

# Human Rights Promotion and Education

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**H**UMAN RIGHTS PROMOTION AND EDUCATION addresses societal issues that affect human rights. It supports people's action on these issues at the individual and societal levels. It is about international human rights standards, including Sustainable Development Goals and their human rights components, presented in the context of people. It is about teaching and learning the application of such international standards on concrete issues at home, in school, in the workplace, and in the community. It uses new mediums such as online information and communication technologies to effectively reach as many people as possible.

The articles in this volume highlight these and several key issues and components of human rights promotion and education in some countries in Asia.<sup>1</sup>

## Surveys

An important element in any human rights work is the determination of people's thinking and behavior in relation to human rights. Surveys provide an indication of the current situation of people and their views about human rights and the human rights issues that affect them.

This volume presents reports of surveys done in several countries to better understand the context within which human rights promotion and education must operate.

The surveys done by national human rights institutions (NHRIs) in Maldives, Korea and India and the Equal Opportunity Commission in Hong Kong provide substantial bases for the development of appropriate human rights promotion and education program. A 2010 baseline survey was used in developing the human rights education program of the National Human Rights Commission of Bangladesh.<sup>2</sup> This survey determined "public attitudes and awareness of human rights as well as awareness of the Commission's existence and role."<sup>3</sup>

## Respondents

The surveys discussed in the articles of this volume cover diverse respondents. This is particularly clear in the survey held in India that had the following respondents:<sup>4</sup>

1. Village leaders/opinion makers
2. *Panchayat* (village council) members
3. Caste and religious leaders
4. Members of existing local groups
5. School teachers and principals, Journalists/ Lawyers
6. Non-governmental organization (NGO) personnel
7. Administrators/bureaucrats
8. Human rights activists
9. Officials at State Human Rights Commission
10. Local Members of Legislative Assembly (MLAs)/Members of Parliament (MPs)/Politicians
11. Police personnel.

Other surveys focused on women, children and parents, workers, urban residents, domestic help and migrant workers. The 2016 Mongolian “Child rights and protection” survey involved “4,264 children, 2,743 parents and one hundred fifty-two multi-disciplinary team members of seven districts of Ulaanbaatar and eight *aimags* (provinces).”<sup>5</sup>

## Issues

The survey in Hong Kong focused on sexual harassment while those in Maldives and India focused on people’s awareness of human rights and the national human rights institutions.

An important result of these surveys is data on the degree of understanding of human rights by the people.

The Maldivian survey points to concerns that require substantive measures to address violence against women and children and its relations to public perception of human rights:<sup>6</sup>

There is an immediate and real concern regarding the persistent acceptance of violence against women, especially as an increasing number of women have begun to find justification and acceptance for acts of violence against them by their husbands. (emphasis mine)

The findings of several chapters in this survey evidently suggest associations with each other. Increasingly, more people are of the opinion that human rights and Islam are incompatible. The reasons cited for the perceived incompatibility; human rights advocate for equal rights for women and rights of the child; human rights impede Islamic Shariah; human rights conflict with Islamic values, are worrying. This manifests signs of radicalization and growing violent extremism. This survey also notes that women, young girls and children as those who stand to lose most, when respect for human rights decline.

### **Understanding of human rights**

The Mongolian survey reveals the nature of public understanding of human rights:<sup>7</sup>

The 2021 survey on public attitude on human rights shows that people were aware of human rights, but less aware of how to solve the current problems in reality, and their understanding varies. As the ages of survey respondents get younger and their educational levels go up, they seem to be well aware of human rights, while as they get older and their educational levels go down, they seem to be less aware of human rights. In general, it can be concluded that public awareness on human rights is not at the knowledge level but at the information level.<sup>8</sup>

The Indian survey, however, provides another aspect of this understanding of human rights, including the educational level of the respondents:<sup>9</sup>

Majority of the respondents, one hundred sixty-seven (64.2 percent) were found to be unaware of what constituted human rights. However, at Dangawas, the respondents specially the victims are making themselves educated and informed about their Constitutional Rights so that they could present their case before the court as well as protect themselves from untoward incidents in the future. Many respondents mentioned that before this violence in their village they were in complete ignorance about their constitutional rights. But when political leaders and social activists associated with prominent NGOs visited them after the incident, they started to learn about the rights guaranteed to them by the Constitution of India. They also know that Scheduled Caste/Scheduled Tribe Commission is there to safeguard their interest. Consequently, there were

ninety three (35.8 percent) respondents who mentioned that they have an understanding of various Constitutional Rights. It was observed that the knowledge about Constitutional Rights was not dependent on the educational qualification of the respondents. Some respondents despite having low educational qualifications knew their rights whereas some having relatively higher education were ignorant.

In the same manner, the Maldivian survey points out that respondents in the urban areas and younger respondents found incompatibility between Islam and human rights:<sup>10</sup>

Most people who thought human rights are not compatible with Islam because the punishments for offences prescribed in Islam conflicted with principles of human rights, were from urban regions and mostly from Malé. It is also important to note that it was mostly young people who expressed concern regarding human rights hindering implementation of the death penalty.

While the Mongolian survey indicates that people with higher educational attainment and of younger age tend to be more aware of human rights, the surveys in India and the Maldives present a different picture. In these surveys, those with higher educational attainment and those living in urban areas do not necessarily have better awareness of human rights.

The surveys provide bases for planning human rights promotion and education programs. The Korean survey recommends improvement in the existing human rights education programs, and the need to improve “laws, institutions, policies, and practices related to human rights education.”<sup>11</sup>

In addition, to get a better sense of human rights education delivered, the Commission carried out a survey of human rights in the National Assembly, a survey of human rights education for local government public officials, a survey of human rights education of teachers in elementary, middle, and high schools, and a study of parent education to prevent child abuse. The findings will be used to inform proposals for improved laws, institutions, policies, and practices related to human rights education.

## **Recommendations**

The Indian survey recommends the involvement of different stakeholders in providing avenues for human rights promotion and education:<sup>12</sup>

The NHRC is urged to forge newer and more comprehensive partnerships with various sections including key stakeholders such as the judiciary, police personnel, government officials, media, representatives of NGOs and civil society organizations, and academia (including students), most notably through its coveted internship programs, publications, seminars, workshops, training, consultations and other such means. It must also build network with the lawyers' collectives such as bar councils as well for spreading awareness in rural areas about human rights.

The Hong Kong survey, being focused on companies and work-related sexual harassment, recommends the following, among others:<sup>13</sup>

Companies or organizations from client-facing industries can raise awareness among their clients or workplace participants by providing knowledge about the recent legal changes in anti-sexual harassment provisions under the Sex Discrimination Ordinance. They are also strongly encouraged to send a clear message that staff complaints against clients' or workplace participants' inappropriate behavior(s) would be properly dealt with.

There is also a recommendation for the formal education system:<sup>14</sup>

The Education Bureau should consider thoroughly reforming the sexuality education in primary and secondary schools as soon as possible to give more emphasis on gender equality and relationship education, including sexual harassment in digital contexts and image-based sexual violence.

This Hong Kong survey, similar to the Indian survey, stresses the importance of proper mechanisms to prevent sexual harassment or help victims of sexual harassment and punish the perpetrators. It also recommends the promotion of the use of these mechanisms by making people know them.

## **Human Rights Content**

The articles speak of human rights in relation to issues that affect specific sectors of society including people in Mon and Karen states, those in

rural areas in India and atolls of Maldives, workers and company officers in Hong Kong, those in government and security sectors, the youth and children, indigenous peoples, local government officials, the Buraku people in Japan and other disadvantaged sectors.

These targeted audiences for human rights promotion and education have their own issues to face including payment of tax, land displacement due to corporate or government projects, electoral participation, health issues during the COVID-19 pandemic, job and marriage discrimination, hate speech, sexual harassment, abuse by the police and security forces, communal violence, among others.

The articles explain the different human rights promotion and education programs and activities that address these issues. The human rights promotion and education programs and activities focus on domestic legal resources including the Constitution and specific laws related to the issues and emphasize the mechanisms that exist to implement these laws to protect people and provide them the services they need. Many articles cite the importance of NHRIs in resolving issues alongside the judicial and administrative mechanisms that are expected to provide protection of the legal/human rights of the people.

Some articles cite domestic laws that have incorporated international human rights standards or are closely related to these standards. The Act on the Promotion of the Elimination of Buraku Discrimination (2016), the Law on the Promotion of Human Rights Education and Human Rights Awareness-Raising (2000), Basic Law on the Hansen's Disease Issue, the Law for the Promotion of Ainu Policies, and Hate Speech Elimination Act (2016) in Japan, the Anti-Torture Act (2013) in Maldives, the Sex Discrimination Ordinance (2020 as amended in 2021) and Crimes (Amendment) Bill (2021) in Hong Kong, and the Criminal Procedure Act and the Prosecutors' Office Act (2020) in Korea are examples of domestic laws that are considered to have incorporated international human rights standards. These laws implement the state obligation under the human rights instruments that these countries are party to.

These domestic laws present human rights principles in relation to the local contexts. But, as in the case at least of Japan, these domestic laws may not be fully subscribing to international human rights standards.<sup>15</sup>

What is clear is that human rights have been equated with constitutional and legal rights.

However, the articles also raise the problem of acceptance of human rights according to international standards. Constitutional provisions and laws that speak of rights are hardly questioned, yet the same rights spoken as “human rights” may provoke the idea of conflict between local cultures or ideas and international concepts. The Maldivian survey provides a good example of people’s view on this issue.

Human rights promotion and education programs and activities have to address this problem seriously.

In terms of human rights promotion, most articles cite the celebration of human rights such as the Human Rights Day, International Women’s Day, Child Rights Day, International Day of the World’s Indigenous Peoples and International Day of Persons with Disabilities, among others. The United Nations (UN) has emphasized the importance of these human rights day celebrations:<sup>16</sup>

International days and weeks are occasions to educate the public on issues of concern, to mobilize political will and resources to address global problems, and to celebrate and reinforce achievements of humanity. The existence of international days predates the establishment of the United Nations, but the UN has embraced them as a powerful advocacy tool.

One has to note that these human rights days express the international character of human rights. The articles explain that these celebrations are done not only in capital cities but also in the countries’ regions/provinces/states and thus reaching more people. These celebrations may help address the problem of people seeing human rights as conflicting with local cultures and practices. When the celebrations focus on concrete problems faced by the people in general and specific sectors of society in particular, there can be better appreciation of human rights.

### **Local Community Focus**

The article of Human Rights Development Centre provides principles that govern community-based initiatives:

- a. Community-based approach is a priority strategy that requires people in the community to be oriented and trained in such a

way that they can appreciate the project as belonging to the community. This sense of ownership of the project by the community helps in the effective implementation of the project as well as its sustainability;

- b. Mobilization of local resource is ensured as one of the major strategies towards attaining project sustainability after the project period. These can be in the form of cash, kind, technical assistance, support services and direct involvement and participation of the community people.

HRDC organizes courtyard meetings with indigenous women at grass-roots level regarding the issue of indigenous people's access to social safety net programs. It trains new generation of human rights defenders against discrimination at district level among the members of civil society organizations and community-based organizations and social workers.

Similarly in Burma/Myanmar, Mon villagers act to protect themselves from human rights violations and in obtaining justice through the "educated persons in the community and the Buddhist monks." But they still need the techniques, knowledge and networking skills in working for human rights protection.

This led HURFOM to start its Human Rights Defending and Community Participation Project with the following objectives:<sup>17</sup>

- To strengthen the community participation and coordination for the defense against human rights violations through non-violent means, by learning the Burmese government's existing regulations, legal system, laws and orders;
- To introduce the community leaders and civil society leaders to the techniques of defending against human rights violations that happen in their community and of lessening these violations; and
- To encourage them to have practical involvement in the activities or movement related to their rights and defending against human rights violations happening in the communities.

Under this project, HURFOM undertakes the following:<sup>18</sup>

- Provide information about laws, human rights and human rights defense techniques to the community people;
- Create media contact and networks among the communities;



- Hold seminar on networking for community empowerment;
- Provide capacity-building activity especially on organizational management, effective communication, networking, problem-solving and conflict resolution, etc., to communities requesting training.

In a more democratic setting, such community-level initiatives would benefit from trained local government officials. The support from the local government to local community initiatives would further strengthen the capacity of local human rights defenders. The human rights leadership course for local government managers and the capacity-building courses for human rights officers and human rights guards in local governments of the Korean Commission can be such local government training program that can support local community initiatives. This course is designed to be readily applied to human rights education and investigation activities at the local government level. The course also widened the coverage of participants to include primary local government officials so that “human rights education can be facilitated at this level and a network of cooperation can be built among participants.”

### **Government Support**

Weak support for human rights promotion and education by some governments in Asia and the Pacific has been observed.

The Mongolian Commission notes:<sup>19</sup>

In addition, no significant progress is made in terms of human rights education in the formal and informal education sector because of ineffective and non-systemized formal and informal human rights training activities, and non-existence of state policy on human rights education.

In Japan, the enactment of laws against hate speech and discrimination have not led to provision of proper training for “public prosecutors, judges or police officers regarding racial discrimination in Japan including hate speech in general, or training to increase their capacity to identify cases of discrimination.”<sup>20</sup> These laws came many years after the enactment of law on

human rights education (Law on the Promotion of Human Rights Education and Human Rights Awareness-Raising [2000]), adoption of National Basic Plan on Human Rights Education [2002], and the existence of a government-supported human rights education center.

On the other hand, the Philippine Department of Education (DepEd) includes human rights education and child rights education in its “Rights-based Education Framework for Basic Education” issued on 27 June 2022 as Department Order no. 031, series of 2022. This education framework discusses what rights-based education mean:<sup>21</sup>

“Rights-based Education Framework in DepEd (RBE-DepEd)” refers to a cohesive and consolidated framework and lens to guide the DepEd and other stakeholders in education, as duty-bearers, to educate and nurture happy, well-rounded, and smart children enjoying their rights in schools, learning centers, and other learning environments served by a learner-centered and rights-upholding Department of Education. The framework recognizes that children are rights-holders with the indispensable, interrelated, and interdependent right to access education, right to quality education, and right to respect and well-being in the learning environment, and adults are duty-bearers with the legal obligation to uphold those rights.

DepEd further explains

#### B. RBE-DepEd and Its Experiential Components

43. Through RBE-DepEd, children learn, experience and enjoy their rights in four experiential components: learning as a right, learning about rights, learning through rights, and learning for rights. The components also show how education should be provided to every child.<sup>22</sup>

DepEd is adapting the UNESCO and UNICEF rights-based education framework by referring to their materials in the framework document: *A Human Rights-Based Approach to Education for All: A Framework for the Realization of Children's Right to Education and Rights within Education* (UNESCO and UNICEF, 2007) and *Child Rights Education Toolkit: Rooting*

*Child Rights in Early Childhood Education, Primary and Secondary Education* (First Edition: UNICEF, 2014).

The rights-based approach to education, employed in the DepEd education framework, is important as it covers the whole education system and thus requires human rights application in the different components of the system.

Since this education framework was issued only in mid-2022, its implementation will take time as DepEd reorganizes its K-12 curriculum.<sup>23</sup> A proper implementation of this education framework can recover the seemingly lost momentum of human rights education in the Philippine school system that started decades ago.

This relates to the observation of the Mongolian Commission about the impact of human rights education on the youth in relation to educational policy:<sup>24</sup>

Change of attitude is a long-term on-going process. Lack of reinforcement of the human rights education system in the policy planning and legal documents of the Mongolian education sector and non-clarity of values and priorities of the sector create a challenge to making the youth and the next generation adopt human rights-based culture and attitude that respect human dignity and values and recognize and apply in their lives the human rights principles and standards.

### **Institutional Collaboration**

Another key issue is on implementation of human rights education programs. Collaboration among related institutions is a key element in this regard. No institution can single-handedly implement human rights education programs over significant period of time and covering different sectors of society.

The Buraku Liberation and Human Rights Research Institute (BL-HRRI) collaborates with other groups and institutions such as the Buraku Liberation League, its local chapters, the Japan Teachers Union, the National Dowa Education Research Council and the National Liaison Council for *Rimpokan* (community centers in Buraku districts), other human rights organizations and local governments.

The Mongolian Commission has another example on how this collaboration is done:<sup>25</sup>

Government organizations, for instance, Judicial research, information and training institute of the Judicial General Council, National Coordination Council for Crime Prevention in Mongolia, Authority for Family, Child and Youth Development, National Committee on Gender Equality, National Legal Institute, Training and Research Center of the State Prosecutor General's Office enrolled over 10,731 officers in human rights training in 2018. Among local administrative bodies, the Office of the Songinokhairkhan District Governor organized training to provide legal and human rights education to the citizens, involving two hundred sixty-three residents of twenty-four *khoroos*<sup>26</sup> (administrative subdivisions of Ulaanbaatar) in 2018.

But it also cites the need to work with other institutions:

Each governmental organization is obliged to disseminate human rights education to its subsidiary agencies and their officials and officers. This obligation can be fulfilled more effectively if it is done in collaboration with other organizations such as the following:<sup>27</sup>

- State Great *Hural* and its standing committees;
- Local administrative and self-governing bodies;
- National Human Rights Commission;
- Educational institution for training public servants;
- Non-governmental organizations;
- Trade unions, etc.

The Korean Commission has an even more comprehensive network of institutions that concentrate on specific fields from formal education to training of members of the security forces and government officials at the national and local levels. It also consulted the Local Government Human Rights Education Council, Military Human Rights Education Council, School Human Rights Education Council, and University Human Rights Center Council in developing and implementing its human rights promotion and education program.

## **Institutes for Human Rights Promotion and Education**

Several articles discuss the establishment of institutions or structures for human rights promotion and education. These institutions or structures provide information on issues and human rights (concepts, standards, activities and services) that the general public and specific sectors (government officials, members of the security forces, local government officials, students, teachers and human rights workers) can avail of.

The Korean Commission has the Human Rights Training Institute described as an<sup>28</sup>

educational space designed to foster instructors and trainers, and guarantee the right to human rights education for all. The Institute will play a key role in ensuring quality human rights education and promoting a culture that is favorable to human rights, by capturing the Commission's expertise and sense of current topics in the curricula.

The Philippine Commission created its Human Rights Institute as a major vehicle for human rights promotion and education. It offers on-line courses and work with different institutions on particular educational projects.

The NGO Humanitarian Center established the School of Human Rights Education as a part of<sup>29</sup>

strategy of improving the level of legal knowledge among young people in the regions of Uzbekistan. The school provides basic knowledge on human rights and organizes special seminars for youth, workers, farmers, etc. It recruits every three months young people who want to learn more about human rights and the international human rights instruments of the United Nations. The young people are aged up to twenty years old, and recruited with proper respect for gender balance.

The 2022-2025 strategic plan of the Mongolian Commission includes the establishment of a "training and research institute for providing human rights education."<sup>30</sup> This institute can gather people who can help further develop the existing human rights promotion and education programs in Mongolia.

## Online Programs

Online programs for human rights promotion and education take various forms. They include online data management, online educational programs and online information/library service.

HURFOM saw the need to adopt a “systematic data management and effectively used it in advocacy activities” and “improve Information Technology and Communication skills in order to systematically document all human rights situations.” This is the Human Rights Data Management and Advocacy Project of HURFOM.<sup>31</sup>

The Cyber Human Rights Training Center of the Korean Commission “introduced contactless full-day distance education” and “made maximum use of small meeting rooms and online learning tools to ensure continuity of the instructor development program amidst the spread of COVID-19.”<sup>32</sup>

The Philippine Commission’s Online Human Rights Academy has open online courses on human rights. The Academy offers general certificate courses on introduction to human rights (basic concepts and principles of human rights, also the right to health because of the COVID-19 pandemic). It uses videos and quizzes that complement the learning experience. The specialized certificate courses on highly specialized topics aimed at promoting awareness and societal involvement. The professional and executive certificate courses aim to provide an in-depth discussion of the most current human rights issues for professionals, executives, members of the security sector and students.

In addition, the Philippine Commission has online library/reference center named Digital Archive: KIBO. This is a “repository of ... digital assets such as videos, images, audio files, among others, with the intention of providing long-term access to information with varying evidential, legal, or contextual value.”<sup>33</sup> It includes specific-issue “observatories” of information on gender, climate change, persons with disabilities, migrant workers, and indigenous peoples.

The Korean Commission has the Human Rights Library that was initially established as the Human Rights Reference Library in 2002, and was renamed Human Rights Library in 2012. The library is described as follows:<sup>34</sup>

This library facilitates research, collection, analysis, and preservation of human rights-related information and materials; offers reading and loan services; documents, manages, and

preserves Commission's publications; and engages in exchange and cooperation with other libraries in Korea and abroad.

By developing and distributing a guidebook on online human rights education, it ensured that its online programs are as effective as face-to-face programs in terms of participation and communication.

The Korean Commission has tapped the current popularity of online movies. It created in 2021 a four-part series "web drama on human rights issues" during the time of the COVID-19 pandemic such as information rights, invasion of privacy and digital piracy named "Teaming." The "web drama" is available on YouTube. Similarly, it produced "Wise Human Rights Life," a video series also available online. Working with the Byeolbyeol Reporters, a group of online supporters, the Korean Commission has been uploading "various content on new media forms like Naver's Together N."

Since 2018, the Korean Commission has been producing movies that depict the day-to-day activities of its investigators in order to illustrate the role that the Commission is playing and give viewers food for thought on human rights ("Calm Down," 2018); address human rights in sports, the rights of multi-cultural families and student rights in a high school setting ("The Secret of Secret," 2019); and about prejudices that young people who live in facilities face, gender discrimination in everyday life, and human rights in sports ("Chatagongin," 2020).

Online education programs as well as online-accessible materials are new tools of human rights promotion and education as stressed by the different institutions in Asia. The COVID-19 pandemic showed the importance of online information as well as online activities. This situation strengthened even more the need to maximize use of online facilities and platforms for human rights promotion and education.

### **What Should be Done<sup>35</sup>**

Human rights promotion and education initiatives have long been existing in some subregions in the Asia-Pacific particularly South, Southeast and Northeast Asia. But there is still much work to do in ensuring that these initiatives are sustainable and strong.

The main players in human rights promotion and education in the region remain to be the NGOs and the NHRIs with their grassroots and national

level activities; while several human rights centers and networks play a role at the regional level.

Human rights promotion and education would benefit from increased implementation of existing educational initiatives that integrate human rights with other issues such as those on Sustainable Development Goals and Global Citizenship. These educational initiatives attract teachers, school and education officials, NGO and company workers in the region. They reflect human rights promotion and education initiatives that have long been undertaken by NGOs on specific issues affecting grassroots communities such as those on economic livelihood, health, environment, and issues affecting children, persons with disabilities, urban and rural poor, indigenous peoples, and women.

To be able to address the issues affecting human rights promotion and education in the region, the following are recommended:

- a. Increase support for the human rights promotion and education programs of NHRIs, government agencies, NGOs and academic institutions and promote their collaborative efforts;
- b. Encourage promotion of human rights using the digital platforms in disseminating information, providing online training and other activities and operating online library/human rights center;
- c. Renew support for human rights promotion and education in the school systems;
- d. Reaffirm recognition of the work of NGOs especially at the grass-roots level;
- e. Encourage UN offices, programs and agencies to give more support (not necessarily financial) to human rights promotion and education initiatives in the region. A mere gesture of recognition and appreciation from these UN agencies of the work being done by these institutions in the region would have significant positive impact on the motivation of educators and education officials and on the legitimacy of the programs they implement.

Many human rights promotion and education initiatives in countries in the Asia-Pacific did well despite the restrictions of the COVID-19 pandemic. They maximized the use of online mediums to reach people. But they still



have much room for improvement and many more locations and peoples to reach.

## Endnotes

1 This volume has only articles from Asia due to inability to obtain articles from Pacific countries.

2 See National Human Rights Commission of Bangladesh, "Bangladesh NHRC: Baseline Survey Paves Way for Human Rights Education," *Human Rights Education in Asia-Pacific*, volume three, 2012, [www.hurights.or.jp/archives/asia-pacific/section1/pdf/8%20-%20Bangladesh%20NHRC.%20Baseline%20Survey%20Paves%20Way%20for%20Human%20Rights%20Education.pdf](http://www.hurights.or.jp/archives/asia-pacific/section1/pdf/8%20-%20Bangladesh%20NHRC.%20Baseline%20Survey%20Paves%20Way%20for%20Human%20Rights%20Education.pdf).

3 See National Human Rights Commission of Bangladesh, *ibid.*, page 166.

4 Department of Social Work, Delhi University, "Locating National Human Rights Commission within the Human Rights Discourse at the Grassroots in Rural India," page 270 of this volume.

5 Officially, Mongolia is divided into three administrative tiers, with different types of administrative unit on each tier: a) *Aimag* (Province), which is divided into *Soums* (Regions), and each *Soum* is further divided into *Bag* (Hamlet); b) Capital city (Ulaanbaatar), which is subdivided into Districts, and each District is subdivided into *Khoroos* (Municipal subdivision).

6 UNDP Maldives, "Surveying Human Rights Awareness in Maldives," page 259 of this volume.

7 National Human Rights Commission of Mongolia, "National Human Rights Commission of Mongolia: Human Rights Awareness and Education Functions," page 150 of this volume.

8 This is somewhat similar to a finding in a study in the Philippines that the "level of human rights education has largely been at the appreciation level." See Francis Tom Temprosa, "The Enduring Challenge to Human Rights Education: Reflections from the Field in the 'New Normal,'" page 179 of this volume.

9 Department of Social Work, Delhi University, *op. cit.*, page 272 of this volume.

10 UNDP Maldives, *op. cit.*, pages 257-258 of this volume.

11 National Human Rights Commission of Korea, "Human Rights Education and Promotional Activities in Korea," page 192 of this volume.

12 Department of Social Work, Delhi University, *op. cit.*, page 290 of this volume.

13 Equal Opportunities Commission, "A Territory-wide Representative Survey on Sexual Harassment in Hong Kong 2021," page 225 of this volume.

14 Equal Opportunities Commission, *ibid.*, page \_\_\_\_ of this volume.

15 See Jefferson R. Plantilla, "BLHRRRI and Anti-Discrimination Education," page 17 of this volume. See also the critique of the Ainu Policy Promotion Act of 2019, Mashiyat Zaman, Leni Charbonneau and Hiroshi Maruyama, "Critiquing the Colonialist Origins of the New National Museum Upopoy," *FOCUS Asia-Pacific*,

Volume 107, March 2022, [www.hurights.or.jp/archives/focus/section3/2022/03/critiquing-the-colonialist-origins-of-the-new-national-museum-upopoy.html](http://www.hurights.or.jp/archives/focus/section3/2022/03/critiquing-the-colonialist-origins-of-the-new-national-museum-upopoy.html).

16 International Day of Persons with Disabilities, 3 December, United Nations, [www.un.org/en/observances/day-of-persons-with-disabilities](http://www.un.org/en/observances/day-of-persons-with-disabilities).

17 Human Rights Foundation of Monland, “Struggle for Human Rights Education for the Mon People,” pages 73-74 of this volume. See also the training of community leaders in Malaysia, DHRRA Malaysia, “Statelessness and Empowerment in Malaysia,” pp. 51-55 in this volume.

18 Human Rights Foundation of Monland, *ibid.*, page 74 of this volume.

19 National Human Rights Commission of Mongolia, *op. cit.*, page 150 of this volume.

20 Plantilla, page 19 of this volume.

21 See full text of the “Rights-based Education Framework for Basic Education” of the Department of Education of the Philippines here [www.deped.gov.ph/2022/06/28/june-27-2022-do-031-s-2022-child-rights-policy-adopting-the-rights-based-education-framework-in-philippine-basic-education/](http://www.deped.gov.ph/2022/06/28/june-27-2022-do-031-s-2022-child-rights-policy-adopting-the-rights-based-education-framework-in-philippine-basic-education/).

22 DepEd explains

b. Learning about rights

Learning about rights covers all three dimensions of RBE. Child rights and human rights education should be given space within the curriculum for children to learn about their human rights and children’s rights in a structured and guided environment. At the same time, children should learn these rights not only in the curriculum, but also in co-curricular and extra-curricular programs. Child rights clubs as well as classroom, school, community, intra-school, inter-community, and inter-country programs on child rights enrich children’s learning of their rights.

c. Learning through rights

Learning through rights encompasses the two dimensions of the right to quality education and the right to respect and well-being in the learning environment. It is about transforming the learning environment and ensuring that children learn in schools and community learning centers that are rights-respecting and rights-upholding. Children learn rights through knowledge, valuing, experience, and exercise of these rights.

d. Learning for rights

Learning about rights and through rights naturally leads to learning for rights. This involves children actively claiming one’s own rights, and promoting respect for the rights of others within and beyond the learning environment, to transform the broader domestic and global environment toward a sustainable future.

23 See “VP Sara: DepEd pledges to produce employable K to 12 graduates,” Office of the Vice-President, <https://ovp.gov.ph/post/vp-sara-deped-pledges-produce-employable-k-12-graduates>.

24 National Human Rights Commission of Mongolia, *op. cit.*, page 150 of this volume.

25 National Human Rights Commission of Mongolia, *ibid.*, page 148 of this volume.

26 National Human Rights Commission of Mongolia, *ibid.*, page 148 of this volume.

27 National Human Rights Commission of Mongolia, *ibid.*, page 147 of this volume.

28 National Human Rights Commission of Korea, *op. cit.*, page 193 of this volume.

29 Humanitarian Legal Center, “Educating the Youth in Uzbekistan,” page 90 of this volume.

30 National Human Rights Commission of Mongolia, *op. cit.*, page 149 of this volume.

31 Human Rights Foundation of Monland, *op. cit.*, page 67 of this volume.

32 National Human Rights Commission of Korea, *op. cit.*, page 193 of this volume.

33 Temprosa, *op. cit.*, page 173 of this volume.

34 National Human Rights Commission of Korea, *op. cit.*, page 199 of this volume.

35 This is based on the author’s online powerpoint presentation entitled “Review of Significant Human Rights Education Practices in Asia-Pacific” at the Global Forum on “Human Rights Education,” held on 5-6 December 2022, Sarmakand, Uzbekistan.