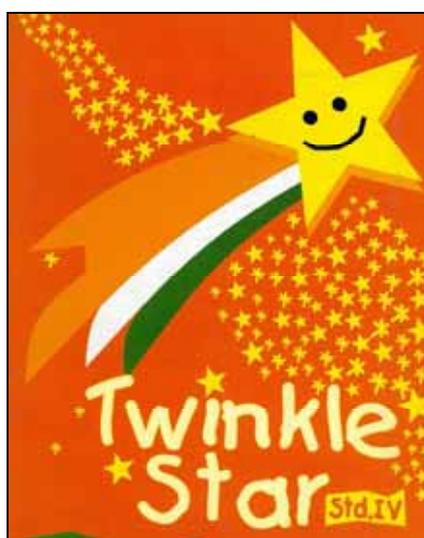
Listen to what everyone has to say and discuss with your teacher why these things might happen.

**d. Meljol series**

A group of teachers, parents, educationists, and concerned adults met in 1991 to discuss their concerns about children inheriting a discriminatory value system, heightened by stereotypes, prejudices, and classism. They felt the need to increase children's awareness and change their attitudes toward participatory, non-hierarchical methods of learning. This led to the establishment of Meljol: Hum Bacchon Ka, a non-profit organization run by a team of dedicated and professionally trained social workers and child development professionals. Meljol's mission is to nurture a generation that truly believes in equal rights, opportunities and respect for all.

It has the Twinkle Stars program that reaches out to children between the ages from five to ten years. The program encourages children to analyze their own behavior and responsibility towards everyone and everything in their environment. It teaches children to recognize and respect the efforts of people in their environment, especially those who make their life comfortable. It introduces the values of equity, respect, and acceptance to children aged 6 to 9 years old through camps and Meljol activity books.

In order to create a children's movement, Meljol started to streamline its messages into the formal educational stream through a series of textbooks on values education. The child-friendly series includes the Meljol Twinkle Star Textbooks for Grades I - IV, and the Meljol Explorer Series for Grades V - VII. The series were developed in consultation with principals and teachers of the Meljol-associated schools. It is also based on the syllabi of federal and state education boards.



Both Meljol Twinkle Star textbooks and Meljol Explorer textbooks are designed as coloring books with illustrations on each page and include various activities like songs and games to communicate value-based messages. Interactive and child-friendly, the textbooks emphasize the concept of learning through doing. Messages are communicated through innovative puzzles, quizzes, games, and other interactive methods. The self-action component at the end of each section encourages children to

question, explore and discover the meaning behind each exercise. To ensure that learning is not restricted to the classroom, each book includes a center page pull out – a refreshing reminder of Meljol’s messages. Also at the end of each Meljol textbook is a teacher’s manual designed to help in the use of the books effectively and creatively, making both teaching and learning a fun experience.

The Meljol Explorer Series acts as a foundation on which a child builds a sense of rights and responsibility.

One report on the impact of the books states the following:<sup>9</sup>

Dhanivali is a village in Thane District, about 100 km from Mumbai. The majority of its residents are tribal. All the children go to the Meljol community-based school. Meljol uses its textbook for the sixth and seventh standard, which contains the process for electing club officers (secretary, treasurer, and president). A chapter explains the democratic process of elections and the children’s responsibility to vote. The election described in the textbook is similar to that conducted in villages or cities. Thus, it includes multiple candidates, submission of a manifesto by candidates (to explain what they will do if elected), campaigning, and secret voting.

This is the most popular program in schools as children enjoy the process and learn about their most important civic responsibilities. Students form Meljol clubs then approach other children in the villages (school dropouts, child workers, etc.) to invite them to join. The clubs hold elections. In the club meetings, children discuss their issues, decide on the action they want to take, and also evaluate themselves. This is Meljol’s first step toward establishing a children’s movement for their rights in the villages.

The children elected the club officers, conducting the election process as described in the book. They filed applications to contest an election and campaigned. Some tried to bribe the voters but did not succeed. The children voted conscientiously.

The seventh grade book also includes the story of an alcoholic father who abuses his children. It helps children understand the idea of the right to protection. Club members, in consultation with their elected representatives, decided to campaign against drinking alcohol. They conducted the prabhat pheri (a long march) and met with the villagers, explaining the harmful effects of alcohol. The sarpanch (secretary of the village council) supported the children and tried to stop the distilling of alcohol. He gave loans to the producers to start some other small-scale business. The villagers also stopped drinking for 15 to 20 days. The children were unhappy that some of them started drinking alcohol again. Now they are thinking of different ways to stop alcoholism.

#### ***e. Advancing Equal Opportunity***

The Equal Opportunities Commission (EOC) is a statutory body established by the Hong Kong Special Administrative Region in 1996 to implement the Sex Discrimination Ordinance (SDO), the Disability Discrimination Ordinance (DDO) and the Family Status Discrimination Ordinance (FSDO). EOC works towards the elimination of discrimination on the grounds of sex, marital status, pregnancy, disability and family status. It also aims to eliminate sexual harassment, and harassment and vilification on the grounds of disability. It also promotes equality of

opportunities between men and women, between persons with and without a disability and irrespective of family status.

To commemorate its tenth anniversary, EOC published *Advancing Equal Opportunity*, a collection of fourteen enlightening stories about overcoming barriers and discrimination. The short stories are written in easy language and portray the lives of “everyday” heroes. They provide stories of people who are hopeful, courageous and determined to face problems that are ordinarily occurring in various levels and sections of society. They present the stories of people making their lives meaningful as parents, professionals, people with disabilities, and artists, and who all have to struggle to break the barrier to reach an equal playing field. As the publication explains;

Many men and women, girls and boys out of a sense of fairness, personal need, or simply courage, have helped level the playing field, so that others may follow. They have changed the landscape for equal opportunities, one of the essential hallmarks of a world class city. While there is only space in this chapter for a few to share their remarkable stories, they represent the collective experience of all who have contributed to the cause of working towards a fair and inclusive society.

The stories are real-life experiences of people or their kin who have suffered discrimination and have sought the help of the EOC.

It is a supplementary material under the Human Rights Series – Personal Development and Interpersonal Relationships – within the Liberal Studies subject. But it is very appropriate for the use of the general public.

Each story ends with a “Q & A” section that covers three sets of questions: 1) Points to consider, 2) What’s your view, 3) Learn from experience. The questions within each set are meant to facilitate the readers’ reflection - their impressions about the stories, the implications of the stories for Hong Kong society and on an individual’s decisions, and actions that can be taken regarding the issues raised by the stories. The questions are designed as “suggestions for teachers and students to facilitate interactive and experiential learning.”

The publication has many forms and languages. There are printed, audio (compact disc) and Braille versions. The audio version is in Cantonese, Putonghua and English languages.



### **Significance of the examples**

The Kaleidoscope Primers are examples of materials that encourage thinking among students about social issues, which teachers can guide toward the understanding and practice of human rights. The well-crafted texts and excellent drawings provide interest for students who are likely used to reading materials that have dry texts and unattractive photos or drawings. The accompanying guides for teachers provide the necessary support for an appropriate interpretation and use of the primers. The whole set provides a refreshing approach to countering the serious problem of intolerance and discrimination in society.

The same can be said of the *Fair and Square* and the Meljol series. Simple yet interesting stories bring out issues with human rights implications. With question guides, the students are encouraged to think clearly about the issues and the human rights involved, and the practical action that is possible.

The Loreto Sealdah lesson plans are examples of teaching materials that practice the school's social philosophy by making education relevant to the community. These materials are designed as an integral part of the school curriculum. The lesson plans are likewise good examples of teaching materials that explicitly mention international human rights standards. Finally, the lesson plans include practice of human rights concepts. The combination of these characteristics constitutes a best practice for an integration approach to human rights education.

The *Advancing Equal Opportunity* publication is a good example of presenting human rights in ordinary, daily situations. They speak of issues that are faced by many among the general population. They portray actions that are concrete and within the capacity of people who have hope and determination to protect their right against discrimination. The stories in the publication make human rights real and useful - not ideas waiting to be fulfilled with the help of heroes (who come from institutions such as non-governmental organizations and human rights bodies of governments, and who are normally preoccupied with "big" social problems).

## **II. Pedagogy**

The process of teaching and learning human rights has always been described as participatory, learner/student-centered, active, and action-oriented. It is difficult to find a human rights education program in any school that does not proclaim the use of these types of teaching/learning process. Some experiences are shown to have employed these pedagogies as the means to address particular situations, and not merely the general objective of subscribing to the current view on pedagogies.

It is therefore important to appreciate best practices in pedagogies within the context of human rights education addressing specific issues affecting children or students.<sup>10</sup> As anti-discrimination/human rights educators in Japan would describe the experience: "It is the result of encounters with discrimination, not an abstract, empty theorizing."<sup>11</sup>

### a. Child-centered process

Dowa education<sup>12</sup> started more than fifty years ago due to discrimination in Japanese schools.<sup>13</sup> It is an earlier form of human rights education. It evolved its pedagogy based on traditional learning systems and the need to protect discriminated children.

Dowa educators developed a group process as pedagogy in human rights education. The group process is meant to help discriminated students express themselves and allow other students to empathize with them. Two experiences are presented here to illustrate the group process.

A general description of the group process<sup>14</sup> is stated in the following manner:

Teaching actual cases of Buraku discrimination<sup>15</sup> is not sufficient stimulus for students to reflect seriously on what they learn, or relate themselves to the problems. In the final analysis, if the students do not have the sensitivity to grasp the nature of the issue, the knowledge and interpretation of the teachers do not really empower them. A system called group process was therefore given much weight to lay the foundation for education about Buraku issues.

There are a number of key principles to observe in dealing with the group process in DOWA education. First, the group process is in the context of the life of children outside the school. Children are agents of their lives, and bring their lives at home and in the community to school. They show only some aspects of what they are in school. Those children who tend to cause problems in school may have trouble at home. It should be easier for the teacher to work on such children if he or she knows more about their lives at home and in the community. Similarly, if children know about each other's lives, their relationships can be developed in a mutually supportive manner.

Secondly, the group process proceeds by placing the *teihen no ko* (children at the bottom) in the center. In DOWA education, *teihen no ko* refers to children who belong to a discriminated group and children who have serious problems in their lives (relationships with friends, academic performance, etc.). These children tend to suffer from a disproportionate weight of the various contradictions in society. They may show poor academic performance because they do not have adequate support conditions both mentally and physically. They may get disorganized since they see no meaning in their lives. Or they may feel intimidated in the school environment. Placing *teihen no ko* in the center of the group process encourages the children in the whole class to recognize the problems of the "bottom" children as their own, and motivates them to grow together with the "bottom" children.

Another method is the use of *han* (small groups) and regular meetings of group leaders. About 5 to 8 small groups are formed in a class of 30 to 40 students. Students participate in various activities together as members of the small groups. They compare notes, and support and encourage one another. It is vital in this process to consider how vulnerable children or "bottom" children can be supported in the small groups. Meetings of small group leaders take place every week or two after class to learn about small group-based classroom management. Homeroom teachers discuss with them what has happened during the week to develop plans for forthcoming events.

DOWA education has developed a number of methods to advance the group process. Many of them were originally created by education movements in Japan, and further improved in DOWA education.

The application of the group process in a particular school provides an example of its use inside the classroom.<sup>16</sup>

Kunijima High School employs the group process in its DOWA education program. It is using for example *jibun wo kataru* (speak about yourself in the class). Students are asked to speak about their daily lives and their observations to their classmates. Teachers help the students focus on their deep concerns and real life problems. When students clearly present their experience just as they experienced it, the listeners can re-experience and share the feelings. *Jibun wo kataru* has been considered a vital component of DOWA education in Kunijima High School. It trains the speaker to look at his or her life objectively and critically, and enables him or her to overcome prejudiced views.

*Jibun wo kataru* may also enable the speaker to reflect on his or her behavior critically and understand why he or she was carried away by emotion. As this process is repeated, the speaker becomes able to control his or her behavior more rationally. This project has also been of great benefit to the listeners. As mentioned above, most of the Kunijima High School students have severe surroundings. Many desperate and disoriented students end up having hateful feelings toward their parents and themselves because of their tough surroundings even though it was in fact the existing atmosphere and social system that should be blamed. Hearing their friends cope with their lives, express their determination not to let discrimination affect them, speak about their families and their own observations, the listeners are given a chance to identify their own problems with the story. The stories stimulate non-Buraku students to deal with their personal problems in relation to Buraku issues. They can put their lives in perspective. They can reorder their priorities. They can recognize where their frustration comes from. They can recognize why they had to hate their families. They can recognize why they had to hate themselves. They can visualize their liberation by joining the movement for social reform.

The *jibun wo kataru* project of Kunijima High School, which started many years ago at the level of each class, has since evolved to each grade assembly where speakers talk about themselves in front of all students of the same grade, and then to a school assembly where speakers from each grade talk to the whole school population.

The emphasis in the group process is on the support that students as a group may be able to extend to fellow students who express their difficulties, borne out of discrimination (or human rights violations). Thus the group process is helpful to both the affected students in enabling them at least to verbalize their problems and the non-discriminated students by giving them the chance to interact personally with those suffering from human rights violations and thus learn about human rights as the result.

To complement the group process, Dowa educators used the writing method as a means to facilitate personal reflection on human rights issues. One method used is the *seikatsu noto* (diary notebook), a usual activity for students in Japanese schools. One report describes it as follows:

Children are asked to write about their daily lives and observations in a notebook, which is brought to school. The teacher in turn writes down his/her responses in the same notebook. With the teachers' caring and thoughtful comments, children who initially write rather superficial observations about their lives begin to focus their diary on their deeper concerns and real life problems.<sup>17</sup>

### Writing diaries or *tsuzurikata* is

considered a vital component of DOWA education. *Tsuzurikata* is a traditional major approach in teaching writing in Japan. Children, as agents of their own lives, are invited to write about their lives as they are.

The key to successful *tsuzurikata* or writing about life is elaborated in the following steps. The teacher should instruct the students to choose some unusual event or experience, indicate the timeframe by writing about them, and write in detail the description of the event or experience. Simply writing “I was very happy” does not convey the real feelings to the reader. The reader will be able to re-experience and share the feelings only if they are skillfully presented in writing, or presented as they were actually experienced.

Why is *tsuzurikata* so important in DOWA education? Prejudice causes bias in one’s perception for even those who actually do their best to survive. Some Buraku children ask themselves “why was I born to these parents?” and become unable to accept and love them. *Tsuzurikata* trains the writer to look at his or her life objectively and critically, and enables him or her to surmount prejudiced views.

*Tsuzurikata* may also enable the writer to reflect on his or her behavior critically and understand why he or she was carried away by emotion. As this process is repeated, the writer becomes able to control his or her behavior more rationally. The following episode exemplifies the change process: One boy was frequently involved in fights with his classmates. He was driven by emotion. He felt sorry for the fights usually after one week had lapsed. As he started *tsuzurikata*, he began to feel sorry for the fights three days afterward. Then he began to feel sorry for the fights one day afterward. Finally he was able to control his emotion before he gets into a fight.<sup>18</sup>

Dowa educators believe that both approaches are important and should be employed equally:

Among the conventional approaches to Buraku studies, a major approach is simply listening to and learning from the Burakumin themselves. This approach, combined with the group process in the classroom, has stimulated non-Buraku students to deal with their personal problems in relation to Buraku issues.<sup>19</sup>

### **b. Twinning program**<sup>20</sup>

Activities that facilitate understanding among students are also employed for students who come from different schools and social classes. These activities can be sports, cultural, and other festivals that various schools may organize jointly. For purposes of human rights education, these activities can be used to make students focus on particular issues in society such as the existence of a gap between rich and poor people and the corresponding misunderstanding among them.

In India, one non-governmental organization, Meljol, has been holding activities with the aim of removing prejudices existing between students from rich and poor families. They bring students from private and public schools in Mumbai city together under the so-called Twinning Program.

The twinning program module runs parallel in the private as well as the municipal schools. It comprises several sessions:

- a. Orientation sessions - to provide children with an understanding of the program, and lay the ground for equity education;
- b. Interaction sessions - the children from the two schools meet and participate in several creative activities together. Friendship bonds are also created in this process;
- c. Post-interaction sessions - to make children participate in the thinking process where they also question their previously held stereotypes and prejudices;
- d. Feedback sessions - to provide children an opportunity to evaluate the program and make suggestions for developing it further.

Following is an illustration on how the module (on Coexistence within the environment) is implemented:

- a. Orientation sessions - these sessions were conducted simultaneously in the twin schools (municipal and private schools). They introduced the children to Meljol, its concepts and the theme “Coexistence within the environment”. It also discussed common prejudices and stereotypes.

The objective of the sessions was to facilitate the children’s understanding of garbage and water, and to make them realize their own contribution towards creating garbage and wasting water, and to help them explore means of reducing it.

It was observed that the private school children’s initial opinion usually is that the slum dwellers create more garbage. This misconception had to be clarified through examples, which led to the realization of consumption patterns. Some of the examples were that the people who can afford tetra packs, fountain Pepsi, and aluminium sheets, create garbage too. Children suggested ways in which they would attempt to individually try and reduce garbage.

- b. Interaction sessions - these sessions give the children an opportunity to learn and reflect on their stereotypes and prejudices by actually mixing with the other group of children and participating in common creative activities.

The objective of the sessions was to enable the children to take the first step towards friendship with their “twins” and to provide them with a stimulating and creative environment for expressing their thoughts on that environment.

It was observed that initially private school children would not sit on the floor and the municipal school children were clustered with children from their own school. Both groups were wary of each other. But as the games and activities

got underway, the children soon came together. At the end of the interaction activity, the children feel sorry when leaving their new-found friends.

Meljol gives utmost importance to the feedback received from the children and takes it into consideration in planning future activities.

Similar to the idea of making students meet people who suffer from human rights violations, the twinning program is designed to help students review their way of thinking about other students considered to be of a different social class. Such encounters provide the space for better understanding among the students as they do activities together. In the feedback process, the students reflect on what they have learned in the encounters – relating to prejudice and discriminatory thinking.

### **c. Four-stage process**

Participatory pedagogy should also be applied to the whole program encompassing classroom, school, and community activities. The participatory character of the pedagogy should be seen in the different parts of the program.

In Nepal, one non-governmental organization (HUREF)<sup>21</sup> implements a four-stage process for teaching/learning human rights for secondary students. The first stage consists of classroom activities (using interactive methods such as debate, concept mapping, group communication, flip charting, role-play, simulation, and discussion) where students learn about human rights (concept of human rights, human rights and human responsibilities, types of rights, and international human rights instruments) and their practical application (such as learning how to prepare and file a first information report at police stations). The second stage consists of the establishment of human rights centers in schools, which helps implement the human rights education program as well as undertake human rights activities in the community. The human rights centers assist victims of human rights violation in several communities of the schools involved. They also organize various activities for students in the schools. The centers are composed of teachers and students (with representation from the *dalit* class, the discriminated class in Nepal).<sup>22</sup>

The third stage consists of fieldwork in the community. In field work, the school organizes visits to local police stations where students interview police officials about how they treat detainees, read police documents on cases (first information reports, detention orders, medical examination reports, post mortem reports, charge sheets, and statements of the accused), inspect custody cells, and receive an orientation on the procedures being followed by the police on cases they handle. The fieldwork provides the opportunity for students to ask questions about the plight (or respect for the rights) of people in police custody. The fourth stage consists of monitoring and evaluation, which means getting feedback from teachers and students about the human rights education activities. This allows assessment on how human rights education activities have impacted the intended participants (the students, teachers, and members of the community).

**d. Human Rights Education Camp**<sup>23</sup>

The gathering of students outside the classroom and the school provides a different environment for learning and improves their understanding of human rights. Student camps, for example, provide them much space to undertake freely the activities themselves, in line with their interests and way of thinking.

In the Philippines, one non-governmental organization (Amnesty International-Pilipinas) has been holding student or youth camps on human rights. It has held five annual youth camps since 1999. The camps bring young people from all over the country to discuss and assess certain human rights issues, share skills and build capacities to evolve practical ways of becoming involved in human rights advocacy. This activity is part of the Amnesty International-Philippine Section's Human Rights Youth Action Network (HRYAN). Participants aged 15 to 25-years old have attended the youth summits.<sup>24</sup> This activity has received the endorsement of the Philippine Government (through the Department of Education).<sup>25</sup> The Government endorses the idea of building a “human rights culture for youths by youths.”

The HRYAN youth camp follows a three-part program described as follows:

The human rights education workshops and sessions presented in this package are organized into “Three Indispensable Actions for Human Rights”. These actions pursue one phase at a time to initiate the learning process focus on: KNOWING YOUR RIGHTS — respect for human dignity; importance of human rights; human rights actions, concerns and responsibilities; CONTEXTUALIZING HUMAN RIGHTS —human rights violations, specifically Identity-Based Discrimination; relation between personal experiences and the social, economic, political and cultural forces which cause human rights violations; and YOUTH AS PROACTIVE HUMAN RIGHTS PROMOTERS AND DEFENDERS — role of youths in respecting, protecting and promoting human rights, strategies and action plans to develop and renew commitment to human rights advocacy.

This framework reflects a “progressive approach.” This learning package is organized according to the stages of development in youth’s social values—from simple to complex thoughts.

A similar youth camp in Hong Kong started by the Amnesty International Hong Kong section in 1996 has the following set of activities:<sup>26</sup>

- Workshops: "What is Human Rights" and "How to Teach Human Rights"
- Guest speakers (active human rights campaigners and educators)
- Performance by a local drama group
- Use of media education materials (pictures/photos, films and videos)
- Use role-playing and thought-provoking images designed to make an instant and sustained impact. Develop constructive criticism from teachers
- Video taping of workshops, performances by a local drama group and speeches by guest speakers

- Production of a professionally edited video to evaluate the camp and for future reference
- Summary of the three-day training through "Art for Freedom" performances (drama, music, poster presentation, etc.)
- Distribution of human rights teaching materials to all participants.

### **e. Community service<sup>27</sup>**

A Christian, co-educational secondary school in Tuen Mun, Hong Kong has a voluntary service program for students. In the first semester of 2002, the school's voluntary service team initiated the "Cleaning the beach of Lung Kwa Tan in Tuen Mun" project. Sixteen students joined the project. The group of students saw that the water on the beach was dark colored. They interviewed the people in the area and learned that there was also thermal pollution, sound pollution, and death of a large number of shrimps and other aquatic life. They interviewed the power plant representative and were told that the plant adopted a "zero pollution" strategy. The students kept asking why this was so but could not come up with a satisfactory answer during the early stage of the project. They also learned from the members of the community in the area that an incinerator plant was planned to be built in the area. This triggered their concern. They became involved in finding more information from the Internet, libraries and environmental non-governmental organizations to "explore further the possible pollution that could be caused by an incinerator and the chemicals transmitted from it." At a later stage in the project, with some research having been done, they decided to "propose a signature campaign out of care and concern for the community, and a sense of social responsibility."

The students felt that they learned from the process. They learned "a lot about polluting chemicals, especially dioxin, which was well beyond the formal syllabus". They were also able to link the issue to their Human Geography and Economics and Public Affairs subjects. One student observed that the project "touched upon several subjects but the required knowledge in doing the project might not be included in the current syllabus." They also practiced critical thinking in the sense that in finding two different versions of the situation of the beach (from members of the local community and the people in the plant), they did not simply side with one over the other. Instead they did more research before realizing what they needed to do. They exercised a certain degree of "scepticism", an important element in critical thinking. Their sense of confidence and self-esteem was increased. The students presented their project "confidently and successfully in a self-organized school assembly."

The project led the students to think beyond the concern for the cleanliness of a particular beach and the plight of the community, but of the larger social issue involved. They realized that the issue involved public policy. This realization led to the signature campaign, a political action to protest the government policy that facilitated the existence of the issue.

### **Significance of the examples**

These pedagogical experiences prove the effectiveness of participatory, student-centered approaches to teaching and learning. They provide a variety of examples from activities focused on children who suffer from human rights violations to classroom and school ground activities and even to activities in the community and beyond. They also show the value of discovery as a process for learning about human rights as the students reflect on their experiences by writing them down, students from rich and poor families meet, students visit police stations, and students gather to exchange experiences. The experiences presented here all emphasize the importance of giving the students the space to think and learn from what they do inside the classroom, school grounds and in the community.

### **III. Community involvement**

The school must be relevant to the community, while the community must be involved in the school. But does this synergy between school and community develop? A study of school education in a rural community shows the need to make the school relevant to the community for the former to make an impact on the latter. The conclusion of the study states that;

In spite of the fact that many children have gone to school, it does not take long before a majority of them forget whatever skills they learn there. This is because there is apparently no continuity between classroom instruction and the requirements of community life outside. The educational experiences of children outside of the classroom have practical value in terms of action processes obtaining in day-to-day life and they fit into the general pattern of local expectations about the role of a child at home. In contrast, instruction in school is outlined in specific ways, imparted to the child in serried ranks within the classroom, and this instruction does not have an immediate, practical usefulness in terms of actual needs. Thus, what is learned in school is easily forgotten. If modern education is to be a vehicle for social and cultural change, educators must reckon with the significance of continuity between classroom instruction and community life where the school operates.<sup>28</sup>

The problem regarding the classroom-community continuum is stated in the following manner:

How can the school be made functionally relevant to the community? What methods of instruction can be utilized in classrooms that will transfer productively and effectively the newly acquired knowledge and skills to conditions outside the school? How and to what extent can the curricula of schools be made compatible with the values of the community?<sup>29</sup>

Human rights education in the school system does not veer away from this problem. There is a need for the human rights learned in school to be reinforced and practiced beyond the school campus for this is what school education is meant to be about. The role of the community is thus an important component in human rights education in the school system. Thus mechanisms for involving the community in human rights education in the school system should be properly developed and employed.

### **a. Empowerment of children and parents**

The Philippine Department of Education and the Philippine Commission on Human Rights initiated a program that involved the community members in human rights education in the school system. It was called the Children, Parents, and Educators Empowerment Program (CPEEP). It involved holding public forums where children, parents, and educators discuss human rights issues. There were sixteen forums held during the 1998-1999 period in various parts of the country. CPEEP aimed at building a regional core group of human rights trainers drawn from Parent-Teacher Associations, teachers and heads of student councils. It also aimed at facilitating the introduction of Human Rights Teaching Exemplars for primary and secondary levels. Through CPEEP, the Philippine Department of Education and the Commission on Human Rights of the Philippines hoped to strengthen the impact of the teaching exemplars and build a positive response to human rights education in general.

The CPEEP forums brought out human rights issues such as the following:

- The increase in the number of child workers, in spite of the Government's campaign to provide education for all and the existence of free primary and secondary education.
- Alarming reports of rape of daughters by their fathers or incestuous relationships between them, and the factors that lead to the exploitation of young women.
- Aggressiveness, disrespect, and disobedience displayed by children against their parents, relatives and other adults.
- Physical and emotional harm inflicted on school children by teachers and parents.
  - Attitude of parents with respect to human rights.
  - Gender-fair education and peace education.

The CPEEP has been a learning experience for the educators, the parents and those involved in implementing the program. They were surprised but impressed at finding out how and what students think about current human rights issues. They learned how well informed the opinions of the students were on such issues.

### **b. Analysis of stakeholders**

Another mechanism for involving the community in a larger sense and the human rights education stakeholders in general, is the analysis of a stakeholders exercise. The exercise, with participation by the main players in a more inclusive and holistic human rights education program, indicates the specific factors that may hinder or support human rights education in the school system.

In Indonesia this exercise identified the following as the major stakeholders in human rights education in the school system:

1. KOMNAS HAM (National Human Rights Commission)
2. Ministry of Justice and Human Rights
3. Human rights non-governmental organizations



### **Significance of the link with the community**

The community in the context of human rights education in the school system refers to two levels - local and national. The local community is the immediate environment with which the schools are in direct contact. It consists of the parents of the students, the community leaders and institutions, and the people at large. The national community, on the other hand, consists of the government and non-governmental institutions that relate to schools including the Ministry of Education, national human rights institutions, teacher organizations, student unions, human-rights/human-rights-education organizations, etc.

The two examples referred to above relate to both levels. The CPEEP activity is done at the local community and national level, and the in-between levels. The stakeholder analysis exercise is likewise done at all levels.

What is important in both examples is the participation of all stakeholders (as many as possible) in the activities to provide them with deeper understanding of human rights and human rights education, and to give them a strategic perspective on how to maximize the existing resources with the local and national communities and push for better, more effective human rights education in the school system.

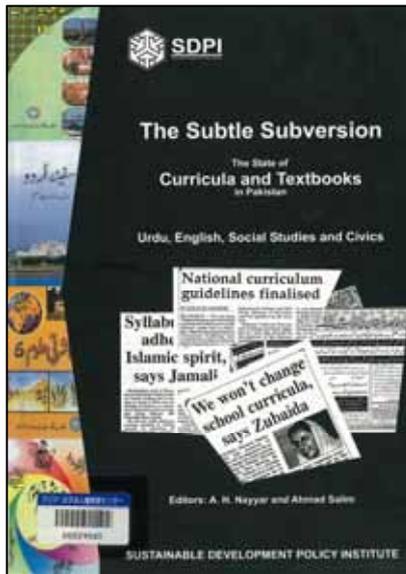
### **IV. Textbook/curriculum analysis**

#### **a. *The Subtle Subversion***

In 2002, the Sustainable Development Policy Institute “an independent, non-profit research institute on sustainable development” in Pakistan started a study called the “A Civil Society Initiative in Curricula and Textbooks Reform”. This study focused on textbooks for Urdu, English, Social Studies, and English subjects used for twelve years of schooling (from Class I to Class XII) and aimed to “identify problematic content in textbooks and ascertain if the curriculum formulation was the source of such content”. The four subjects were considered important as they expose “students to the issues of religious and national identity, tolerance, and social relationships that shape their view of the world”. The results of the study were published as *The Subtle Subversion: The State of Curricula and Textbooks in Pakistan*.<sup>31</sup>

The study was undertaken with the involvement of almost thirty people “mostly academics, with varied fields of specialization, from universities, colleges, and schools of sciences and arts, as well as people with experience in working in educational planning and management, and in the private sector.”<sup>32</sup>

The report drew considerable attention in the media with many criticizing it. The media attention on the report is indeed an indication of its value in making the problems in the Pakistan school curriculum and textbooks a subject for public scrutiny.



Pakistan has considerable experience in analyzing textbooks since the mid-1980s. A long list of books and other publications has come out that provides extensive analysis of the textbooks.<sup>33</sup> But there was still a need for a new study on the state of curricula and textbooks. The report cites several reasons.

First, new textbooks are published almost every year, and it was essential to see if the most recent ones also contained the same objectionable material, both in terms of inaccuracies as well as a pedagogical slant and style. Second, the Curriculum Wing of the Ministry of Education was revising all the curricula in the spring of 2002, and it was essential to analyse them too.

Third, none of the earlier studies appeared to have had any impact on either government policy or the public discourse on education. Generation after generation was being lost to bad education, yet providing quality education was never on the political agenda of the country. The problems needed to be highlighted in their true severity to bring the issues into the domain of public debate. Lastly, it was also deemed essential to make a collective study in order to bring together all the various perspectives from which individual analysts had looked at the educational material.

The study assessed the national curriculum and textbooks for the following:

- Factual inaccuracies and omissions for ideological ends
- Religious, national and ethnic prejudices
- Gender stereotypes
- Glorification of war
- Peace and tolerance
- Pedagogical problems.

The report states some of the most significant problems in the current curriculum and textbooks:

- Inaccuracies of fact and omissions that serve to substantially distort the nature and significance of actual events in our history
- Insensitivity to the existing religious diversity of the nation
- Incitement to militancy and violence, including encouragement of *Jihad* and *Shahadat*
- Perspectives that encourage prejudice, bigotry and discrimination towards fellow citizens, especially women and religious minorities, and towards other nations
- A glorification of war and the use of force

- Omission of concepts, events and materials that would encourage critical self-awareness among students
- Outdated and incoherent pedagogical practices that hinder the development of interest and insight among students.

The report on the issue of religious diversity observes that the idea of “Muslim majoritarianism” influenced much of the school system to the point that it led to “creating an environment for non-Muslims in which (1) they become second-class citizens with lesser rights and privileges, (2) their patriotism becomes suspect, and (3) their contribution to society is ignored. The result is that they can easily cease to have any stake in society.”<sup>34</sup> From the human rights education perspective, this situation provides a serious hurdle to teaching/learning about human rights principles.

The study looked into the minute details of the curricular documents and textbooks, and pointed out line-by-line the provisions that are considered questionable.

### ***b. Stereotypes in Textbooks and Teaching Materials***

The Equal Opportunities Commission (Hong Kong) sponsored in 1999 a content analysis of stereotyping in textbooks and teaching materials used in Hong Kong schools. The project examined the nature and extent of stereotyping in printed educational materials, including textbooks and examination papers.<sup>35</sup> Five methodologies were employed, employing a combined range of qualitative and quantitative methods:

- Content analysis of selected texts
- Linguistic analysis of selected texts
- Focus group discussion
- Survey analysis of teachers’ perceptions
- Analysis of structured interviews.

The study collected and analyzed the primary and secondary data, including two hundred eighty-nine textbooks and examination papers. The primary data consisted of the following:

- Textbooks
- Teaching handbooks
- Teaching Aids
- Examination papers and questions
- Assessment forms.

The secondary data consisted of the following:

- Publishers’ guidelines
- Manuals issued by the education authorities
- Guidelines issued by Equal Opportunity Commissions (other than the one in Hong Kong)
- Code of teaching conduct issued by training institutions.

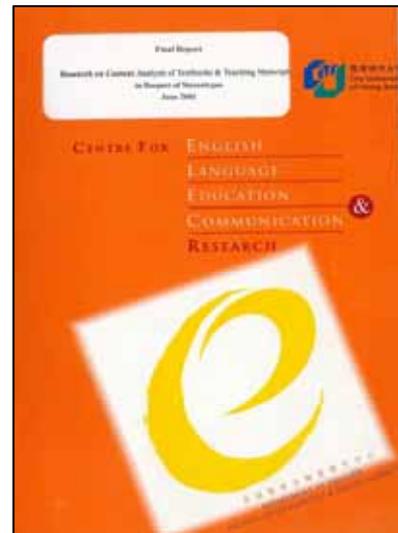
The study analyzed several subjects (Chinese, English, Social Studies, and Mathematics), and looked at several variables (both dependent and independent). The five major dependent variables are the following:

- Gender
- Age
- Disability
- Ethnicity
- Single parenthood and childhood.

While the independent variables are the following:

- Subject
- School level
- Publisher
- Mode.

As a result of the analysis, a set of recommendations in the form of “Guidelines for Developing Educational Materials” was presented. The guidelines contain a long list of suggestions on how to counter discriminatory ideas that become the content of printed educational material in Hong Kong. One guideline is presented as follows:



The avoidance of stereotyping in the content of educational materials is important for students’ project work, which can encourage students to explore the social, personal, and linguistic aspects of stereotyping in their own environment. In particular, project-related surveys and awareness-raising tasks can enhance understanding of minority groups, new migrants, persons with disabilities, and old persons.

Publishers could include many more photographs in textbooks to balance the overwhelming bias toward graphic illustration. Classroom activities, for example, dramatic and creative work, and use of Educational Television programs can help dispel and counter stereotypes. While gender representation has been addressed by the Education Department and CDI, greater emphasis now needs to be placed on areas such as disability, family structures and roles, old persons, and ethnic and cultural minorities.

The analysis report observes that

Textbooks, examination papers, and other educational materials are created through the efforts of many people, including teachers, editors, material writers, examination writers, illustrators, producers, and directors. These learning resources influence the ideas and concepts students have of themselves and others. Where practical and appropriate, students should see positive, supportive, and encouraging images of themselves, their families, and cultural, ethnic, and social groups. Good learning resources should also encourage students to be aware of and appreciate the differences between themselves and others.

It thus gives a set of proposed guidelines when developing educational materials such as the following:

*Females and males are;*

- Presented with equal respect
- Illustrated in similar numbers and importance
- Shown in a variety of occupations, activities, and careers beyond stereotyped representations
- Shown as making an important contribution to the community
- Shown as being mentally/physically active, creative, and having problem-solving roles and displaying both success and failure in them
- Displaying a broad range of human emotions
- Shown as active and responsible parents.

*Cultural, ethnic, and social groups are;*

- Presented with respect, as are their customs, beliefs, and activities
- Represented in proportion to their population
- Seen as active in a range of professions and occupations
- Recognized for their contribution to the community.

*Old persons are;*

- Presented with respect in a range of activities and occupations
- Presented across a range of ages (not just the young and old)
- Shown enjoying an active and productive social life.

*Children are;*

- Shown as being able to make decisions, offer advice, and solve problems
- Encouraged to question stereotypes
- Explore and evaluate social and personal themes and content.

*Persons with disabilities are;*

- Presented with respect in a range of activities and occupations
- Celebrated for their contribution to the community
- Presented doing the same kind of activities as persons without disabilities.

*Family roles include;*

- Examples of male and female single parenthood
- Adopted children
- Ethnically/culturally mixed parentage and children
- Persons acting as care providers, decision makers, and homemakers
- A broad range of relationships among old persons, parents, siblings, and spouses.

### **Significance of the examples**

These examples of analysis of textbooks and other materials are important for human rights education in the school system. They provide a process as well as a guide on how to improve textbooks and other materials in accordance with human rights principles.

The Pakistani project is largely meant to “inform the debate on educational reform and establish the nature and level of changes that will need to be made if the educational system is to be reformed so that it serves to create a more enlightened society.”<sup>36</sup> This is an example of an initiative that tries to involve the general public in discussing the development of the school system. This follows the idea of having the community or society in general adopt a stake in the quality of education in the country. While this process follows the human rights principle of participation, it also provides an opportunity for human rights principles to be used in analyzing the state of education in the country and in proposing ideas for improvement.

The Hong Kong experience is significant for providing an example of using technical measures on textbook analysis as applied to human rights issues. This explains the technical nature of the report.<sup>37</sup> The resulting suggested guidelines are practical measures that can be easily adapted to textbook and other material development.

## **V. Program development and implementation**

An important consideration in any human rights education program in schools is its capacity to be sustained over time, and its continuing development while being implemented. Many programs suffer from lack of sustainability due to insufficient support (in terms of human, material and financial resources). One significant factor is the manner by which government support is tapped to achieve a sustainable program. Some experiences in Asia show that government support is indeed crucial, though not the sole factor, for developing and implementing programs in schools on human rights education.

### **a. Institute of Human Rights Education**

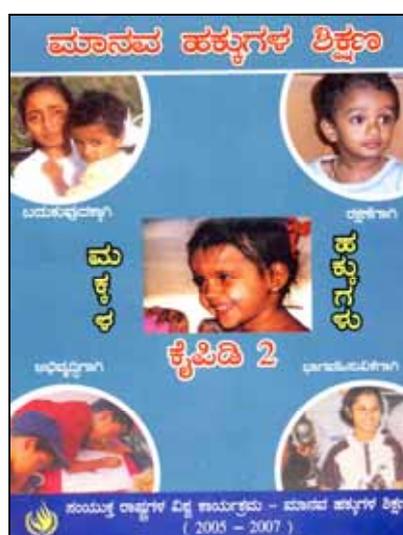
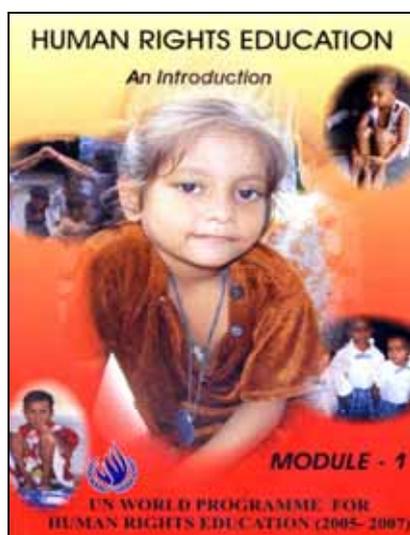
The Institute of Human Rights Education (IHRE) of People’s Watch, a non-governmental organization based in the State of Tamil Nadu in India, introduced human rights education in the formal school sector in nine schools in Chennai, India, as a pilot program in 1997.<sup>38</sup>

This 1997 “small experiment” led to the introduction of human rights education in government schools, namely, the Adi-Dravidar Welfare and Government Tribal Residential Schools (schools for the dalits and tribal, or Scheduled Caste and Scheduled Tribes) of the Government of Tamil Nadu in 2002. This was achieved after continuous advocacy and lobbying efforts with the State Government.

From being a pilot project, IHRE and its partners convinced and won over other State Governments to support the program. As in Tamil Nadu, where the efforts are already active to make the program a government program with their own resources under the Special Component Plan or Scheduled Caste Sub Plan, similar efforts will be made in the other States as well.

The program is at present, being implemented in the following States: Tamil Nadu, Kerala, Karnataka, Andhra Pradesh, Chhattisgarh, Orissa, Rajasthan, Gujarat, West Bengal, Bihar, and Tripura. This program will be expanded further to Maharashtra and Madhya Pradesh from the current academic year (2008-2009).

The IHRE program is a separate syllabus, taught outside the formal curriculum of the schools. It is offered to Classes VI, VII and VIII. It has a set of modules on the introduction to human rights, child rights, and discrimination. The modules were initially written in Tamil, but have now been translated into English and the other Indian languages (Telugu, Kannada, Malayalam, Oriya, Bengali, Gujarati and Hindi). The writing of each language module is entrusted to a group of educational, human rights, and language experts of the State. IHRE ensures that in each State the original module is not mechanically translated, but dynamically adapted and rewritten to reflect the local reality and is relevant to local human rights issues.



This program depends fully on the concept of “volunteerism.” The large numbers of teachers who are involved in the huge program are volunteers. They do not get any payment for teaching human rights in classes. All the other stakeholders, such as government officials, the advisory committee comprising eminent educationists and bureaucrats in each of these States, state partners and implementing partners, curriculum experts, and others, contribute to the program and lend their collective wisdom and credibility to the success of the program.

Because of the constant and continuous advocacy and lobbying with government officials in most of the States involved, the government officials are increasingly realizing the need for human rights education in the school curriculum.

**b. Centre for the Study of Human Rights**

The Centre for the Study of Human Rights (CSHR), a university-based institution located in the University of Colombo in Sri Lanka, has been a key player in building the human rights culture in Sri Lanka for the past fourteen years (since 1994).

The programs of CSHR cater to a number of groups including primary and secondary school students, university students and pre-service and in-service teachers.

Its Human Rights Education Program for Schools (HRES) targets secondary school students, and is designed to teach human rights in a non-formal manner, enabling participants to integrate human rights values into their day-to-day activities. Aiming towards enhanced understanding of the different dimensions of human rights, the program consists of three goals: creating awareness of human rights, forming correct attitudes, and developing skills related to the school curriculum.

The activities under this program include training trainers, providing facilities, guidance and supervision, while undertaking continuous assessment of the CSHR projects. The key target groups are students who have just completed their General Certificate of Education (GCE) Ordinary Level and GCE Advanced Level examinations. The school program reaches students in years 7, 8 and 9, where activity-based human rights education is the teaching method. Teacher training programs are held for teachers for years 7 to 9. The school programs are field based, activity-oriented, and directed towards self-training. Teachers who are already trained for this task expose students to the various dimensions of human rights. They are encouraged and facilitated to connect their understanding of human rights issues with people and events in the field. This involves meeting with local residents, relevant state and non-governmental organizations (NGOs), and other relevant authorities, to identify and analyze human rights issues facing their community. Students therefore meet not only the protectors of human rights, but the violated and the violators of human rights, thereby being encouraged and trained to assess issues from various standpoints.

The program includes the selection of school centers with the assistance of, and through the Provincial Education Ministry. By 2003, the 10<sup>th</sup> year of the school program, seventy-four school centers were active in nine provinces. Four of these are in the North and the East. The CSHR attended and assisted their activities while closely monitoring progress. During the latter part of the year the schools targeted mainly the issue of student violence in schools, while the CSHR assisted with the required resources. The school centers established during 2003 are in the following schools:

- Lakdas Maha Vidyalaya, Kurunegela
- Anamaduwa Madya Maha Vidyalaya, Anamaduwa
- C W W Kannangara National School, Mathugama
- Vipulananda Tamil Maha Vidyalaya, Trincomalee

- Gnanodaya Maha Vidyalaya, Kalutara
- Buddhist Ladies' High School, Mt. Lavinia
- Bandaranayake Maha Vidyalaya, Kantale
- St. Xavier's Girls' College, Mannar
- Andawela Maha Vidyalaya, Madawela, Ulpota
- Tamil Maha Vidyalaya, Vavuniya
- Shivananda National School, Batticaloa
- St. Mary's Maha Vidyalaya, Bogawantalawa

The program includes the Manavayo Api ("We are Human Beings") Movement in the schools. The members of the movement take initiatives to protect the rights of others in the school and set an example to the other students. They lead school activities and help to settle disputes arising at school.

CSHR has a program for training in-service teachers. Having successfully lobbied the Ministry of Education to integrate human rights concepts into the school curriculum (particularly for GCE Advanced Level students), a teacher-training program for Advanced Level teachers to support human rights teaching had to take place. CSHR holds training for in-service teachers in collaboration with the National Institute of Education (NIE) and the Provincial Departments of Education. CSHR was able to hold workshops in Jaffna, Trincomalee and Batticaloa, a great opportunity to promote human rights education in post-conflict zones. There is also a training program for pre-service teachers. This training program has a special focus on the school child and the school environment.

### **c. Regional Center for Human Rights Education<sup>39</sup>**

A regional office of the Commission on Human Rights of the Philippines (CHRP) initiated a project that mobilized local resources to support human rights education in the local area. The project created a network of higher education institutions (colleges and universities) in Region 1 of the Philippines. This region is composed of Ilocos Norte, Ilocos Sur, La Union, and Pangasinan provinces. The network is led by the Regional Center for Human Rights Education (RCHRE), which is based in the regional office of the CHRP.

RCHRE is a regional hub for human rights education research, training and information dissemination, with an extension service component within Region 1 in the Philippines. It is composed (as of 2005) of four provincial centers, eight city centers, and one satellite center that are all based in local universities and colleges.<sup>40</sup> The centers are called the Centers for Human Rights Education (CHREs).

RCHRE leads the CHREs in<sup>41</sup>

undertaking human rights research, training and information dissemination, and extension. Under the research component, RCHRE conducts, on its own or in partnership with its

centers, studies and surveys on human rights, monitors and documents human rights violations, and produces human rights materials. Under the training and information dissemination component, RCHRE supports the integration of human rights education into the school curricula, organizes symposiums and forums (e.g., rights-based approach forums), holds training activities (e.g., trainers' training, paralegal training), hosts radio programs, and conducts theater and arts activities. Under the extension service component, RCHRE encourages its centers to adopt a BHRAC [Barangay/Community Human Rights Action Center] and assists it in developing its activities, adopts any vulnerable sector to help address its human rights concerns, supports the development of human-rights-friendly local government, and organizes "human rights caravans".

These CHREs mainly

1. Allow members of their teaching staff to act as trainers, researchers and take on other roles to implement RCHRE activities, and provide them with incentives (e.g., service credits, points for rank promotion, etc.) for performing these tasks.
2. Review curricula in order to provide courses on human rights.
3. Adopt model policies supporting their students' right to education in compliance with international human rights instruments.
4. Review extension service programs in order to align them with the objectives of RCHRE, and involve members of the teaching staff and students in implementing the renewed programs in their respective communities.
5. Provide in-campus facilities for the implementation of RCHRE activities, as well as staff who can coordinate these activities.<sup>42</sup>

RCHRE is designed to work with various groups and institutions including victims of human rights violations, the local police and military units, BHRACs, vulnerable sectors, local government, religious institutions and groups, NGOs, sector organizations, schools and colleges, national government agencies and business organizations.

Each CHRE has undertaken a number of human rights education and research activities in its respective campus and in the communities in its respective area.

### **Significance of these experiences**

The IHRE experience is an important reminder of the need to work with local government authorities in reaching the schools for human rights education. In many countries, local offices of the Ministry of Education and the local government have some authority and resources that can support human rights education within their respective geographical areas.

The development and implementation of the IHRE program show the need to "localize" whatever educational materials have been produced for general use, and the need to suit the manner of program implementation to the local systems involved.

This approach supports the idea that local institutions (government offices, universities and colleges, non-governmental organizations, and also individuals such as teachers, human rights experts, and local leaders) should be harnessed for local programming. In the era of devolution of power by the government, there should be likewise devolution of initiatives for human rights education.

The CSHR experience likewise shows significant support from national and local offices of the Ministry of Education. This governmental support helps CSHR access schools and their teachers. Just like IHRE, the activities of CSHR involve government offices at the local level (including police stations). By involving the education and other government offices in the activities, CSHR ensures that human rights education affects not only the students and their teachers but also government officials.

The RCHRE experience shows the availability of institutions in the provinces and cities outside the national capital that should play important roles in human rights in general and human rights education in particular. These universities and colleges can join hands with local government, local offices of national government agencies, and the civil society institutions in addressing human rights issues in their respective areas. As a result, human rights work receives the necessary support that is resourced and managed locally. This local networking structure is very applicable for the university human rights study centers<sup>43</sup> in Indonesia cited in the Indonesian national report.

## **VI. National processes**

In addition to activities that directly involve the students, other processes are also important as supporting structures for human rights education in the school system. These processes include the development of teaching and learning materials, the training of teachers, the analysis of textbooks and other materials, and other supporting activities.

### **a. Human Rights Teaching Exemplars**

The development of any activity supporting human rights education in the school system is best undertaken through cooperative work among the different stakeholders in the country. This inclusive process helps create a sense of ownership among the people involved.

A good example for developing model human rights lesson plans was the project undertaken in the Philippines. The Philippine Department of Education in partnership with the Commission on Human Rights of the Philippines launched a project in 1997 to develop teaching exemplars for the different subjects in the primary and secondary school curricula. The two institutions undertook the following activities:<sup>44</sup>

1. Consultative-Workshop on the Identification of Human Rights Concepts and Messages and Entry Points in the Learning Competencies. The learning competencies are the knowledge, skills, and values/attitudes for each subject

area that elementary and secondary pupils are expected to acquire at each grade/year level.

2. Writing-Workshop in the Development of HRE Teaching Exemplars with curriculum writers, human rights experts, and trainers having participated as writers. 125 teaching exemplars were developed for different subject areas.
3. Orientation for Field-Testing of HRE Teaching Exemplars - The orientation comprised three parts: advocacy, providing guidelines and instructions for the field-testing and teaching demonstration using the teaching exemplars. Getting initial suggestions for improvement of the lessons from the teachers was also included.
4. Actual Field-Testing in Public and Private Schools - The field-testing provided information on the appropriateness and usability of the exemplars, awareness level of teachers about teaching of human rights, and awareness level of pupils regarding human rights.
5. Final Revision and Critiquing of the HRE Teaching Exemplars - Feedback and suggestions from the field-testing were incorporated in the lesson exemplars. Critiquing and evaluation of the exemplars were also conducted as a final check and revision.
6. Production [publication of the teaching exemplars].
7. Launching and Distribution to Public and Private Schools - the launching activity also served as training for teachers on the use of the teaching exemplars.
8. Monitoring and evaluation on the teaching of human rights in schools.

The first sets of teaching exemplars produced in 1997 were distributed to public and private schools nationwide in 1998 and 1999.



In 2000, the Philippine Department of Education and the Philippine Commission on Human Rights started another round of developing lesson plans that suit the new school curriculum. The process of developing the lesson plans followed the same

process of having writing workshops to produce draft lesson plans, field testing of the lesson plans in both public and private schools, and the final review prior to publication. Field-testing of the draft lesson plans was held in the latter part of 2002 and 2003. These activities involved teachers, school officials, and representatives of government agencies and non-governmental organizations. The whole process took three years. The new teaching exemplars were printed in 2003.

The teaching exemplars were introduced to the teachers through the “training of HRE trainers,” and “in-service training of teachers” in the thirteen regions and three special regions of the Philippines in 2004. Staff of the Philippine Department of Education and the Philippine Commission on Human Rights jointly monitored the results of the training activities.<sup>45</sup>

### ***b. Child Friendly Schooling - Teachers Training Manual***

The Ministry of Education (MOE) of Nepal developed a training manual to promote the child-friendly school system. As explained in the manual:<sup>46</sup>

The main objective of this manual is to create the school as a center of attention for children through the improvement of teaching and learning in the classroom. This program also seemed highly relevant to retain children at school, which improved during the enrolment campaign in 2005.

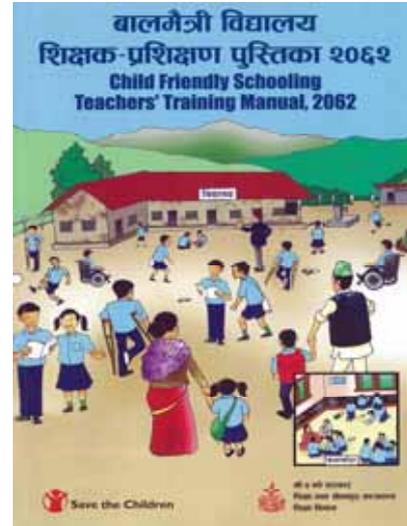
The MOE created a team that worked on the manual with members composed of representatives of various sectors - government, teachers union, academia (Kathmandu University), and non-governmental organizations (NGOs). This team held a workshop to identify the content, lesson design, etc. of the manual. Individual writers were given assignments for the different sections of the manual. As explained in the manual:

... this manual has been developed with the tripartite partnership of the Department of Education (DOE), MOE, Nepal Teacher’s Union, and the Save the Children Alliance working in Nepal. The initial objective of this manual is to prepare the roster of trainers on Child Friendly Schooling and train the teachers in the concept of Child Friendly Schooling, its processes, methodologies and ... teachers [as] facilitators. It ensures achieving the universal goal of Education for All by improving classroom activities and the school environment with meaningful involvement of guardians for quality education. The materials used in this manual have been tested. During the [Training of Trainers] TOT, the suggestions and feedback collected from teachers, resource persons, district education officers, development partners, and facilitators have been incorporated into the manual.

The first draft of the manual was reviewed by the MOE and the DOE. After which, a workshop was held to train the trainers. The workshop was attended by teachers, supervisors, writers (trainers), NGO workers, and resource persons. The workshop participants provided feedback on the manual, which became the basis for the revision/finalization of the material. The manual focuses on six components; the inclusive classroom with full enrolment of the children living in the community,

child-centered teaching and learning, healthy and safe classrooms, gender inclusive, community involvement, and child-friendly school administration and management.

The manual, entitled the *Child Friendly Schooling - Teachers' Training Manual*, was printed in 2005 for the Nepali version with about 10,000 copies.<sup>47</sup> It contains the whole program for teacher training, divided into daily topics as follows:



1. Day One
  - General Aspect of Training
  - Child Friendly School, Concepts
  - Child Friendly School and Child Rights
2. Day Two
  - Child Friendly School and Management
  - Child Friendly School and Classroom Management
  - Child Friendly School and Group Work
3. Day Three
  - Child Friendly School and Child Centred Teaching Learning (Child Centered communication)
  - Child Friendly School and Child Centred Teaching Learning (Relevancy of Subject Matter)
  - Child Friendly School and Child Centred Teaching Learning (Child Centered Learning Process)
  - Child Friendly School and Child Centred Teaching Learning - Methodology 1
  - Child Friendly School and Child Centred Teaching Learning - Methodology 2
4. Day Four
  - Child Friendly School and Child Centred Teaching Learning - Methodology 3
  - Child Friendly School and Child Development
  - Child Friendly School and Child Centred Teaching Learning.
  - Child Friendly School and Assessment
5. Day Five
  - Child Friendly School and Community Partnership (Identification of Stakeholders and Partnership)
  - Child Friendly School and Community Partnership (Level, Scope and Type of Partnership)
  - Child Friendly School and Community Partnership (Role of Teachers in Community Mobilization)

The manual was distributed to district-level service providers, central-level trainers, educationists, and some of the teachers in schools where the program was implemented.

Five regional training workshops, attended by one hundred fifty master trainers, were held to introduce the manual. More than ten one-day programs were held for teachers, supervisors, and NGO workers at district level.

The introduction of the manual has shown impressive results. Children began to attend the school regularly, their views were recognized, and they were empowered and did not hesitate to speak or present their problems. The schools involved gave very positive feedback on the use of the manual. Even journalist groups advocate the project. In general, the project made a very positive impact in school education.

### **Significance of the experience**

The experience of developing teaching materials for human rights education in public schools in the Philippines is important as an example of a collaborative effort between the main government agency in charge of the formal education system (Department of Education) and the constitutional-body on human rights (Philippine Commission on Human Rights). Their program on developing the teaching materials included the participation of educators from academia and non-governmental organization sectors. It likewise covers the system for disseminating the teaching materials (through teacher training in various parts of the country) and the monitoring of the results of training activities. In sum, the experience provides an almost complete process for teaching material development.

A similar pattern is seen in the Nepali experience. The project relied on the partnership between different institutions (in the Nepali case, between government, academia, and non-governmental institutions). The project covered not only the development of material but also its dissemination, that necessarily included teacher training and monitoring of results of its (the material) use inside the classroom.

## **VII. Supporting initiatives**

Human rights education in schools requires support beyond the confines of the schools. It has to get the teachers and the students to undertake out-of-school activities that help enrich the teaching and learning inside the classroom. Thus the activities of teachers and students should be harnessed in support of human rights education. These activities can help improve the condition of teachers and students in the school and goad the government to do more on the human rights and human rights education situation in general.

### **a. Teacher activity**

The support of teachers is a crucial element in developing and creating effective human rights education in the school system. The experience in Asia shows that teachers' active role in supporting human rights education leads to diverse activities that benefit teachers in particular and human rights education in general.

The experience of Japanese teachers involved in the Dowa education is a good example. The National Federation of Dowa Educators' Associations (locally known as Zendokyo) was founded in 1953 in Osaka city. The organization was originally composed of educators from nine prefectures and two cities in the Kansai region.<sup>48</sup> Thereafter, Zendokyo “led to a broad, mass-based education reform movement, focusing on how schools could help children, parents, and the Buraku community, fight discrimination.” At present, it has chapters in thirty-one prefectures and three cities.

Zendokyo has been holding an annual assembly for more than twenty years and has attracted 20,000 to 30,000 teachers and other education personnel during the past decade. It is one of the largest assemblies of teachers in Japan, with thirty-four affiliates. It plays an important role in developing and spreading human rights education, including Dowa education. It holds regular, intensive discussions about its own policies and of Dowa education in order to respond to and influence educational policy.<sup>49</sup>

It criticized the government on certain education policies that it saw as adversely affecting students. In the 1950s and 1960s, it expressed its strong opposition to the changes in the education organizational structure and curriculum that it declared “Dowa education is the means to realize the educational dreams for oppressed students and parents. This movement must protect the human rights of the people.”<sup>50</sup>

### **Significance of the movement**

Through the years Zendokyo has contributed to the

- a. Improvement of school facilities
- b. Development of teaching materials for Dowa education
- c. Promotion of the concept of “learning from realities of discrimination” as a key element for making teachers effective facilitators in learning about human rights
- d. Training of teachers
- e. Research on content and pedagogy of Dowa/human rights education
- f. Changes in education policies.

These contributions are by no means insignificant and have formed part of the development of Dowa education in particular and human rights education in general.

### **b. Youth movement**

#### **Right-On Network**

In 1995 a group of individuals, alarmed by the potential impact of the prevailing situation in Karachi on children, started looking at practical ways to deal with this issue.<sup>51</sup> They felt that the long term aim of creating a civil, humane, and peaceful

society could be met if children were given a socially relevant education that creates opportunities to understand, appreciate, and internalize the whole spectrum of human rights issues. By positively altering children's attitudes, values, and perceptions with regard to human rights and motivating them to take a greater interest in their communities and interact with them, it was felt that a foundation could be laid for a stronger society in future. Hence the Human Rights Education Programme (HREP), a non-profit, non-governmental organization, was established in Karachi, Pakistan. To achieve its aim, shorter and longer-term strategies were developed which were, and are, manifest in both academic and activity-based projects. HREP continued to operate for more than twelve years working with children and teachers in over four hundred and fifty schools and thirty-five organizations all over Pakistan.

Feedback from students reinforced the point that in addition to the academic strands of the work, opportunities would have to be given to students to get involved, in whatever capacity possible, with practical work. Awareness-raising activities undertaken by students became a focus as HREP adopted the role of facilitator, encouraging participation in diverse events ranging from exhibitions to workshops and multi-media shows, to clubs, newsletters, and e-mail exchanges. In light of this experience, HREP established in 1997 the Right-On Network of school-based clubs and individual students. It was clear from experience that there was a tremendous potential for social activism among children, which had never been tapped systematically in Pakistan. In order to harness the interest and enthusiasm of students, structures that involve them in social activism on an ongoing basis should be created.

The Right-On Network aims to<sup>52</sup>

- Use innovative techniques, to involve children and young people actively in human rights work, thereby creating a tradition and culture of activity around social issues.
- Provide a platform and space for a structured and ongoing involvement of children and young people in awareness raising, campaigning, fund raising, and activities.
- Provide the opportunity and practice for children and young people to take part in democratic decision-making and to organize themselves to take action on social issues.

Students become members of the network by paying a subsidized fee of two hundred Pakistani rupees (about two and a half US dollars) a year in Karachi, and three hundred Pakistani rupees (about four US dollars) outside Karachi. In return, they get issues of the *Aware* and *Aagah* newsletters, campaign material and information, a membership badge and card, and six information-filled mailings a year. Membership lasts for twelve months after which either the member renews the membership or leaves the network.

Any school where more than twenty-five Right-On members exist can form a Right-On Club so that the activities can be undertaken in a more structured way. So far clubs have been formed in twenty-three schools.<sup>53</sup> Individual members and Right-On club

members are free to participate in the thematic campaigns run by HREP, or to generate their own activities around social issues. At present Right-On has more than seven hundred members.

A report from one school provides a concrete example of how the Right-On network operates.<sup>54</sup>

The Arts & Science Academy has an active Right-On club with more than thirty members. It works with HREP to carry out a number of awareness-raising activities for key issues concerning society. Not only does it raise awareness but it also practically applies all the strategies it designs to eradicate and eliminate the problems at hand. The club has undertaken a number of activities such as the following;

1) De-Mining Campaign - The club, in affiliation with the British School Link program, carried out a de-mining campaign. The members of the club gave presentations at the school assembly and held a poster competition to raise awareness about the danger of landmines and the casualties caused by them. The Right On Club took notice of this issue and started to work on spreading the word.

2) The Right-On members also sold Eid cards that were sent by HREP to raise funds for the children at the Sindh Institute of Urology and Transplantation (SIUT). The children there are renal failure patients who need dialysis once, twice or even three times a week. Each dialysis treatment costs about 1000 Pakistan rupees and the SIUT gives free treatment (although it is low on funds). The HREP took the initiative to raise funds for these children, who have no means of paying for their treatment.

3) Selected students in the Right-On club attended the ground-breaking celebrations at the Children's Museum of Peace and Human Rights (CMPHR). The chief guests were Prince Hassan Bin Tallaal of Jordan and his family. The CMPHR is a platform for different seminars that raise awareness about the main issues related to human rights. The museum will be the first of its kind in Asia.

4) The Right-On Annual Conference - the Right-On Annual Conference is attended by representatives of all Right-On Clubs who give presentations on what they have achieved during the year. The participants discuss different topics and elect the members of the National Student Council (NSC). In 2008, a member of the Arts & Science Academy Right-On Club was among the six members who were elected as NSC members.

The Right-On Club keeps conducting different seminars and workshops for Right-On members.

### **SUgbuanong Pundok Aron Sugpuon ang Child Abuse (SUPACA)<sup>55</sup>**

In an ideal world, children grow up healthy and happy, full of love, free of abuse, and free to express themselves and be productive members of society. As we all know, however, the world is not perfect, and children everywhere are exposed to

maltreatment, abuse, and crime. This is true even in the progressive city of Cebu [Philippines], which has its own share of challenges, in spite of being rich in culture, steeped in tradition, and immersed in industry.

“Before our organization was born, young people in our community were hooked on rugby [glue used in shoemaking]. Most of the people there... liked to quarrel; kids were not aware of their rights and feared nothing. Their parents did not care about them—not even about these children’s education,” Diana Aspiras of SUGbuanong Pundok Aron Sugpuon ang Child Abuse (SUPACA) says in Filipino “Even in our school, there are teachers who abuse the kids and hit them if they cannot answer questions properly, and especially if they’re caught not listening to the teacher.”

“The clincher came when one of our friends... was abused by her father and became pregnant at the same time as her mother,” Diana reveals. “Then we decided to organize ourselves.” SOPACA (Students’ Organization for Protection Against Child Abuse), SUPACA’s forerunner organization, was born. Its name was later changed when the organization expanded to include even out-of-school youths (OSY) from their communities.

The organization’s main thrust is to advocate for and protect children’s rights, and to educate their peers about these. It conducts training sessions on leadership and team building; child rights laws (specifically, the Convention on the Rights of the Child, the Child and Youth Welfare Code, and the law on Special Protection for Children), and the philosophy of participation, as well as room-to-room campaigns, small group discussions among student leaders, symposiums, and poster- and essay-making contests.

“We started by advocating to our peers about their rights, and then we eventually created training programs to develop young people... It was difficult at first because the teachers did not care—they would ask us about our activities, and then ask why these were still necessary. They would not let us conduct our activities at first, but we persisted and explained our cause to them, and they eventually understood our purpose.”

From its school-based activities, SUPACA went on to conquer the air waves. Its radio program, *Kids on Air*, broadcasts every Saturday over Angel Radio; and its TV program, *Kapihan sa Kabataan*, is shown by the Philippine Information Agency over SkyCable every Tuesday at 5:00 p.m. Four of its members are also part of the Cebu Bureau of the Kabataan News Network, which is a national program supported by The Probe Team and the United Nations Children’s Fund.

The organization has been lucky so far with the support that it has received. Diana admits that they do not have a lot of funding, but they are kept afloat by the generosity of their benefactors. “We have been able to sustain our organization because people inside and outside our community, even those from beyond Cebu City, want us to succeed. They see that we really want to educate young people about their rights.”

The founding members' efforts are now being multiplied by eight SUPACA chapters around Cebu City, as well as by a community of out-of-school youth in Sitio Alaska, Mambaling, Cebu. All of these chapters have their respective activities and officers, who congregate at the annual SUPACA Confederation for the election of officers.

SUPACA's members are a cut above the rest. Apart from being recognized as a "best practice" by Save the Children-UK, for enabling young people to participate in governance and nation-building, the organization also counts among its members and alumni:

- Three members of the National Anti-Poverty Commission Children's Sectoral Council
- Two of the Ten Outstanding Cebuano Youth Leaders (for 2002 and 2003)
- An Outstanding Boy Scout of the Philippines (for 2003)
- A member of the Cebu City Commission for the Welfare and Protection of Children (CCCWPC).

The organization is also a member of the Cebu City Task Force on Street Children.

So what more could these youngsters ask for? Not too much, Diana answers, only that they want to coordinate with more local government units (LGUs) in order to expand their activities. Nationwide, perhaps!

To other young people and youth organizations who want to make a dent in the world, Diana shares these words: "Do not be afraid of whatever challenges your organization may face. Finish what you have started, be true and sincere to your mission, and strive to achieve your goals, even if you do not have too much funding."

### **Significance of the student movements**

Two examples of students taking action on human rights at their own level (at school and the community) provide good models of the "learning by doing" type of human rights education. The students have to learn about the human rights they promote before they go out of the classroom to undertake their activities. But they learn even more when they engage in activities. They see how human rights are violated, and also realized in the real world, outside the comfort of their classroom.

Tackling the causes of why people suffer from human rights violations (be it lack of access to health care or child abuse) is a key element that makes human rights real. This means that their human rights learning is based on understanding actual cases and on taking concrete action that addresses the problems presented by the cases.

Schools that support these student initiatives are doing much more about human rights education than any formal curriculum and textbooks could provide.

## **VII. Regional initiatives**

To complement national processes, regional and sub-regional activities provide support to human rights education in Asian school systems. These activities provide opportunities for exchange of experiences and development of ideas on human rights education among education officials, teachers, and other educators.

### **Southeast Asia Lesson Plans Project**

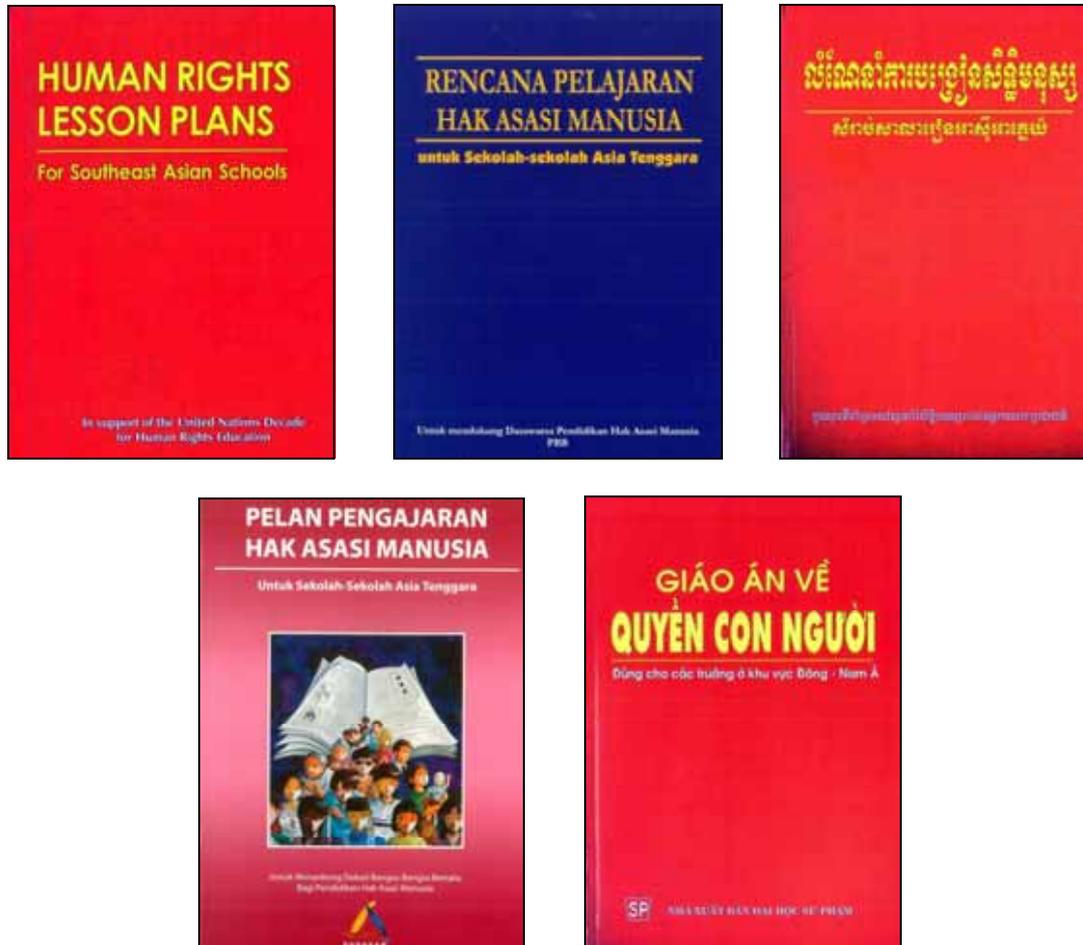
The regional seminar for South and Southeast Asia entitled: “Combating Racism, Racial Discrimination, Xenophobia and Related Intolerance: Role of Education”<sup>56</sup> held in Bangkok, Thailand on 19-21 September 2005 reported on the “good initiatives drawn from the region” and listed the “Application of good practices, such as the South-East Asia Project on Human Rights Education in Schools” as one good initiative. This is a project for the development of human rights lesson plans in Southeast Asia.

The project initially covered six countries and involved a process of collaboration over a period of almost three years. It started at the 2001 Southeast Asian Writing Workshop on Human Rights Lesson Plans (SEA Writeshop)<sup>57</sup> held in Manila, Philippines,<sup>58</sup> which came out with numerous lesson plans developed by the participants during the workshop. The implementation of the idea to publish the lesson plans proceeded in the following year. In 2002, a Regional Review Team composed of educators from the six Southeast Asian countries<sup>59</sup> reviewed, selected, and revised the lesson plans in preparation for their publication. Through this process, the lesson plans adopted a format that could be used in Southeast Asian countries, discussed issues relevant to these countries (and therefore not too country specific), and stressed their human rights content. As a result, the lesson plans blended the different national situations in Southeast Asia (exemplified by the focus on issues of access to education, child labor, development, and the environment) and were mainly designed as model human rights lesson plans. This does not preclude the actual use of the lesson plans in the classroom however, especially in countries where the lesson plans have local language versions.

The lesson plans were prepared at meetings in Bangkok, Thailand (where team members discussed and edited the lesson plans) and internet communication (through which further editing of the lesson plans were undertaken) for several months. The lesson plans were finalized in mid-2003, and published in November of the same year in Bangkok. The publication was entitled the *Human Rights Lesson Plans for Southeast Asian Schools*.

During 2004 until the first quarter of 2005, the publication was translated into the Bahasa Indonesia, Khmer, and Vietnamese languages. Printed copies of the translations were distributed to educational institutes and schools in the three countries. The UNESCO Asia and Pacific Regional Bureau for Education supported the translation and printing of the publication into the Bahasa Indonesia, Khmer, and

Vietnamese languages. In addition, the whole publication was translated into Chinese, while the lesson plans were translated into Japanese and Farsi. In 2005, the publication was translated into Bahasa Melayu (Malaysian language) and printed by the Malaysian Human Rights Commission.



The publication of the lesson plans and their translation into several Southeast Asian languages led to the Southeast Asia Orientation-and-Training Workshop on Human Rights Lesson Plans on 5-7 April 2005 in Manila, Philippines. The workshop oriented Southeast Asian educators from eight countries on the publication *Human Rights Lesson Plans for Southeast Asian Schools*, and provided training on the use of the ideas in the publication for teacher training. The workshop encouraged the participants to use the publication as a teacher training material.

Teacher-trainers, other education officials, and representatives of non-governmental organizations who attended the orientation-and-training workshop were from Cambodia, Timor Leste, Indonesia, Lao PDR, Malaysia, the Philippines, Thailand, and Vietnam.

Subsequent to the workshop, the participants, resource persons, and their respective institutions undertook a number of national-level activities related to the publication and/or workshop;

- a. In Malaysia, SUHAKAM, in collaboration with the Malaysian Ministry of Education, held sessions on human rights in courses for teachers on new citizenship and civic education using the Bahasa Melayu version of the publication as one of the resource materials.<sup>60</sup>
- b. In Cambodia, the publication and the workshop were reported at a national workshop on human rights held in Phnom Penh, Cambodia on 24 November 2005. The MOEYS subsequently launched a project entitled the "Human Rights Integration in the School Curriculum, Textbook/ Teacher's Guide and School Environment",<sup>61</sup> with the publication as one of the materials to be used. It reprinted the Khmer version of the publication twice and undertook teacher training using the publication as training material.
- c. In Indonesia, the publication is used in teacher training workshops. The Bahasa Indonesia version of the publication was reprinted twice and used as teacher training material.
- d. In Laos, the publication has been used as one of the reference materials in developing Laotian human rights lesson plans.
- e. In Thailand, some lesson plans have been translated into Thai and used in teacher training workshops. Some Thai teachers use the lesson plans as a guide for developing their own lesson plans, while others test them in the classroom. Training workshops for school administrators and teachers were organized jointly in different parts of the country by two Thai non-governmental organizations, (the Justice and Peace Commission of Thailand) and the National Human Rights Commission.

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

1. UNESCO Asia-Pacific Bureau of Education  
[www.unescobkk.org/index.php?id=3125](http://www.unescobkk.org/index.php?id=3125)  
(includes also the Bahasa Indonesia version)
2. Friedrich Naumann Foundation Manila Office  
[www.fnfasia.org/news/regionalnews/humanrights\\_lesson\\_plan.htm](http://www.fnfasia.org/news/regionalnews/humanrights_lesson_plan.htm)
3. University of Minnesota  
[www1.umn.edu/humanrts/edumat/](http://www1.umn.edu/humanrts/edumat/)  
[www1.umn.edu/humanrts/edumat/SoutheastAsianHRE.pdf](http://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](http://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](http://www.amnesty.org.au/resources/teachers)
6. HURIGHTS OSAKA  
[www.hurights.or.jp/education\\_e.html#5](http://www.hurights.or.jp/education_e.html#5)

### Significance of the project

The project is considered an example of good practice probably due to a number of reasons:

- a. Involvement of various institutions – the project involved the Ministries of Education, national human rights institutions, non-governmental organizations (NGOs), and a university-based human rights center, in addition to the supporting role of the UNESCO Asia and Pacific Regional Bureau for

Education, the Office of the United Nations High Commissioner for Human Rights, and the Friedrich Naumann Foundation, and the facilitating role of HURIGHTS OSAKA.

b. Employment of a participatory process in project development and implementation – the project took several years to complete from the initial workshop to the national activities (which are still ongoing) in view of the stress on the involvement of all the partner institutions in the process.

c. Emphasis on satisfying both the sub-regional context and national issues – the blending of issues common to Southeast Asian countries and the citation of particular country examples provided a means to connect the different countries to each other’s contexts.

d. Different levels of implementation – the project covers both the Southeast Asian sub-regional and national levels. At the national-level, the publication is both disseminated to schools and other institutions and used for teacher training. The capacity building exercises at the national level are important ways of using the publication.

f. Networking among Southeast Asian educators – the project provides a means of continuing the networking among education officials, teachers, and other educators in the sub-region.

## **VIII. Evaluation**

Human rights education in schools needs assessment tools that suit its objectives. The assessment tools should not limit their focus on academic achievement but extend to behavior and practices that relate to human rights. Thus the tools should be tailored to the particular characteristics of human rights education programs in schools, with the aim of making them facilitate learning of human rights knowledge, attitudes, and skills. In view of the current trend for promoting human rights education that affects the school system, assessment or evaluation of human rights education goes beyond the classroom, and extends into the school and beyond.

### **a. Evaluating Human Rights Learning**

The National Institute of Education in Sri Lanka developed in 1995 a manual for assessing students’ learning related to human rights themes at classroom level. The manual is entitled *Evaluating Human Rights Learning -Teachers Manual*. The project came about a decade after the government adopted a human rights education program. The government-supported Sri Lanka Foundation published human rights education material (through the Foundation’s Human Rights Center) for the program. The manual explains the rationale for this material;

Experiences within the last decade with regard to assessment of students’ achievement level of Human Rights learning are noteworthy. The responses of the students, at the General Certificate of Education (Ordinary Level) Examination, on questions related to Human Rights themes were quite satisfactory. Though the analysis of results reveals that the students’ knowledge of Human Rights is satisfactory, the questions were limited to measure cognitive abilities, paying more attention to recall. This examination pattern has

influenced the teaching-learning process in the classroom thus having a back-wash effect. Both teachers and students design their activities to suit the needs of acquiring cognitive ability and learning about Human Rights. Less attention is paid on learning for and about Human Rights. This trend has to be reconsidered.

The manual promotes the idea of the need to evaluate human rights learning to help teachers “identify how much of the ... objectives [set by the government issued human rights education material] has been achieved by students, in areas of rights and obligations; and how much more has still to be acquired.”

The manual encourages teachers to use it in the class and yet what is expected is that they should design of their own tools (based on the manual) to suit classroom needs. As the manual explains;



Teachers are also free to design tools in any other feasible format. All these attempts have to be geared toward child centered activities leading to meaningful discovery learning. Only then will teachers and students engage in enjoyable teaching/learning events. Thus, this manual will guide and motivate teachers to design teaching, learning, and evaluation events that will allow students to engage in teaching for and in Human Rights.

The manual is the teacher’s tool containing the following major sections;

- When and how human rights learning should be assessed?
- Steps in preparing evaluation instruments
- Information on evaluation instruments
- Steps in using evaluation instruments inside the classroom.

The manual provides various types of instruments developed for particular themes according to the human rights curriculum issued by the government, and example of evaluation tools. The instruments are written in lesson plan format.

The text of the manual is written in simple, user-friendly language. This manual is a good example of how teachers can design the assessment of their students based on the required curriculum. This manual is likely a pioneering evaluation guide for human rights education in the school system in Asia.

### **b. Comparative study of results of human rights education<sup>62</sup>**

HURIGHTS OSAKA, in partnership with several educators in Japan, India, and the Philippines, undertook a survey on human rights awareness of secondary school students with an average age of fifteen years in the three countries involved. Each country survey covered not less than two thousand student respondents.

**Table 2. Profile of Field Survey Areas and Respondents**

Country	Area	Number of Schools	Number and Gender of Respondents
<b>India</b>	<ul style="list-style-type: none"> <li>- East – West Bengal and Orissa</li> <li>- West – Rajasthan</li> <li>- South – Tamil Nadu and Kerala</li> <li>- North – Uttar Pradesh and Punjab</li> <li>- Union territory – Delhi</li> </ul>	29 schools consisting of: <ul style="list-style-type: none"> <li>- Central Board schools</li> <li>- State Board schools</li> <li>- Schools affiliated to the board of a university</li> </ul>	2039 students <ul style="list-style-type: none"> <li>- 979 females</li> <li>- 1060 males</li> </ul>
<b>Philippines</b>	<ul style="list-style-type: none"> <li>- National Capital Region – Manila, Quezon City</li> <li>- Region IV (Southern Tagalog) – Laguna Province, San Pablo City</li> <li>- Region VII (Eastern Visayas) – Cebu Province, Cebu City</li> <li>- Autonomous Region of Muslim Mindanao – Maguindanao Province, Cotabato City</li> </ul>	26 schools consisting of: <ul style="list-style-type: none"> <li>- 16 public schools</li> <li>- 10 private schools</li> </ul>	2001 students <ul style="list-style-type: none"> <li>- 1160 females</li> <li>- 805 males</li> <li>- 36 - gender not indicated</li> </ul>
<b>Japan</b>	Osaka prefecture	15 private schools consisting of: <ul style="list-style-type: none"> <li>- 5 girls schools</li> <li>- 4 boys schools</li> <li>- 6 co-ed schools</li> </ul>	2635 students <ul style="list-style-type: none"> <li>- 858 females</li> <li>- 1752 males</li> <li>- 25 - gender not indicated</li> </ul>

The survey questionnaire consisted of sixty-nine items under several headings as presented in the following Table 3.

**Table 3. Question Categories**

General Sources of Knowledge about Human Rights	3 items
Knowledge about Human Rights Instruments	6 items
General Human Rights Principles and Issues	21 items
Human Rights Situations (Correct Action to Take)	10 items
Human Rights Situations (Classification into Human Rights Violation and Non-Violation)	9 items
Process of Teaching-Learning, Materials and School Ethos	20 items
<b>Total</b>	<b>69 items</b>

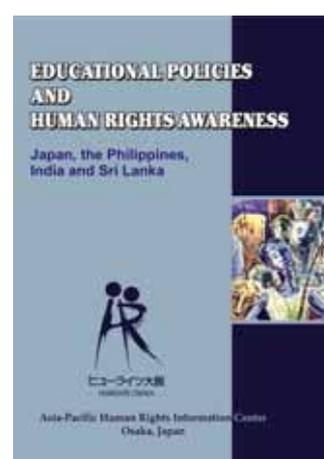
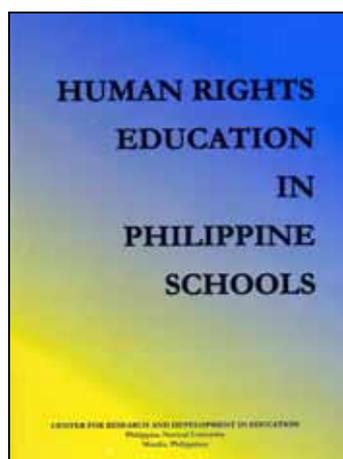
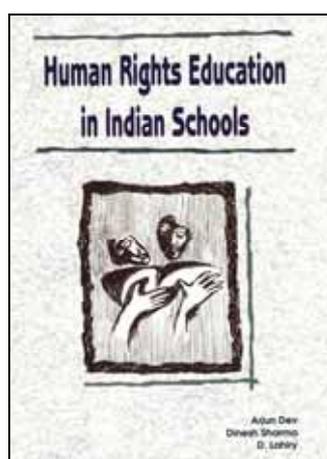
The survey questionnaire was adapted to the particular context of the country involved, and translated into local languages (except in the Philippines). Focus group discussions for some of the respondents in the survey and some of their teachers were held immediately after administering the survey questionnaire to obtain more insight on the human rights education experiences in the schools.

The variables used in the field survey differ from country to country. The following table provides the list of variables per country:

**Table 4. Variables for each Country**

Country	Variables
<b>India</b>	<ul style="list-style-type: none"> <li>- Gender</li> <li>- State</li> <li>- Language</li> <li>- Habitat (city, large town, small town/rural)</li> <li>- School Board (State, Central, Aligarh Muslim University school boards)</li> </ul>
<b>Philippines</b>	<ul style="list-style-type: none"> <li>- Gender</li> <li>- Region</li> <li>- Ethnicity (Christian, Muslim)</li> <li>- Geographic location (Urban, partially urban)</li> <li>- Type of school (private, public)</li> </ul>
<b>Japan</b>	<ul style="list-style-type: none"> <li>- Gender</li> <li>- Type of school (girls, boys, co-ed private schools)</li> </ul>

The survey questionnaire covers knowledge as much as the attitude about human rights. While the student respondents showed knowledge of human rights, they had to prove that they understood human rights properly by giving their responses to situations (based on real cases) that raise human rights issues. As the survey results show, the supposed knowledge of human rights does not necessarily translate into the proper application of human rights principles in particular situations.



There is also a significant number of questions on the teaching and learning of human rights. They were asked how they understood human rights education in the form of subjects, issues, time devoted and activities undertaken inside the classroom, in the school and to some extent in the community. They were asked about the school

environment – from rules and regulations to attitude of school officials and students regarding human rights.

The survey questionnaire provides a useful tool for measuring the extent students are being taught human rights, or the process by which they learn about human rights.

### **Significance of the projects**

The two projects cover the national and regional levels in assessing how far human rights education has affected the knowledge, attitude, and behavior of students. The Sri Lankan project is important, not only as a pioneer in human rights evaluation, but as an example of an assessment guide for classroom teachers who are looking for ideas on how their human rights teaching has led to human rights learning.

The regional project of HURIGHTS OSAKA employs a comprehensive approach to evaluating human rights education by covering not only the students' human rights knowledge but their attitude (and to a certain extent their behavior) as well. The inclusion of the evaluation of the way human rights education is implemented at the school level provides a good assessment of whether or not schools follow government policies on human rights education, and whether or not they perform this obligation in a responsible way.

### **Concluding Observations**

The best practices presented here reflect the following common characteristics:

- a. Social context – they take into account the existence of poor, discriminated, and marginalized members of society. The examples illustrate the response by the school system to the issues of poverty, discrimination and marginalization in society.
- b. Current issues – they show that teaching/learning on how to counter discrimination, intolerance, and extremism is a common theme in many programs on human rights education in the Asian school system.
- c. Integration of human rights education into the school system – they provide examples of approaches to integrating human rights education into the school curriculum, school-based extra-curricular programs, and community-based programs.
- d. Stress on the international human rights standards – most of the practices are examples of the use of international human rights standards in various activities related to the school system.

The experiences, while the best that we can observe, are not without fault. There are deficiencies to think about caused by different factors such as deficient resources (materials for teaching/learning, training), restrictions in the school curriculum and

education system in general, and the complexity of the situations that students and teachers face.

For example, while the methodologies such as *tsuzurikata* and the group process used in Dowa education are deemed effective, they are not always adequate. Japanese educators expressed the need for other methodologies in order to improve further the Dowa education:

Some doubt, however, the adequacy of this approach. Some schools have tried to translate what the students learned from Burakumin into drama script and motivated them to express their thinking and feelings through drama performance. Participatory and vicarious approaches, used internationally in human rights education activities, have been widely utilized in the belief that passive learning alone does not bring about a meaningful change on the part of students. As a result, role-playing, debates, simulation, and other methods attract much attention these days because they encourage “learning to change” by doing.<sup>63</sup>

This critique shows the importance of employing various pedagogies to address the individual and group needs of students. In the same way, different approaches to human rights education (in terms of teaching/learning materials, pedagogies, etc.) are needed to suit the variety of classroom, school and community settings.

These best practices provide a new benchmark from which improvements, innovations, and discoveries in human rights education in the school system can be undertaken.

**Endnotes**

<sup>1</sup> The discussion in this section is based on Neelam Hussein, "Seeds of Change: School Texts for Teaching Gender Equality, Human Rights and Peace" in *Human Rights Education in Asian Schools* 8, 29-38.

<sup>2</sup> *Kaleidoscope Teachers Guide Books 1-2* (Lahore: Simorgh Women's Resource and Publication Centre, 1999) page 4.

<sup>3</sup> Hussein, op cit., page 35.

<sup>4</sup> Hussein, op cit., page 29.

<sup>5</sup> Fair and Square is authored by Caroline Yap and U-En Ng, and published in 2004.

<sup>6</sup> Sr. M. Cyril, "Human Rights Education in School: Loreto Sealdah" in *Human Rights Education in Asian Schools* 8, 47-59.

<sup>7</sup> Ibid., pages 54-59.

<sup>8</sup> This booklet series is published by Orient Longman Private Limited, Chennai, India.

<sup>9</sup> Jeroo Billimoria, Kamal Damania, and Sumitra Ashtikar, "MeJol: An Indian Experiment" in *Human Rights Education in Asian Schools* 4, 16.

<sup>10</sup> The discussion in this section is partly based on Jefferson R. Plantilla, "Notes on Methodologies in Schools," in Asian Regional Resource Center for Human Rights Education, *Report on the Asian Human Rights Education Trainers' Colloquium* (Bangkok: ARRC, 2001) pages 123-135.

<sup>11</sup> Makiko Shimpo, "Fifty Years of Human Rights Education in Osaka" in *Human Rights Education in Asian Schools* 7, 37-41.

<sup>12</sup> Dowa education is an umbrella term covering all aspects of educational activities by the government and by the Buraku movement, for solving problems caused by anti-Buraku discrimination. For government institutions, it means improving educational opportunities through better facilities, more teachers, scholarships, etc., while for the Buraku movement, it defines a set of educational strategies for attaining parity in education[al] achievement, community involvement and materials to inform about Buraku issues. Notes, in Suehiro Kitaguchi *An Introduction to the Buraku Issue - Questions and Answers*, translated by Alastair McLauchlan (Surrey: Japan Library, 1999).

<sup>13</sup> Shimpo, op cit., page 37.

<sup>14</sup> Mori Minoru and Yasumasa Hirasawa, "DOWA Education and Human Rights" in *Human Rights Education in Asian Schools* 1, 10-23.

<sup>15</sup> This type of discrimination is called Dowa problem by the government. "The Dowa problem refers to discrimination based on a social hierarchy that was formed in the process of the historical development of Japanese society. As a result, certain sectors of the Japanese population find themselves at a disadvantage in economic, social, and cultural terms. This is a serious social problem and a human rights problem unique to Japan, one in which basic human rights continue to be violated in contemporary society." The Center for Human Rights, <http://www.jinken.or.jp/eng01.htm>

<sup>16</sup> Osaka Prefectural Kunijima High School, "Human Rights Education in Kunijima High School" in *Human Rights Education in Asian Schools* 1, 24-35.

<sup>17</sup> Edited text from Yasumasa Hirasawa and Yoshiro Nabeshima, editors, *Dowa Education: Educational Challenge Toward a Discrimination-free Japan* (Osaka: Buraku Kaiho Kenkyusho, 1995), page 44.

<sup>18</sup> Ibid., pages 44-45.

<sup>19</sup> Ibid., page 48.

<sup>20</sup> MeJol Team, "MeJol: Hum Bacchon Ka" in *Human Rights Education in Asian Schools* 1, 82-90.

<sup>21</sup> The discussion in this section is based on Govinda Pyakurel, "Human Rights Education in Secondary Schools in Nepal" in *Human Rights Education in Asian Schools* 8, 39-46.

<sup>22</sup> The centers may be supervised by an advisory committee composed of representatives of local education office of the government and local associations of teachers. See Pyakurel, page 40.

<sup>23</sup> Angela Lee and Mary Yuen, "Promoting Human Rights Education in Hong Kong Secondary Schools" in *Human Rights Education in Asian Schools* 2, 84-95.

<sup>24</sup> Jessica Soto, "A Philippine Response to the United Nations Decade for Human Rights Education" in *Human Rights Education in Asian Schools* 4, 25-35.

<sup>25</sup> *Fifth Youth Summit on Human Rights*, DepEd Memorandum 303, s.2003 (dated 21 August 2003).

- <sup>26</sup> Lee and Yuen, op.cit., page 93.
- <sup>27</sup> The discussion in this section is based on Yan-wing Leung, "Citizenship Education Through Service Learning: from Charity to Social Justice," *Education Journal* 31/1.
- <sup>28</sup> See F. Landa Jocano, *Growing Up in a Philippine Barrio*, Case Studies in Education and Culture Series (New York: Holt, Rinehart and Winston, 1969).
- <sup>29</sup> Ibid., page 2.
- <sup>30</sup> Taken from Sirilus Belen, "Human Rights Education in Indonesian Schools: An Update" in *Human Rights Education in Asian Schools* 6, 27-37.
- <sup>31</sup> Edited by A.A. Nayyar and Ahmad Salim.
- <sup>32</sup> SDPI, page 6.
- <sup>33</sup> The following publications, listed in the report, deal with textbook analysis in Pakistan during the last decade:
- Ali, Mubarak, *History on Trial* (Lahore: Fiction House, 1999)
- \_\_\_\_\_ *Tareekh aur Roshni* (Lahore: Nigarshat, 1986)
- \_\_\_\_\_ *Tareekh Aur Nisabi Kutub* (Lahore: Fiction House, 2003)
- \_\_\_\_\_ *In the Shadow of History* (Lahore: Nigarshat, )
- Aziz, K. K., *Historians of Pakistan* (Lahore: Vanguard Books, 1993)
- \_\_\_\_\_ *Murder of History in Pakistan* (Lahore: Vanguard Books, 1993)
- Future Youth Group, *Ideas on Democracy, Freedom and Peace in Textbooks* (Islamabad: Future Youth Group, 2002)
- Kamal, Ajmal, *Censorship in Pakistani Urdu Textbooks*, paper presented at the Annual Sustainable Development Conference (Islamabad: 2003). Also available at <http://www.urdustudies.com/pdf/10/16censorship.pdf>
- Khan, Mohammad Asghar, editor, *Re-writing the History of Pakistan*, in *Islam, Politics and the State: The Pakistan Experience* (London: Zed Books, 1985).
- Kizilbash, Hamid, editor, *Pakistan Curriculum Jungle, An analysis emerging out of the SAHE consultation on the undergraduate core curriculum in Pakistan*, (Lahore: SAHE, 1986).
- Rahman, Tariq, *Language, Ideology and Power: Language Learning among the Muslims of Pakistan and North India* (Karachi: Oxford University Press, 2002)
- Rosser, Yvette "Hegemony and Historiography: The Politics of Pedagogy," *The Asian Review* (Dhaka, 1997)
- Saigol, Rubina *Education: Critical Perspectives* (Progressive, 1993)
- \_\_\_\_\_ *The Boundaries of Consciousness: Interface between the Curriculum, Gender and Nationalism; Knowledge and Identity – Articulation of Gender in Educational Discourse in Pakistan* (Lahore: ASR, 1995)
- \_\_\_\_\_ *Qaumiat, Taleem aur Shanakht* (Lahore: Fiction House, 1997)
- \_\_\_\_\_ "Symbolic Violence" in *Locating the Self* (Lahore: ASR, 1994)
- \_\_\_\_\_ "History, Social Studies and Civics and the Creation of Enemies" in Akbar Hasanain, Khurshid and Nayyar, A. H. "Conflict and Violence in the Educational Process" in Zia Mian and Iftikhar Ahmad, editors, *Making Enemies, Creating Conflict: Pakistan's Crises of State and Society* (Lahore: Mashal, 1997)
- Salim, Ahmad and Khan, Zafrullah, *Enemy Images in the School Textbook, 1947-2000*, draft report (Islamabad: SDPI's, 2003)
- Salim, Ahmad, "Enemy Images in the Textbooks" in *Kashmir: What Next?* (Islamabad: Friedrich Nauman-Stiftung, 2001)
- Shah, Nasreen "School Texts" in *Reinventing Women – the Representation of Women in the Media during the Zia Years*, Ed. Malik, Maha and Hussain Neelam (Lahore: Simorgh Publications, 1985)
- \_\_\_\_\_ *Gender bias in Urdu Textbooks in Punjab, Class I – V* (Lahore: Aurat Publications, 1989.
- The Frontier Post*, December 13, 1991, Lahore.
- The State of Education, Social Development in Pakistan, Annual Review 2002-2003*, (Karachi: SPDC, 2002)

Zaidi, *Social Sciences in the 1990s* (2003)

\_\_\_\_\_, various issues of the journal *Tareekh* (Lahore: ---)

Zulfiqar, Shaheed, *Pakistan Studies – Facts and Fiction* (Karachi: Ali Bhutto Institute of Science and Technology, 2002)

<sup>34</sup> SDPI, page 9.

<sup>35</sup> Centre for English Language Education and Communication Research, *Final Report – Research on Content Analysis of Textbooks and Teaching Materials in Respect of Stereotypes* (Hong Kong: City University of Hong Kong, 2001) page 1.

<sup>36</sup> SDPI, op cit., page 2.

<sup>37</sup> A simpler summary of the report is in Equal Opportunities Commission of Hong Kong, “Stereotypes in Textbooks and Teaching Materials in Hong Kong” in *Human Rights Education in Asian Schools* 6, 103-117.

<sup>38</sup> The discussion in the section is taken from V. Vasanthi Devi, “Institute of Human Rights Education – an Indian Experience” in *Human Rights Education in Asian Schools* 10, 41-52 and in other IHRE documents.

<sup>39</sup> The discussion in this section is taken from Anita M. Chauhan, “Center for Human Rights Education: Philippines” in *Human Rights Education in Asian Schools* 10, 107-125.

<sup>40</sup> The following are the universities and colleges involved:

#### I. Provincial Centers

- |  |                |
|--|----------------|
| 1. Mariano Marcos State University (MMSU)                | - Ilocos Norte |
| 2. Pangasinan State University                           | - Pangasinan   |
| 3. University of Northern Philippines (UNP)              | - Ilocos Sur   |
| 4. Don Mariano Marcos Memorial State University (DMMMSU) | - La Union     |

#### II. City Centers

- |   |                     |
|---|---------------------|
| 1. University of Northern Philippines (UNP)     | - Vigan City        |
| 2. Northwestern University                      | - Laoag City        |
| 3. Ilocos Sur Polytechnic College               | - Candon City       |
| 4. St. Louis College                            | - San Fernando City |
| 5. Great Pleibian College                       | - Alaminos City     |
| 6. Pangasinan College of Science and Technology | - Urdaneta City     |
| 7. Virgen Milagrosa University Foundation       | - San Carlos City   |
| 8. Lyceum Northwestern University               | - Dagupan City      |

<sup>41</sup> *Ibid.*, page 109.

<sup>42</sup> *Ibid.*, page 111.

<sup>43</sup> For the profile of most of the Indonesian university-based human rights study centers as well as human rights centers in other countries in Asia see the *Directory of Asia-Pacific Human Rights Centers* (Osaka: HURIGHTS OSAKA, 2008) and its online version at <http://hurights.pbwiki.com>

<sup>44</sup> Nerissa Lansangan Losaria, “The Human Rights Education Program of the Department of Education, Culture and Sports (DECS) of the Philippines” in *Human Rights Education in Asian Schools* 1/153-161.

<sup>45</sup> *Training of Trainers and Teachers on Human Rights Education (HRE)*, DepEd Memorandum 16, s. 2004 (dated 13 January 2004); *Corrigendum to DepEd Memorandum No. 16, S 2004*, DepEd Memorandum 54, s. 2004 (dated 3 February 2004); *Guidelines on the Conduct of the In-service Training of Teachers (INSET) on Human Rights Education (HRE)*, DepEd Memorandum 130, s. 2004 (dated 15 March 2004).

<sup>46</sup> Valter Tinderholt (On behalf of the Save the Children Alliance) and Janardan Nepal (Director General, Department of Education, Nepal), Acknowledgment, *Child Friendly Schooling - Teachers' Training Manual – 2062*, Nepal (2007, English edition).

<sup>47</sup> An English version was also made in 2007.

<sup>48</sup> The nine prefectures were Kyoto, Osaka, Hyogo, Wakayama, Nara, Shiga, Okayama, Tokushima and Kochi, and the two cities were Kyoto and Osaka. See Ichiro Akashi, “Zendokyo and Other Groups: Teachers' Commitment to Dowa Education” in *Human Rights Education in Asian Schools* 2, 99-104.

<sup>49</sup> Yoshiro Nabeshima, Mariko Akuzawa, Shinichi Hayashi and Koonae Park, “Japan: Human Rights Education in Schools” in *Human Rights Education in Asian Schools* 3, 23-36.

<sup>50</sup> Ibid., page 30.

<sup>51</sup> This section is taken from the unpublished paper of Meher Basit entitled “Human Rights Education and the curriculum” describing the program of Human Rights Education Programme (HREP).

<sup>52</sup> Text taken from the website of Children's Museum For Peace and Human Rights, [www.cmphr.org/current-network.html](http://www.cmphr.org/current-network.html)

<sup>53</sup> The following are the schools involved:

ABSA School

Aga Khan School - Girls Garden

Al Noor School

Arts & Science Academy, Clifton Campus

Bahria College Karsaz, Girls

Brilliant Career Sec. School, Campus-2

D.A. Public School

Falconhouse Grammar School, Campus-5

Fatimiyah Girls School

Fatimiyah Boys School, 278, Britto Rd

Foundation Public School, Cambridge Sec.

Generations School

Habib Girl's School

Habib Public School

Happy Home School, S C, Afternoon

Happy Home School, S C, Morning

Happy Home School, “O” Level

Jaffar Public School

O.M.Y.S Academy

PECHS Girls School - Senior

Qamar-e-Bani Hashim School

Rakhshinda Public School

S.M.S. Aga Khan School - Boys

S.M.S. Aga Khan School - Girls

Shahwilayat Public School

The A.M.I. School

<sup>54</sup> Text taken from Arts & Science Academy website,

[www.asa.edu.pk/admin/anmviewer.asp?a=39&z=9](http://www.asa.edu.pk/admin/anmviewer.asp?a=39&z=9).

<sup>55</sup> This is taken entirely from *TAYO 2 - Ten Accomplished Youth Organizations (TAYO)* in [www.youth.net.ph/download/TAYO%202%20mag.pdf](http://www.youth.net.ph/download/TAYO%202%20mag.pdf)

<sup>56</sup> E/CN.4/2006 (January 2006) entitled “Report of the Regional Seminar for South and Southeast Asia on: Combating Racism, Racial Discrimination, Xenophobia and Related Intolerance: Role of Education” submitted to the Commission on Human Rights at its Sixty-second session.

<sup>57</sup> This writeshop was co-organized with the Philippine Department of Education and the Commission on Human Rights of the Philippines.

<sup>58</sup> Visit [www.hurights.or.jp/hreas/5/10sea\\_writeshop.htm](http://www.hurights.or.jp/hreas/5/10sea_writeshop.htm) for the report on this workshop.

<sup>59</sup> Cambodia, Indonesia, Malaysia, the Philippines, Thailand and Vietnam.

<sup>60</sup> 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.

<sup>61</sup> Based on e-mail message of Chin Yahan (22 July 2005).

<sup>62</sup> The discussion in this section is taken from Jefferson R. Plantilla, “Educational Policies and Human Rights Awareness – Two Ends of the Human Rights Education Spectrum” in *Educational Policies and Human Rights Awareness – Japan, India, the Philippines and Sri Lanka* (Delhi: Academic Excellence, 2008).

<sup>63</sup> Mori and Hirasawa, op cit., page 18.

## **Human Rights Education in the School Systems in Southeast Asia**

Jefferson R. Plantilla and Bencharat Sae Chua

The national reports of Cambodia, Indonesia, Lao PDR and Thailand provide substantial information on the state of human rights education in the respective school systems of these countries. They present accomplishments and limitations, which constitute an important basis for planning measures that improve the current situation.

The following discussion highlights the common elements in the experiences of the four countries as well as the opportunities and challenges being faced.

The discussion likewise provides a brief presentation on the situation of human rights education in the school systems of the Philippines, Malaysia and Vietnam. This presentation adds the needed information to provide a “map” about human rights education experiences in the school systems in Southeast Asia.

### **Context**

Cambodia, Indonesia, Lao PDR and Thailand have all undergone political and economic change during the last two decades. Their Constitutions have been replaced, or strengthened with the inclusion of human rights principles. This is the experience of Cambodia starting with the adoption of a new Constitution following the Paris Peace Agreement of 1991 that had explicit provisions on human rights, and then followed by a new Constitution in 1999 that was based largely on the previous Constitution of 1993. The 1945 Indonesian Constitution was amended in 2000 to include an article on a list of rights that parallel human rights. The Lao PDR Constitution was amended in 2003 with a strong provision requiring that “The State, society and families [shall implement] development policies and [support] the advancement of women, and [shall protect] the legitimate rights and benefits of women and children.” Finally, the Thai Constitution of 1997 (the so-called People’s Constitution) had many provisions on human rights along the lines of the major international human rights standards. They are mostly retained in the 2007 Constitution.

In support of human rights, all four countries ratified the following major international human rights instruments:

## SUMMARY

1. Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)
2. Convention on the Rights of the Child (CRC)
3. International Covenant on Economic, Social, and Cultural Rights (ICESCR)
4. International Convention on the Elimination of All Forms of Racial Discrimination (ICERD).

Several other international human rights instruments were ratified or signed by the four countries as shown in Table 1 below.

Table 1. Ratification of Core International Human Rights Instruments

State	ICERD	ICCPR	ICESCR	CRC	CEDAW	CAT	ICRMW	CPD
Cambodia	✓	✓	✓	✓	✓	✓	Signed	Signed
Indonesia	✓	✓	✓	✓	✓	✓	Signed	Signed
Lao PDR	✓	Signed	✓	✓	✓	-----	-----	Signed
Thailand	✓	✓	✓	✓	✓	✓	-----	Signed

Note:

- ICESCR** - International Covenant on Economic, Social and Cultural Rights  
**ICRMW** - International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families  
**CPD** - Convention on the Rights of Persons with Disabilities

In line with the state obligation to implement these international treaties at the national level, new laws were enacted and new institutions established:

1. Cambodia – Though there is no child rights law, its Constitution directly refers to the CRC. The Ministry of Women and Veterans' Affairs and Cambodia National Council were set up to monitor CEDAW implementations.
2. Indonesia - Laws were enacted to establish the National Commission on Human Rights (1993), the National Commission on Violence Against Women (1998), the National Commission on the Rights of the Child, the National Commission for the Protection of Witnesses and Victims, the National Commission on Eradication of Corruption, the National Ombudsman Commission, the Directorate on Human Rights under the Ministry of Law and Human Rights (1999), and the Human Rights Court (2000);
3. Lao PDR – The law on the Development and Protection of Women was enacted in 2004, and the National Committee for Human Rights (2003) was established to implement the ratified international human rights instruments. It includes the National Commission for Advancement of Women, National Commission for Mothers and Children, with the ministries and other organizations as members.
4. Thailand – The National Human Rights Commission Act (1999) established the National Human Rights Commission, and the Child Protection Act (2003) implements the CRC.

The constitutional support for human rights is an important context in the development and implementation of human rights education curricula in the four countries. The international human rights instruments (including the Universal

Declaration of Human Rights), on the other hand, strengthen the necessity for the integration of human rights education into the school curricula in these countries.

Parallel to these constitutional and legal developments on human rights, there was also significant change in the economic field. All four countries have adopted programs for eradicating poverty through increased economic growth, which in turn required an educated and skilled workforce. This economic approach is reflected in educational reform that responds to the current globalization process. At the same time, since economic programs are focused on alleviating the plight of disadvantaged people in both urban and rural areas, education programs for the “unreached” and the “underserved” have been adopted.

This educational thrust is in line with the commitments of the Governments in the four countries to achieve the targets set under the Education For All (EFA) and Millennium Development Goals (MDGs). Programs and projects under the EFA and MDGs have served as vehicles to fulfill the rights of children from poor families, or those in rural areas, or belonging to minority communities. These national targets address not only the right to education, but also other rights of these children, such as rights against abuse of any form (physical, sexual, commercial), rights to personal security, and the right to health, etc.

### **Role of the international human rights instruments**

Did the ratified international human rights instruments affect human rights education in the school systems of the four countries?

The reports discuss some efforts at implementing the state obligations under the ratified international human rights instruments. In Indonesia, the National Commission on Violence against Women (Komnas Perempuan) is using CEDAW in its *Kurikulum Pendidikan HAM Ber perspektif Keadilan Jender* (Human Rights Curriculum from a Gender Perspective). MoNE has promoted the provisions of CRC in several teaching materials (*Panduan Pendidikan Hak Asasi Manusia Untuk Guru SD & MI*) that were developed with the support of UNESCO. The *Pengantar HAM – 1, 2, 3* of the Directorate General on Human Rights of the Ministry of Law and Human Rights refer to the ICESCR, ICCPR, ICERD, CEDAW along with UDHR in discussing human rights issues (discrimination, social security, marriage, etc.).

In Lao PDR, the National Committee for Human Rights (which is tasked with implementing the state obligations under the ICCPR and ICESCR) has requested the MOE to develop a supplementary curriculum and teaching-learning materials on human rights and child rights. The MOE, on the other hand, has been working on a number of projects with partner institutions (AUSAID, UNICEF) regarding the development of textbooks, implementation of a child-friendly school system, and teacher training, that focus on child rights under the CRC. There are also textbooks

used in primary and secondary levels that contain the provisions of ICESCR and ICCPR.

In Cambodia, the Policy for Curriculum Development 2005–2009 and the 2009 school curriculum have human rights content referring to UDHR, CRC and CEDAW. The Science and Social Studies learning areas discuss child rights (and human rights in general). In the Social Studies area, the Moral-Civic education subject is seen as appropriate for the study of human rights. In the secondary level, more discussions on human rights are provided referring to UDHR, CRC, CEDAW, ICCPR, and ICESCR. In addition, the Ministry of Education, Youth and Sport (MoEYS) has cooperated with NGOs in implementing human rights education programs (particularly for teacher training) that focus on child rights, among many other issues.

In Thailand, the National Education Act 1999, which is an organic law of the education-related provisions of the 1997 Constitution, provides the framework for human rights education. Human rights are mainstreamed into the school curriculum. The section on child rights in the curriculum clearly uses CRC as the framework. UDHR is always discussed in school textbooks, though other international standards are often mentioned briefly. The Ministry of Education and other agencies, including UN agencies and local and international NGOs, also provided training on CRC to teachers and school administrators. The MOE and UNICEF are using CRC to promote the child-friendly school system.

### **Some common characteristics**

There are several characteristics in the reports that appear in almost a similar manner. These characteristics are perhaps commonly found in most countries that have undergone changes in their constitutional/legal systems including those that have adopted policies that accommodate international human rights standards in one form or another. The following are common characteristics:

- a. UDHR as a reference point – The UDHR appears as a basic reference document in the general description of the human rights content in curricula, teaching-learning materials, training materials, and extra-curricular programs. The citation of the UDHR is often linked to the citation of relevant constitutional provisions as the foundation of the discussions on human rights.
- b. Inclusion of international human rights standards in the Constitution – Since constitutional provisions are the main basis for teaching rights (constitutional/legal and human rights) in schools, their discussion necessarily refers to provisions related to international human rights instruments. The 1999 Constitution of Cambodia provides that;

The Kingdom of Cambodia shall recognize and respect human rights as stipulated in the United Nations Charter, the Universal Declaration of Human rights, the covenants and conventions related to human rights, [and] women's and children's rights. (Article 31)

On the other hand, the 1945 Constitution of Indonesia, while predating the 1948 UDHR, contains rights that parallel those in the UDHR. The 2000

amendment of the Indonesian Constitution declares the inclusion of human rights in its provisions. A new chapter on human rights (Chapter XA Human Rights) provides ten articles on various rights. The adoption of this new chapter was likely influenced by the international human rights standards.

- c. Availability of programs that can incorporate human rights education – The common context of human rights education in the formal education system is programs for gender education, education for the unreached, disadvantaged, minority and girl children, Education-For-All, and the child-friendly school system. All reports emphasize the importance of these programs, and indicate how they directly or indirectly support human rights education in schools.
- d. Integration of human rights education into the school curriculum – All reports show that human rights are taught in the schools because they are included in the primary and secondary school curricula. The Indonesian and Cambodian curricula integrate human rights into the Citizenship education (Indonesia) or Moral-Civic education and Language (Cambodia) subjects. The government-issued *Standard of Educational Content* (Indonesia) explicitly mentions human rights as a content of the Citizenship education subject. Human rights are seen as part of the objectives of education in Thailand. They are, therefore, to be integrated into every course, mostly in the Social, Religious and Cultural Subject Area, and in teaching methods.
- e. General education policy context – The implementation of initiatives on human rights education in schools is set in the context of the general educational policy to fulfill the right of everyone to education. This policy implements the commitment of the four countries to meet the targets set by the Education for All and Millennium Development Goals. The reports also highlight the importance of a gender equality education policy, particularly in relation to girls, as a major educational initiative.

### Major achievements

Each country has a particular set of achievements in the field of human rights education in the school system.

In Lao PDR, the development of textbooks and their corresponding teacher guides (*Basic Knowledge of Human Rights*, student textbook for Grades 4-6 and 8 for primary level, and Grades 9-11 for secondary level, that include discussion about ICCPR and ICESCR), and training manuals and children's book focusing on child rights (*Our Rights*) are significant achievements. The inclusion of human rights in several subjects in primary and secondary curricula in the General Knowledge subject (Lesson 46 for Grade 4 and Lesson 39 for Grade 5) is also an important achievement.

In the same way, the integration of human rights in the school curriculum under the 2009 curriculum development policy of Cambodia is an achievement that probably builds on the long years of experience in teacher-training (especially by NGOs) and material development.

In Indonesia, the existence of a national action plan on human rights (RANHAM) provides a good framework for human rights education. The existence of several human rights bodies and offices has led to the development of human rights curricula as well as training opportunities for teachers. The MoNE has likewise produced lesson plans on human rights and has engaged in teacher training on human rights. The explicit mention in the curriculum of the teaching of human rights under the Citizenship Education subject is an important achievement.

In Thailand, the 1997 Constitution, the National Education Act 1999 and the National Scheme of Education, together provide the framework for human rights education. Human rights are seen as a goal of education and are mainstreamed into the curriculum and school system. With this recognition at policy level, human rights education initiatives by NGOs and the National Human Rights Commission are welcomed by the MOE. The NHRC is also drafting its own Human Rights Education Strategic Plan through a participatory process. This vigorous human rights education work by NGOs, the NHRC, and effective cooperation with the MOE, are crucial for the development of human rights education in the country.

### **Opportunities**

The importance given by the four countries to equal access to quality education for children of poor families, minority groups, and those in isolated rural areas provides a very significant opportunity for the inclusion of human rights education as an important component in program implementation. The definition of education under the CRC, which has been ratified by all four countries, provides a helpful guide in this regard.

Article 29 of the CRC provides that State Parties shall agree that education of the child shall be directed towards:

- (a) The development of [a] child's personality, talents and mental and physical abilities to their fullest potential;
- (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- (c) The development of respect for [a] child's parents, his or her own cultural identity, language and values, the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of [the] sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- (e) The development of respect for the natural environment.

These elements of education serve the objectives of the EFA, MDG and human rights education. They should be given careful attention in implementing the right to education programs.

The promotion of the child-friendly school system in all four countries provides another important opportunity for promoting human rights education. It provides the appropriate environment not only in realizing the rights of the child but also in ensuring that students clearly understand their rights. In this regard, the components of the child-friendly school system are the materials and issues for students to discuss and reflect on child rights.

These components of the child-friendly school system may be learned through practical exercises in the schools and also through activities that promote their discussion and reflection. Teachers can use these components<sup>1</sup> as content of the relevant subjects (not only in Social Studies but also in subjects about language, science, etc.) and as activities for students to practice realizing human rights. These components raise corresponding core questions that lead to the understanding and practice of human rights. Examples of questions are below:

- Realization of the rights of every child – what are child rights? Human rights?
- Being gender-sensitive and girl-friendly – what do we mean by gender equality?
- Education based on the reality of children’s lives – how are rights realized in daily life?
- Flexibility and responsiveness of education to diversity – why is diversity important?
- Inclusion, respect, and equality of opportunity for all children – how does inclusion, respect and equality help every child and the whole society?
- Maintaining mental and physical health – why is health a matter of right?
- Affordable and accessible education – why is education important for each person?
- Teacher capacity, morale, commitment, and status – how can teachers help make students understand and practice human rights?
- Family focus – how do we exercise human rights inside the family?
- Community-based – how can our community contribute to the realization of human rights?

Country-specific opportunities are instructive for other countries that are interested in using such opportunities to further develop human rights education in their school systems. In Indonesia, the decentralized system of education governance is an opportunity for developing locally-relevant education programs. Local-based programs necessarily include community-based programs that are a crucial component of human rights education. Experiences from other countries show that human rights education programs that link the school with the community are effective in the teaching and learning of human rights. This link makes the community supportive of human rights education, while students learn human rights directly from the community at the same time.

Related to this issue is the existence of human rights centers in universities located in various provinces of Indonesia. The human rights centers (so-called PUSHAMs) can support human rights education by providing locally-contextualized human rights materials, training for teachers and school officials, opportunities for students to observe or even participate in human rights activities, and resource persons who can help the teachers teach human rights inside the classroom and students hold human rights activities in their schools.

Finally, the existence of several human rights institutions in Indonesia is an opportunity for ensuring that human rights education is treated as a major concern not only by the MoNE but by the Indonesian Government as a whole.

In some ways, the same can be said of the role of the National Human Rights Commission of Thailand in promoting human rights education within the Thai school system, and in lobbying the Thai MOE and the Government as a whole on the need to give it full support. The NHRC is also trying to link human rights education in schools to the needs of communities and use this as a core idea in drafting the Human Rights Education Strategic Plan.

Related institutions, such as the Cambodian National Council for Children (CNCC) and the Cambodian National Council for Women, and their counterparts in Lao PDR (National Commission for Mothers and Children and the National Committee for the Advancement of Women) have similar roles to play. The Lao National Commission for Mothers and Children has already provided a concrete contribution to human rights education through its training manual and children's book (*Our Rights*).

### **Challenges**

#### **a. General challenges**

Surveys undertaken in Cambodia, Lao PDR and Thailand, show the need to raise the level of awareness, or more particularly the understanding, of human rights among students and teachers. The general understanding of human rights among students and teachers has notable problems. In the Lao PDR survey, it is noted that;

The results show that respondents [primary students] could not answer questions very well, especially about a basic knowledge of child rights. The least understanding is for question 1 “The definition of a child” with only twenty respondents (23.8 percent) having the correct answer. Students might have difficulty in giving the correct answer since they might be confused between the words “child” and “infant” in Lao language. Based on the Convention on the Rights of the Child, a child is a person below 18 years of age. Hence, there is a need to explain this provision to students.

For secondary students, the survey reveals that;

The knowledge on the international law on human rights is still low. Only eight questions out of fifteen were answered correctly by fifty percent of all respondents.

For teachers and school principals, the survey;

... results show a general understanding and knowledge about human rights by the respondent-principals and respondent-teachers. This is due to lack of information, materials and training on the subject. Their understanding of human rights is based on their knowledge of Lao law. All teachers (100%) see the necessity of incorporating the international law on human rights into the teaching-learning curriculum.

The Cambodian survey reveals only an “acceptable result” despite the numerous activities undertaken by the Government, the NGOs and other international organizations through the years. The Cambodian report cites many kinds of barriers including poverty to achieving a higher level of understanding about human rights.

In the Thai study, classroom observation and focus group interviews with students reveal that “different connotations and focus of human rights are taught to students” depending on the teachers’ own understanding of human rights. While the core curriculum system allows teachers to devise their own techniques for teaching human rights, it is found that “most teachers merely follow what already exists in the curriculum and standard textbooks” which gives only a very brief idea about human rights.

These results constitute an important starting point for planning measures that improve the current efforts on human rights education in the school system in the four countries involved.

Such measures should address the challenge of ensuring that human rights education is recognized by the whole formal education system as essential in improving education in general. This requires a better appreciation of human rights education by education officials.

### **b. Challenges specific to schools**

There are limitations in the implementation of the existing programs and projects related to human rights. These limitations are in the form of;

- a. Large classes that affect employment of appropriate pedagogies by teachers who have had training on these pedagogies.
- b. Limited training opportunities to cover all teachers in the country.
- c. Limited printed materials about human rights.
- d. Limitation of project implementation at any particular level or number of schools (such as the primary-level focus of the child-friendly school project in Lao PDR; the lack of resources to distribute materials to all schools in

Cambodia) and also the suspension of project implementation due to inadequate support from the Government (of Lao PDR in relation to textbooks and teacher guides on child rights).

- e. Lack of a system for monitoring and evaluating programs and projects related to human rights education.

### **c. Institutional challenges**

The full achievement of the objectives of the current human rights education initiatives in the four countries depends on a number of factors. The four reports identify some common challenges that impinge on the continuing growth of human rights education in their respective school systems. The following are the important challenges to address:

1. Consistent and sustained policy implementation – The existence of constitutional and legal support for human rights education in the school system and the adoption of appropriate policy measures require consistent and sustained implementation. However, the reports reveal a number of challenges in achieving consistent and sustainable policy implementation:
  - a. Considerable lower priority given to human rights education by the respective Governments compared to other educational initiatives (such as access to quality education) and in the light of other educational initiatives, such as education for sustainable development (ESD) and HIV/AIDS education.
  - b. The project-based nature of human rights initiatives that is limited in scope and timeframe.
2. Adequate supporting resources – The national mechanisms that implement the state obligations under the ratified international human rights instruments face some challenges as follows:
  - a. Personnel focused on human rights education are either lacking or inadequate in number. There is a common need for trainers and resource persons who can undertake training programs for teachers and education officials, material developers who can continue to develop teaching and learning materials about human rights, and staff within the MOE or other Ministries, who can provide information and guidance to teachers and education/school officials on how to integrate human rights education into the school system.
  - b. Funding limitation is raised by the four reports as reflected in the inadequate number of copies of materials produced and the project-based approach, as well as the significant role of NGOs in training teachers, due to inadequate opportunities under government programs.
3. Review and assessment mechanism – The continued growth of the current initiatives benefits from the analysis undertaken under this project, but this process should not be a singular effort. The review and assessment mechanism should be instituted as part of the governmental mechanism supporting human rights education. So far, no such mechanism exists in any of the four countries. This issue is raised as a recommendation in the Cambodian report:

e. Assessment system:

The National Human Rights Assessment System should be officially organized, to comprise the various stakeholders from the national and local human rights NGOs and national educators, and be fully authorized to implement its mandate.

g. School environment

A system or mechanism for human rights education implementation and assessment in the school system should be established to help ensure the quality of education.

### **Greater Southeast Asian situation**

Several other countries in Southeast Asia have varying degrees of support for human rights education. The Philippines has explicit policies as well as a policy implementation mechanism for human rights education in the school system. Educational policies consist of constitutional provision requiring the teaching of human rights at all levels in educational institutions, national plans of action, and Department (Ministry) memoranda, orders, programs and projects.

The 1987 Constitution of the Philippines provides that all educational institutions should foster “respect for human rights ... teach the rights and duties of citizenship...” (Article XIV, Section 3[2]). This supports the state policies provided in the same Constitution on human rights.

In addition, the 1987 Constitution establishes a national human rights institution that has the mandate to;

Establish a continuing program of research, education, and information to enhance respect for the primacy of human rights. (Article XIII, Section 18).

An executive order that predates the 1987 Constitution constitutes a starting point for the implementation of the constitutional provisions. Executive Order No. 27 entitled "Education to Maximize Respect for Human Rights" (1986) requires the:

1. Education department to include the study of human rights in the curricula of all levels of education and training in all schools in the country.
2. Government agency in charge of examining qualifications for government service to include in the examination a basic knowledge of human rights.
3. Emphasis of human rights principles as well as the relevant law in human rights materials.
4. Inclusion of the study of international instruments ratified by the Philippine government, or as signatory to them, whenever found appropriate and practical.

This was followed by a;<sup>2</sup>

2003 law [that declared] December 10<sup>th</sup> to 14<sup>th</sup> of each year as the “National Human Rights Consciousness Week” and [required] all branches of the government as well as

## *SUMMARY*

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private institutions to observe such week (Republic Act No. 9201 - An Act Declaring December 4 to 10 As National Human Rights Consciousness Week in the Country, (promulgated on 1 April 2003).

In addition, other policies of the Philippine Government support human rights education in a general sense as follows:

- a. The Philippine Development Plan for Gender-Responsive Development or PPGD (Executive Order 273/1995) which strengthened a prior Department of Education policy on gender and development education (DECS Order No. 48, 1990).
- b. The National Strategic Framework Plan for the Development of Children or Child 21 which provides a good avenue for human rights education through its emphasis on school-community relationships under the child-friendly school concept and the promotion of child rights in schools.
- c. The Indigenous Peoples Rights Act of 1997 (IPRA) which requires the Philippine Government to undertake measures to protect the rights of indigenous children including the provision of relevant education that suits their needs.

The Philippine Department of Education and the Philippine Commission on Human Rights are the primary institutions implementing these policies. They jointly organize teacher training workshops, forums for students, parents and educators, and also the development of teaching exemplars (primary and secondary levels) and a teacher training manual.

In Malaysia, human rights education in schools is mainly anchored on the constitutional provisions on fundamental rights as well as on its ratification of international human rights instruments (especially the CRC).

The Human Rights Commission of Malaysia Act 1999, Act 597, defines human rights as referring to the "Fundamental liberties as enshrined in Part II of the Federal Constitution." This law refers to international human rights standards as follows:

...Section 4(4) of the Act provides that regard shall be [paid] to the Universal Declaration of Human Rights 1948 (UDHR) to the extent that is not inconsistent with the Federal Constitution.

This means that whatever rights and liberties that are not mentioned in Part II but referred to in the UDHR must be considered provided that there is no conflict with the Constitution.

The primary institution promoting human rights education in the Malaysian school system has been the Human Rights Commission of Malaysia (SUHAKAM), which as a national human rights institution shall "promote awareness [and] provide education relating to human rights," amongst other functions. (Section 4[1], Act 597)

SUHAKAM, through the Sub-Working Group on Human Rights Education in School, has been working with the Ministry of Education in promoting human rights education in the school system. In view of the new school curriculum on Moral-Civic Education and Citizenship subjects, SUHAKAM has been involved in the human rights component in the teacher-training program for these subjects.<sup>3</sup>

In 2007, SUHAKAM's human rights education program comprised of workshops for senior officers in State Education Departments and for master trainers for school counselors, as well as a 'Human Rights Best Practice' competition and an art exhibition. The art competition supports the implementation of the World Programme for Human Rights Education Plan of Action (Phase 1, 2005-2007). It also "...aimed at providing an opportunity for the school community to develop and practise skills in respecting human rights and, in the process, improve [the] understanding of the CRC."<sup>4</sup> In 2006, SUHAKAM held a human rights camp for children and youths with CRC as the main program content.

In consideration of the existence of religious schools in Malaysia, SUHAKAM organized for the first time<sup>5</sup>:

...two CRC Awareness Workshops for teachers from religious schools in the East Coast and Northern Zone respectively. This was conducted because of incidents of violence recorded at State religious schools [in] 2005-2006. SUHAKAM's aim was to instil a culture of human rights that promotes respect and tolerance via understanding of the CRC, and to provide alternative approaches to dealing with violence in [schools]. The workshops further exposed participants to the possibility of harmonizing human rights with Islamic principles, in light of the notion that these are often in conflict.

SUHAKAM provides workshops for students and lecturers in the Faculties of Education in several Malaysian universities (Universiti Malaya (UM), Universiti Kebangsaan Malaysia (UKM) and Universiti Sains Malaysia) and a session on human rights during Orientation Week in all public universities.

SUHAKAM has also produced some materials on child rights including posters, stickers and booklets (particularly *Fair and Square*) for primary students.

Finally, SUHAKAM holds an annual Human Rights Day conference, every September, which is open to the general public and attended by teachers and school officials.

For many years, Vietnam has been implementing a program on education about the rights and obligations of citizens at the secondary school level.<sup>6</sup> The program is based on the Vietnamese constitutional provision, which states that:

The citizen's rights are inseparable from his duties. The State guarantees the rights of the citizen; the citizen must fulfill his duties to the State and society. The citizen's rights and obligations are defined by the Constitution and the law. (Article 51)

This program has the following objectives<sup>7</sup>:

## SUMMARY

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1. To provide systematic knowledge about the rights and obligations of citizens in different areas of social life.
2. To educate students about positive attitudes and feelings toward the realization of these rights and obligations.
3. To provide training about proper behavior and habits in the process of realizing the rights and obligations of citizens.

The National Institute for Educational Strategies and Curriculum Development (NIESAC), the main institution involved, has produced in cooperation with UNESCO teaching materials under the Education for International Understanding (EIU) on four themes (peace, human rights, democracy and sustainable development) (*Learning to live together - A resource handbook for teachers*), and on peace (which includes a subject on equality and democratic participation) (*Culture of Peace - A teaching manual for primary school teachers*), and life skills (*Life Skills Learning Package for Disadvantaged Children*). In 2006 and 2007, NIESAC adapted a resource book for teachers on EIU "Learning to live together" into the Vietnamese context with support from APCEIU and UNESCO Ha Noi.<sup>8</sup>

A Vietnamese educator describes human rights education in the Vietnamese school system as follows<sup>9</sup>;

Human rights education content is one of the major features in the general school curriculum and covers many areas of social life. The content covers the United Nations Convention on the Rights of the Child, the Constitution and law, traditions and values of Vietnam, etc. It is taught not only in the official curriculum at primary, lower secondary and upper secondary levels, but also in extra-curricular activities at these three levels.

During the 1996-1998 period, Save the Children Sweden (SCS) and the Ministry of Education and Training (MoET) launched education activities on child rights. The project started in Hanoi and then extended to thirty-two districts in eight provinces/cities of Vietnam by 1998. The Government approved an expansion of the project to become the 'Week of Child Rights and Obligations,' and later this was changed to the 'Month of Education on Child Rights and Obligations.' Child rights as an issue was taught for five weeks, one lesson and one theme a week. The themes are:

- I am a child, a valuable person with rights and values.
- My Family – Where I am loved and cared for.
- Country and community – My huge family – My right to protection.
- School – Where I learn and play – My rights to education.
- My opinion is also important.<sup>10</sup>

Teacher training on human rights education has been held in Vietnam. One report describes the training program on human rights in the form of additional training for teachers;<sup>11</sup>

Some legal documents recently issued by Vietnam and the book *Human Rights Lesson Plans for Southeast Asian Schools* published by the Asia-Pacific Human Rights Information Center in 2003 were ... updated [for] additional training for teachers in a suitable way last summer (2005) by teacher trainers.

The content of additional training partly depends on the types of training involved. As far as human rights education content is concerned, it is included in such subjects as civics and moral education. Because this content is not [separate] from other contents in these subjects, it must be dealt with by additional training for teachers. In general, training of this content is included in periodic training and training to [introduce] new textbooks.

[Human] rights education content is also taught in pre-service teacher education in teacher training institutions but it is not taught separately as a subject. In general, it is included in such [content] as legal education, civic education and moral education. Whenever, new contents related to the above issue are included in a new curriculum or textbooks, [such] contents will be provided for teachers during the [additional] summer ... training period every year, which often takes place two months before [the start of the] new school year.

Save the Children Sweden (SCS) also entered into an agreement with the MoET for the training of teachers on child rights, and provided support for the study of the school curriculum for the integration of education on child rights. In 2000, the SCS in collaboration with the Department of Teachers (DoT) in the MoET, launched a project to promote the basic understanding of teachers about child rights and to build their skills for organizing child-rights-related activities. The project involved teacher training colleges (TTCs) in Vietnam. A mid-term assessment of the project held in 2003;

... shows that there is [a] general consensus [between] the MOET and TTC management and training staff that child rights [training is] very important for Vietnam and must be provided extensively. The teaching staff responsible for child rights training in the TTCs and some of the management staff are also very positive about the utility and future of [this] training.

There is very little information available about human rights education in the Singaporean school system.<sup>12</sup> One report presents an initiative on gender equality through the teaching of gender-sensitive English in some schools in Singapore.

So far information has not been obtained on the teaching and learning of human rights in the Bruneian and Myanmar school systems.

## **Conclusion**

Without considering the situation in Singapore, Brunei and Myanmar due to inadequate or lack of information, the Governments in Southeast Asia have achieved a considerable degree of accomplishment in human rights education in the school system.

But there is still much room for improvement. It is thus incumbent upon the Governments of Cambodia, Indonesia, Lao PDR and Thailand to consider seriously the reports submitted under this project, and for the other Governments in Southeast Asia to engage in similar national assessment exercises, in order to provide a more comprehensive and sustained support for human rights education in the school system.

### Endnotes

<sup>1</sup> The child-friendly school system components are taken from UNICEF's "Characteristics of a Rights-Based, Child-Friendly School" available in the child friendly schools section of the UNICEF website ([www.unicef.org/lifeskills/index\\_7260.html#A](http://www.unicef.org/lifeskills/index_7260.html#A) Framework for Rights-Based, Child-Friendly).

<sup>2</sup> Lolita H. Nava, Zenaida Q. Reyes, Maria Carmela T. Mancao, Maria Victoria C. Hermosisima, and Felicia I. Yeban, *Human Rights Education in Philippine Schools: Analysis of Education Policies and Survey of Human Rights Awareness* (Manila: Philippine Normal University, 2006), pages 38-39.

<sup>3</sup> See Chiam Heng Keng, "Turning Around Negative Attitudes Toward Human Rights Through Human Rights Education" in *Human Rights Education in Asian Schools* 11.

<sup>4</sup> Annual Report 2007, Human Rights Commission of Malaysia, page 50.

<sup>5</sup> Ibid.

<sup>6</sup> See "Schools and Human Rights: A Question of Change" in *Schools, Human Rights and Society* (Osaka: HURIGHTS OSAKA, 1999).

<sup>7</sup> Ibid.

<sup>8</sup> Discussion based on a Powerpoint presentation of Dao Van Vy, *Vietnam's Presentation – Practices and Initiatives*, presented at the workshop on "Re-Orienting Teacher Education to address Sustainability" 22-25 August, Penang, Malaysia.

<sup>9</sup> Nguyen Thanh Hoan, "Teacher Training in Vietnam" in *Human Rights Education in Asian Schools* 9, 89.

<sup>10</sup> The discussion in this section is taken from Ta Thuy Hanh, "Child Rights Education in Vietnam," in *Human Rights Education in Asian Schools* 8.

<sup>11</sup> Hoan, op. cit.

<sup>12</sup> See George M. Jacobs, Zhuo Qiong-Yan, Patricia C. Jocson, Ong Chye Wah, Maria Elizabeth D. Austria, Marti Sevier, And Winnie Teo. "Asian Views on Gender-inclusive English" in *Human Rights Education in Asian Schools* 4.

## **World Programme for Human Rights Education Asia Project**

### **Guide Questions for the Research on National Human Rights Education in Schools Programme Development and Implementation (Based on the WPHRE First Phase Plan of Action)**

#### **a. Policy**

##### **1. Content**

- Does the education policy explicitly provide for human rights education at the primary and secondary school levels?

- Does the policy cover the following concerns

a. relationship between human rights education and over-all education policy (specifically relating to the broadened concept of quality education under the Education For All concept of the Dakar Framework, application of human rights principles to the whole education system and in all learning environments)

b. promotion of the concepts of human rights through education, and human rights in education through the following concerns:

- curriculum (using integrated approach, single subject approach, or both)
- teaching and learning materials
- teacher training programme
- teaching and learning methodologies
- extra-curricular activities
- school rules and management system
- parents and community participation
- programme on role of non-governmental organizations and other sectors of civil society

c. relationship with other school-based programmes such as education for sustainable development, peace education, global education, intercultural/multicultural education, citizenship education, and values education.

d. cooperation with regional and international institutions (intergovernmental or private) in policy development and implementation.

- Does the policy provide a clear definition of human rights education as provided in the Plan of Action under the United Nations World Programme for Human Rights Education?
- Does the policy refer to human rights-related provisions in the national constitution, legislation, state policies, other existing human rights education programmes?
- Does the policy require the teaching/learning of international human rights instruments such as the
  - Universal Declaration of Human Rights
  - Convention on the Rights of the Child
  - Convention on the Elimination of All Forms of Discrimination Against Women
  - other international and regional human rights instruments. List other instruments.
- Does the policy identify a particular agency within the Ministry of Education to coordinate policy implementation?
- Does the policy provide for the mechanism and resources for the following:
  - information dissemination
  - research
  - international information exchange on human rights education.
- Does the policy provide for the mobilization of resources from various institutions that can be used to implement a national human rights education programme for primary and secondary schools?
- Does the policy provide for assessment measures such as
  - items to be evaluated at certain points in the implementation process
  - feedback mechanisms from agencies concerned, school heads, teachers, students, NGO workers, education researchers, etc.
  - system of periodic monitoring of the implementation by the main agency concerned and other stakeholders.

## 2. Development of the education policy on human rights education

- Was the policy developed with the participation of offices/divisions within the Ministry of Education involved with the following concerns:
  - (a) Educational policy
  - (b) Curriculum development
  - (c) Teaching and learning material development
  - (d) Teachers/education staff training
  - (e) Teaching and learning methodology
  - (f) Research

- (g) Programme planning
- (h) Information dissemination
- (i) Regional/provincial/local administration.

- Was the policy developed with the participation of other Ministries such as those involved on children and women issues?
- Was the policy developed with the participation of human rights -related institutions such as the national human rights institutions?
- Was the policy developed with the participation of non-governmental organizations and other sectors of civil society?
- Was the policy development process publicly advertised to encourage inputs from concerned individuals or institutions?
- Was the policy developed with the participation of regional and international institutions? If yes, identify and explain the institutions

## **b. Policy Implementation**

### **1. Analysis of current situation**

- Was there a mechanism established to coordinate the collection and analysis of information regarding the current situation of human rights education in the school system?
- Did the information come from any of the following:
  - national and local reports on human rights education in the school system
  - government reports sent to any of the United Nations treaty monitoring bodies such as the Committee on the Rights of the Child, the Committee on the Elimination of Discrimination Against Women
  - reports of non-governmental organizations and other sectors of civil society
  - reports of international agencies including regional intergovernmental organizations, non-governmental organizations, and United Nations agencies
  - studies of research institutes
  - others.
- Did the analysis of the current situation of human rights education programme in the country deal with the following concerns:
  - strengths and weaknesses of the concerned agencies of the Ministry in implementing the programme
  - threats and opportunities in implementing the programme

- 
- As for stakeholders in the programme, their
    - expectations, interest and viewpoints
    - degree of influence, power, and role in the implementation of the programme
    - mode of participation of the stakeholders
    - other forms of support.

## **2. Setting priorities and planning a national strategy framework (or national programme)**

- Is there is defined mission statement in the national strategy framework?
- Are there defined goals?
- Are the goals properly linked to means of implementation (activities, resources, materials)?
- To implement this mission, were the priorities set?
- What were the bases of the identified priorities? Provide examples.
- What measures have been identified that will result in change in (or impact on) the current situation? Provide examples.
- Are the measures designed to be sustainable, such as by creating any or all of the following:
  - support structures (within the Ministry and/or with other institutions)
  - training and capacity building programme
  - preparation of materials and other educational resources
  - networking with other institutions - national and international.

## **3. Implementing the programme**

- How long has the programme been implemented?
- Which offices/divisions within the Ministry of Education are involved in implementing the programme? They can be any, some, or all of the offices/divisions involved with the following concerns:
  - Educational policy
  - Curriculum development
  - Teaching and learning material development
  - Teachers/education staff training
  - Teaching and learning methodology
  - Research

- Programme planning
  - Information dissemination
  - Regional/provincial/local administration.
- Which other governmental ministries/offices/agencies are involved? What role did they play? Identify the other government agencies and their respective roles.
- What role do any of the following play in implementing the programme?
- (a) Teacher colleges
  - (b) Faculties of education in universities
  - (c) National/federal and local/state legislative bodies
  - (d) NGOs and other sectors of civil society
  - (e) Education research institutes
  - (f) University-based human rights centres
  - (g) National human rights institutions

#### **4. Output of programme implementation**

##### **a. School curriculum**

Does the school curriculum integrate human rights education

- In all subjects
- In some subjects (indicate which subjects)
- In one subject (indicate which subjects)
- As part of extra-curricular activities.

In what year levels are human rights taught?

##### **b. Teaching human rights**

- Has there been any review of teaching materials based on human rights principles?
- Has there been appropriate changes made on the teaching materials, as may have been found necessary by the review?
- Are there human rights teaching materials such as
  - Model lesson plans/teaching guides
  - Comprehensive yet easy-to-understand human rights reference materials (including those using new information technologies)
  - Audio-visual aids on human rights (including those using new information technologies)
  - Guides on appropriate teaching and learning methodologies
  - List of resources (including list of possible resource persons in the local community) that can be used in classes.

- 
- Are there sufficient number of these materials for use by most teachers in the country?
  - How many of the teachers are able to avail of these materials? (percentage of total: \_\_\_\_)
  - Are human rights discussed in relation to the daily lives of the students? Please cite examples.
  - Are human rights concepts taught according to the year level of students?
  - Are appropriate, student-centered, experience-based, human rights-friendly teaching methodologies employed?
  - Are NGOs and other sectors of the civil society tapped to help in teaching human rights inside and outside the classroom?
  - Are students evaluated using human rights principles such as transparency, equality and fairness?
  - Is there a variety of evaluation tools available?
  - Is the evaluation process meant to foster further development of students, as well as development in them a positive attitude toward evaluation?
  - Are the evaluation tools used to assess outcomes and impact of human rights teaching?

### **c. Learning human rights**

- Has there been any review of learning materials based on human rights principles?
- Has there been appropriate changes made on the learning materials, as may have been found necessary by the review?
- Are there human rights learning materials such as
  - Textbooks (appropriate to the different year levels)
  - Simple reading materials about human rights for the class/school library
  - Audio-visual aids on human rights (including those using new information technologies)
  - Activities on learning human rights during class and as extra-curricular activities, cite some examples.

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#### **d. School rules and regulations**

- Have the school rules and regulations been reviewed to find out if they subscribe to human rights principles or not?
- Has there been any change in the school rules and regulations in order to subscribe to human rights principles? Cite examples.
- Any features of the revised school rules and regulations proved effective in achieving the following?
  - active participation of students in school life
  - recognition and subscription to rules
  - resolution of certain issues with human rights implications (such as discrimination of some students, bullying, inability to obtain school materials by some students due to poverty or other reasons)
  - performance of recognized responsibilities as students (such as supporting activities to promote human rights in the school)
  - fulfillment of specific child rights (such as protection against bullying and dangerous school facilities).

#### **e. Teacher training**

- Are there pre- and in-service human rights training programmes for teachers? school principals? supervisors?
- Are there special human rights courses available for teachers in teachers' colleges/education faculties of universities (including distance education courses)?
- Are the teacher training programs of NGOs given recognition by the government?
- Are there incentives provided for teachers who want to get more training on human rights teaching? Please cite examples of such incentives.
- Are these training programs/courses meant to develop knowledge, skill and attitude on human rights?
- Have these training programmes been evaluated?
- Did the teachers participate in the evaluation process?
- Has there been any change the training programmes as a result of an evaluation?
- Are human rights courses available in curriculum of teacher colleges?