

Documenting Human Rights Education

Jefferson R. Plantilla

THE IDEA OF A JAPANESE HUMAN RIGHTS INFORMATION CENTER for Asia and the Pacific was inspired by the plea of a Japanese official of the United Nations, the late Yo Kubota. He made the plea in 1983 in Osaka for Japan to help promote human rights in Asia and the Pacific. He addressed his plea to the local human rights movement.

The local human rights movement, led by the anti-Buraku discrimination movement, lobbied the city and prefectural governments in Osaka to support the plea of Kubota. More than a decade later, in 1994, the Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) was formally opened.

In his message at the opening ceremonies of HURIGHTS OSAKA on 7 December 1994, United Nations High Commissioner for Human Rights, Jose Ayala-Lasso, stressed that¹

The Asia-Pacific Human Rights Information Center has a very special meaning for the United Nations. Eleven years ago, on the occasion of the celebration of the 35th anniversary of the Universal Declaration of Human Rights, here in Osaka, a highly respected staff member of the Centre for Human Rights, Mr. Yo Kubota, suggested the establishment of such a Center. I want to take this opportunity to thank all who worked to bring that idea to the reality we are witnessing today: to the human rights activists, to the distinguished scholars and to the Osaka Municipal and City Governments who had the foresight and commitment to human rights to bring about the creation of this Center.

HURIGHTS OSAKA aimed to collect human rights information related to the situation in the Asia-Pacific and to promote human rights in the region.

Human Rights Education

As expressed by Thomas McCarty, Senior Adviser for the United Nations High Commissioner for Human Rights, in his address during the opening

ceremonies in December 1994,² the establishment of HURIGHTS OSAKA came after the significant United Nations-supported events on human rights were held starting with the 1982 Asian regional conference on promotion and protection of human rights held in Sri Lanka, and more than a decade later the World Conference on Human Rights held in Austria, as well as the series of regional workshops on human rights (1990 in Manila, 1993 in Jakarta, and 1994 in Seoul).

In 1995, HURIGHTS OSAKA organized two activities on human rights education. The first was a symposium (with a focus on the United Nations Decade for Human Rights Education) held on 29 July 1995 in Osaka city,³ and the other a meeting with representatives of regional organizations held on 21 September 1995 in Bangkok.⁴

The proceedings of the two activities were reported in the newsletter of HURIGHTS OSAKA. The proceedings reports contained what documentation on human rights education should be: discussion of concrete programs, the challenges that should be faced at the ground level, and the relevant international initiative.

These activities started the human rights education program of HURIGHTS OSAKA.

Why Document Human Rights Education?

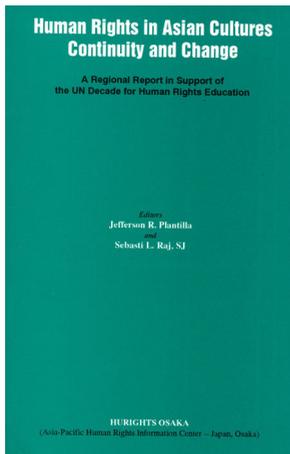
Documentation of human rights activities is essential in promoting human rights. There is a dire need to emphasize to the public that human rights are not mere concepts but are acted upon to serve personal and societal benefit. Presenting concrete human rights activities—those that address concrete issues affecting people at the ground level—serves as effective means of understanding human rights.

Human rights education is a key human rights activity (along with human rights protection and realization) that should be understood well in terms of practice. Documentation of human rights education gives both practitioners and the general public a guide on how “every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms” (Preamble of the Universal Declaration on Human Rights).

HURIGHTS OSAKA and Human Rights Education Documentation

HURIGHTS OSAKA initiated the documentation of human rights education activities through its publications. This started with the launching of a series of activities in 1996 aimed at developing a regional human rights education program.⁵

A research project in relation to the Asian values debate in early 1990s included a workshop on cultural values and human rights in 1997.⁶ Two publications came out subsequently, *Human Rights in Asian Cultures - Continuity and Change* (1997) and *Human Rights Education in Asian Schools* (1998). The 1997 publication included research reports on cultural values and human rights (in Japan, India, Indonesia, the Philippines and Sri Lanka), discussion of human rights education initiatives in different countries, and a review of the human rights education initiatives of national human rights institutions (NHRIs) in Asia.



Human Rights in Asian Cultures - Continuity and Change (1997)



Human Rights Education in Asian Schools

This was followed, as suggested by the participants in the 1997 regional workshop, by a project on human rights education in the formal education system.⁷ The papers presented in this workshop were published in 1998 with the title *Human Rights Education in Asian Schools*. The papers were prepared by education officials, Commissioners of NHRIs, non-governmental organization (NGO) workers, academics and researchers in different countries in Asia.

This publication brought out another

aspect in documenting human rights education: the need to disseminate varied national and local contexts, and differing viewpoints coming from a variety of institutions in different countries involved in human rights education.

This publication likewise stressed the need to recognize the meaning of human rights education from the perspective of field work.

Documentation by Practitioners

An essential content of any documentation of human rights education should be on what it is, how it is done, and by and for whom. HURIGHTS OSAKA documents human rights education by presenting ground-level experiences. Thus it seeks practitioners of human rights education in gathering information and compiling materials. This translates into the discussion of the following:

- Introduction of profile of the organizations implementing human rights education programs including story of its establishment;
- Reason(s) for the adoption of human rights education programs;
- Local contexts of human rights education programs;
- Practical aspects of human rights education including types of participants, human rights issues involved, educational activities, teaching and learning materials, pedagogies, impact on participants;
- Issues and challenges that not only assess the programs but also provide bases for their development.

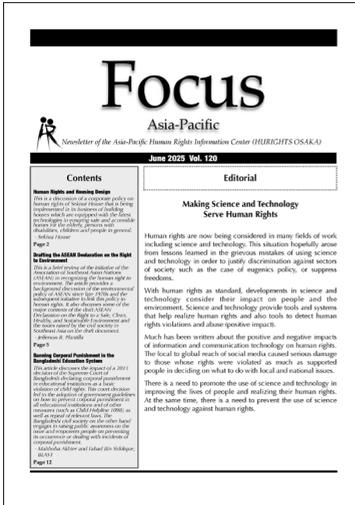
HURIGHTS OSAKA likewise values the role of researchers in documenting human rights education experiences and providing analysis of such experiences from a third-party perspective. Thus, HURIGHTS OSAKA publishes research reports to support the development of human rights education programs through ideas and experiences gathered in the research. Research on the practical aspects of human rights education is essential in HURIGHTS OSAKA's documentation efforts.

Forms of Documentation

HURIGHTS OSAKA's documentation work brings to a larger audience human rights education experiences in Asia and the Pacific.

For a period of almost twenty-nine years, from 1996 till the present, HURIGHTS OSAKA has disseminated human rights education experiences through different publications: newsletter, annual publication, project report, and teaching-learning material. The variety of forms of documentation serves a purpose: it allows wider readership. Different forms of documentation circulate to different people.

The newsletter named *FOCUS Asia-Pacific* covers short articles on human rights education gathered from various sources including those from NGOs, academic institutions, research centers (local, national and regional), NHRIs, United Nations (UN) offices and agencies and individual practitioners.



FOCUS Asia-Pacific newsletter

Human rights are now being considered in many fields of work including science and technology. This situation hopefully arose from lessons learned in the gross misuse of using science and technology in order to justify discrimination against sectors of society such as the case of eugenics policy, or suppress freedoms.

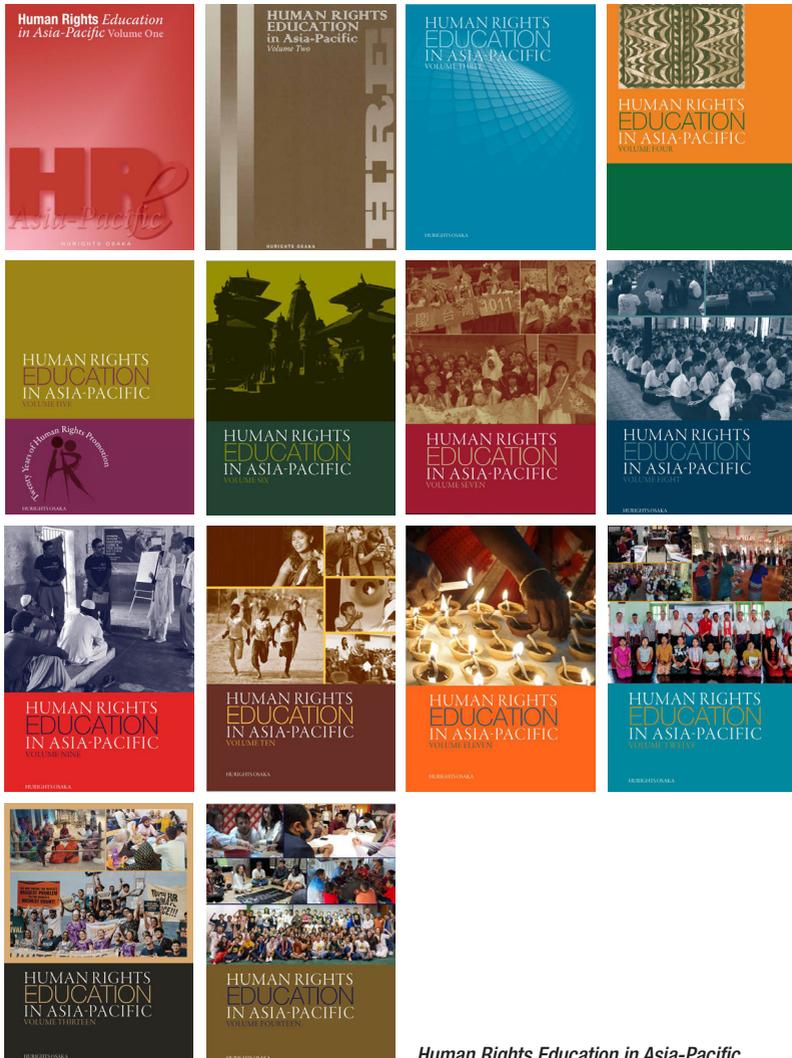
Published reports of workshops and projects allow people to know in detail issues surrounding human rights education. HURIGHTS OSAKA has documented the proceedings of workshops it organized in South, Southeast and Northeast Asia in collaboration with NHRIs, education ministries, UN offices and agencies and other institutions. The documentations are useful reference materials on issues affecting human rights education.

HURIGHTS OSAKA published materials that encapsulate ideas and pedagogies of teaching and learning human rights drawn from the experiences of human rights educators in Asia and the Pacific. It published subregional teaching and learning materials (lesson plans) developed by educators in the different Asian subregions (South, Southeast and Northeast) during the 1998-2006 period.⁸

Annual Publications

The annual publication of HURIGHTS OSAKA on human rights education started with *Human Rights Education in Asian Schools* of 1998. It continued for twelve years, until 2010. Similar to the *FOCUS Asia-Pacific* newsletter,

this publication included articles contributed by those working in NGOs, education ministries, academic institutions, research centers (local, national and regional), NHRIs, UN offices and agencies, and also individual practitioners particularly school teachers and trainers. This annual publication is distinct for its focus on human rights education in the formal education system in Asia.



Human Rights Education in Asia-Pacific

From 2011, HURIGHTS OSAKA expanded the scope of human rights education initiatives in its annual publication by covering all types of programs and including both Asia and the Pacific. This became the annual *Human Rights Education in Asia-Pacific* that has covered countries from all subregions of Asia (West, Central, South, Southeast and Northeast subregions) and the Pacific.

Documentation as Human Rights Promotion

Documenting human rights education, from the perspective of HURIGHTS OSAKA, serves a number of purposes:

- Support for human rights educators and educators in general in their educational programs and activities;
- Recognition of the variety of contexts, institutions, initiatives, concerns, issues, activities and challenges of human rights education in Asia-Pacific;
- Understanding of the trends in human rights education implementation in the region and identifying measures needed to support human rights education development at various levels (community, provincial, state, national/federal, regional);
- Creation of database on human rights education programs, activities, materials, etc. in Asia-Pacific.

They all lead to understanding the practical aspects of doing human rights education; or more specifically, the way practitioners develop human rights education programs and implement them in specific contexts.

Ultimately, the documentation of all these experiences supports the basic objective of HURIGHTS OSAKA: promote human rights in Asia and the Pacific.

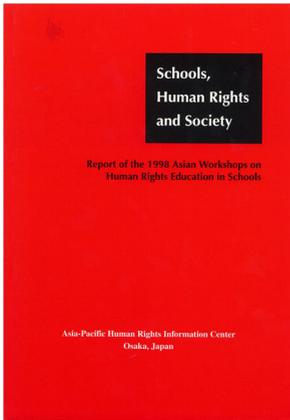
Forms of Human Rights Education

The documentation of human rights education stresses the practical aspects and challenges of developing and implementing programs and activities. Painting a sanitized version of the experiences is not useful to those looking for realistic guide in starting human rights education initiatives. Presenting the realities of starting and implementing human rights education programs

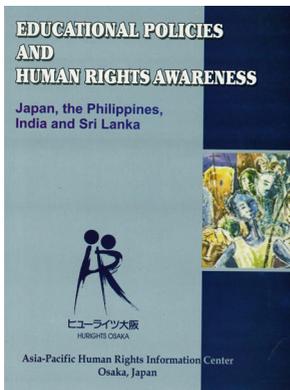
and activities teaches lessons to others. At the same time, presenting diverse programs and activities provides options and possibilities in undertaking human rights education that fits situations and challenges.

The publications of HURIGHTS OSAKA cover a variety of forms of human rights promotion and education—formal, semi-formal, non-formal.

Formal education



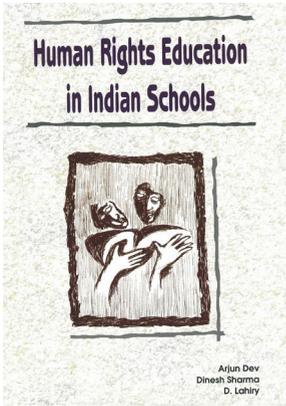
Schools, Human Rights and Society - Report of the 1998 Workshops on Human Rights Education in Schools



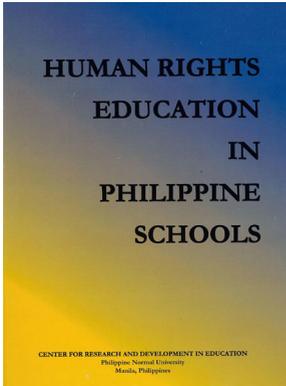
Educational Policies and Human Rights Awareness - Japan, India, the Philippines and Sri Lanka (2008)

HURIGHTS OSAKA started documenting human rights education in the school system experiences in 1998 in the form of workshop and research reports. The series of workshops held in Southeast Asia led to the publication in 1999 of a report entitled *Schools, Human Rights and Society - Report of the 1998 Workshops on Human Rights Education in Schools*. This report provides a comprehensive discussion of initiatives, components, issues and challenges confronting the teaching and learning of human rights in the school system in Southeast Asia (Cambodia, Thailand, Vietnam, Malaysia, Indonesia and the Philippines).

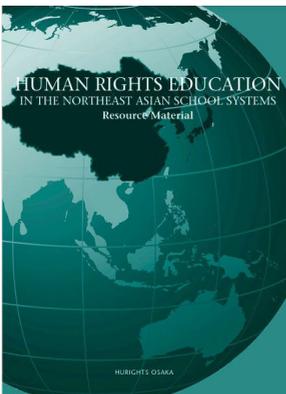
HURIGHTS OSAKA also researched on educational policies that relate to human rights education and did a survey of awareness of human rights among students and teachers in India, the Philippines and Japan. The research and survey results were published in 2007-2008 both as country reports and as a collective report of all the countries involved: *Human Rights Education in Indian Schools* (Arjun Dev, Dinesh Sharma, D. Lahiry, 2007); *Human Rights Education in Philippine Schools: Analysis of Education Policies and Survey of Human Rights Awareness* (Lolita H. Nava, Zenaida Q. Reyes, Maria Carmela T. Mancao, Maria Victoria C. Hermosisima, and Felicia I. Yeban, 2006) and *Educational*



Human Rights Education in Indian Schools (2007)



Human Rights Education in Philippine Schools: Analysis of Education Policies and Survey of Human Rights Awareness (2006)

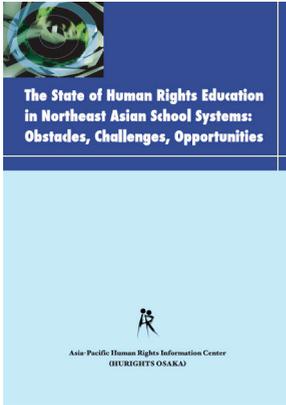


Policies and Human Rights Awareness - Japan, India, the Philippines and Sri Lanka (2008).

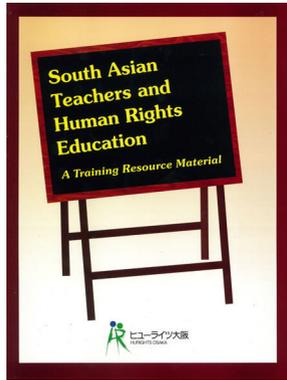
These publications were followed by reports from Northeast Asia that present the situation in Japan, Hong Kong, Taiwan, China, Mongolia and South Korea: *The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities* (2010)⁹ and *Human Rights Education in the Northeast Asian School Systems - Resource Material* (2013).¹⁰ Both publications discuss educational policies, school curriculums and lesson plans used in Northeast Asian school systems.¹¹

The two annual publications of HURIGHTS OSAKA (*Human Rights Education in Asian Schools*, 1998-2010; and *Human Rights Education in Asia-Pacific*, 2010-present) provide the avenue for experiences in many other countries to be documented and made available in both print and online versions. Most of the articles are accounts of implementation of programs and activities by teachers and NGO workers inside the classroom, school and in the community. Some discuss the teaching and learning materials including lesson plans used in teaching/learning human rights. Articles on school activities cover the history of the teaching of human rights (or related concepts such as non-discrimination), the lesson plans and the activities;¹² those on school curriculum describe how human rights can be infused in the different subjects;¹³ those on textbooks analyze the textbook contents;¹⁴ and those on teacher training discuss the content of the training ac-

Human Rights Education in the Northeast Asian School Systems - Resource Material (2013)



The State of Human Rights Education in Northeast Asian School Systems: Obstacles, Challenges, Opportunities



South Asian Teachers and Human Rights Education - A Training Resource Material (2009)

tivities (including human rights concepts, relevant national laws, lesson planning, appropriate pedagogies) and sometimes the training impact.¹⁵ There are also articles on tertiary level human rights education programs that discuss the educational policy,

human rights issues, pedagogies, programs supporting tertiary level human rights education programs and also networks of universities for human rights education.¹⁶

Semi- and non-formal education

With the start of the annual publication of the *Human Rights Education in Asia-Pacific* in 2010, semi-formal and non-formal human rights education programs have been featured that ranged from training programs for specific sectors to community-based activities as shown in Tables 1 and 2 below.

Table 1. Training programs

Activity	Initiatives
Judicial training	Philippines (Philippine Judicial Academy), Nepal (National Judicial Academy)
Training program	Yemen (Mwatana), Myanmar (Political Prisoners), Pakistan (Institute for Development Studies and Practices)
Community legal education	Bangladesh (legal empowerment program for Biharis)

Table 2. Activities that promote human rights in Asia and the Pacific

Activity	Initiatives
Theater production	Sri Lanka (Active Theater Movement focusing on post-conflict reconciliation), Vanuatu (Vanuatu Rainbow Disability Theatre Group), Indonesia (SIGAB, Jogjakarta, empowering persons with disability), Papua New Guinea (Seeds Performing Arts Theatre Group), Bangladesh (Bangladesh Institute of Theatre Arts), Taiwan (Garden of Hope, women and child rights advocacy)
Art exhibition	Japan (paintings on women issues), Thailand (creative art on child rights)
Museum visit	Bangladesh (Liberation War Museum), Pakistan (Citizens Archive of Pakistan), Cambodia (museums on the Khmer Rouge regime abuses), Sri Lanka (Community Memorialization Project)
Film festival	India (Kriti Film Club, Madurai International Documentary and Short Film Festival), Bangladesh (International Children's Film Festival), Papua New Guinea (Human Rights Film Festival), the Philippines (Active Vista), Malaysia (Freedom FilmFest)
Literature festival	India (LitFests)
Social media	Taiwan (advocacy on gender issues)
Community activities	Japan (social education program of community-based centers, local human rights festivals); Singapore (Migrants Day); Myanmar (International Day celebration), Cambodia (CamASEAN photo exhibit in villages)
Child play	Hong Kong (Playright, Children's Play Association), India and the Philippines (research on play and human rights), Bahrain (Be Free Program)

The list of activities in Table 2 reveals the diversity of initiatives that promote human rights in Asia and the Pacific. It also shows the variety of institutions involved that work at both national and regional levels. It is notable that many of these activities are community-based. They are designed to get the local residents to participate in the activities (as can be seen in the community theatre productions, art exhibits, film showings, festivals and seminars¹⁷). Even the museum visit can be community-based with the mobile museum of Liberation War Museum in Bangladesh¹⁸ as an example. These community-based activities allow the members of local communities to engage in a dialogue on issues related to human rights as well as the idea of human rights itself.¹⁹

The articles also focus on specific sectors such as indigenous peoples, children, students, civil servants, women, persons with disabilities, migrant workers, judges, prisoners, youth, NGO workers, teachers, journalists,

staff of national human rights institutions, artists, and members of local communities.

In terms of institutions, the articles involve schools, NGOs, training centers, education ministries, national human rights institutions, human rights centers,²⁰ local governments, UN agencies, international organizations, art and theater groups from thirty-two countries in Asia and the Pacific.

Table 3. Human rights institutions with articles on human rights education published by HURIGHTS OSAKA

Country	NHRI
Afghanistan	Afghanistan Independent Human Rights Commission
Australia	Australian Human Rights Commission; Victorian Equal Opportunity and Human Rights Commission
Bahrain	National Institution for Human Rights
Bangladesh	National Human Rights Commission of Bangladesh
Hong Kong	Equal Opportunities Commission
India	National Human Rights Commission of India
Indonesia	Komisi Nasional Hak Asasi Manusia
Iran	Iranian Islamic Human Rights Commission
Jordan	Jordan National Centre for Human Rights
Korea (South)	National Human Rights Commission of Korea
Malaysia	Suruhanjaya Hak Asasi Manusia Malaysia
Maldives	National Human Rights Commission of Maldives
Mongolia	National Human Rights Commission of Mongolia
Myanmar	Myanmar National Human Rights Commission
Nepal	National Human Rights Commission of Nepal
New Zealand	Te Kāhui Tika Tangata
Philippines	Commission on Human Rights of the Philippines
Qatar	National Human Rights Committee of Qatar
Sri Lanka	Human Rights Commission of Sri Lanka
Thailand	National Human Rights Commission of Thailand
Uzbekistan	National Center for Human Rights of the Republic of Uzbekistan

Articles from these institutions have been published since 1998 and continued till 2025 mainly in the two annual publications of HURIGHTS OSAKA. But the first publication about some of these institutions was in a chapter

of the 1997 *Human Rights in Asian Cultures - Continuity and Change*. The articles discuss the historical background of their establishment, the legal bases of the establishment of the institutions, the programs and activities and the assessment of their activities.

These institutions play a critical role in human rights promotion and education. They have the authority and capacity to provide training to government officials, members of police and security forces, public school officials and teachers and other sectors in society. They have been continuing their human rights promotion and education program and activities in line with their official mandate.

See Annex A for the list of articles by and about these institutions.

Value of Documented Experiences

Are the published articles getting outdated with the passing of time?

The answer is no. A number of cited articles on human rights education published by HURIGHTS OSAKA refer to those that were published more than fifteen to twenty years ago.

A 2013 book article cites as reference a 1998 article on human rights education in Cambodian schools that appeared in *Human Rights Education in Asian Schools*.²¹ This 2013 book article discusses the role of civil society in the struggle for human rights in developing countries.²² A 2015 report cites a 1999²³ article on human rights education in the school system in Thailand. A 2018 journal article cites a 2003 article on Cambodia.²⁴ A 2019 book on English language teaching²⁵ cites a 2002 article on language teaching and human rights education.²⁶ Also, a 2019 thesis in Universitas Darma Persada²⁷ cites a 1998 article of Minoru Mori and Yasumasa Hirasawa on Dowa education.²⁸

The twenty-one year-old article of Sheela Barse on textbook review is cited in an article on primary school textbooks.²⁹ Barse's critical perspective is presented in her article published in 2000 in *Human Rights Education in Asian Schools*, volume 3.³⁰ A 2019 journal article cites³¹ a 2005 article on Pakistani experience. A 2021 paper³² cites the 1999 report of HURIGHTS OSAKA – “*Schools, Human Rights and Society*” - *Report of the 1998 Workshops on Human Rights Education in Schools*.³³

A 2022 journal article cites a 2000 article in relation to Dowa education.³⁴ For 2023 and 2024, several journal papers³⁵ cite articles published in 2001.³⁶

A final example is a report in the 19th Informal ASEM Seminar on Human Rights held in 2020 in Tromsø, Norway. The report of the rapporteurs of the Seminar on human rights education initiatives in Asia and Europe cite many articles published by HURIGHTS OSAKA, one as early as 1998.³⁷

Citation of fifteen- to twenty-year-old articles occurs because their contents remain relevant. On one hand, the articles provide a perspective on human rights education as well as its history. On the other hand, they provide examples of human rights education done under existing school curriculum, appropriate teaching/learning materials, and teacher training.

Needless to say, the citation in other literature of articles in HURIGHTS OSAKA publications shows the value of human rights education experiences that have been documented.

Human Rights Education Journey in Asia-Pacific

Human rights education programs and activities in Asia (and probably also in the Pacific) arose and disappeared in a roller coaster fashion since 1990s. The decade of the 1990s was supportive of human rights education in view of the series of world conferences organized by the UN including the Vienna conference on human rights (1993), Beijing conference on women (1995), Istanbul conference on housing (1996), Cairo conference on population (1997) and various other conferences. In the region, the UN-supported Asia-Pacific regional workshop started in 1990 and continued till the end of the decade. All these global and regional conferences expressly declared the need for human rights education. UN agencies were also supporting activities on human rights education at the regional and national levels in line with the results of the global conferences and especially with the adoption of the UN Decade for Human Rights Education in 1994.

At this time, and probably with the supportive environment for human rights, many national human rights institutions were established starting in early 1990s till early 2000s.

In this regional context, human rights were discussed more openly and human rights education was welcomed generally speaking by governments in the region. HURIGHTS OSAKA, for example, was able to implement hu-

man rights education projects in partnership with national human rights institutions, ministries of education and NGOs in several Asian countries from 1997 to almost mid-2000s.

However, from mid-2000s, the interest on human rights and human rights education seemed to be waning. Government educational policies seemed to have left out human rights education in view of new educational priorities. In Japan, for example, the government made moral education a major focus of the school curriculum.³⁸ This new focus is seen as giving less stress on human rights, despite the laws and national action plan on human rights education.

At the international level, likely due to the campaign of the UN since 1990s, governments became more interested in supporting the idea of sustainable development. Education for Sustainable Development (ESD) became a major educational form of this campaign.³⁹ By 2015, the UN adopted another educational form alongside ESD related to Sustainable Development Goals (SDGs). This was Global Citizenship Education (GCED). The side-by-side existence of ESD and GCED was reiterated in the 2023 “UNESCO Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development.”⁴⁰ The UN World Programme for Human Rights Education that started in 2005, while continuing at present, does not appear to be a major focus at least as far as governments in Asia are concerned.

This journey of human rights education in Asia and the Pacific is evident in the documentation of HURIGHTS OSAKA.

Final Note

HURIGHTS OSAKA’s documentation promotes the idea that human rights education does not have a singular form. It cannot also be said that its history started only when the United Nations began using the words “human rights education” sometime in the 1980s. There are many “educations” that can be considered equivalent to human rights education, which have existed since the 1960s. These “educations” evolved with explicit incorporation of international human rights standards.⁴¹

The United Nations, through UNESCO, has been promoting different “educations” with human rights content. A recent example is Global

Citizenship Education (GCED), which has been framed as an implementation of “Target 4.7 of the Sustainable Development Goals (SDG 4 on Education), which calls on countries to ‘ensure that all learners are provided with the knowledge and skills to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”⁴² One should note that GCED is defined by UNESCO as covering⁴³

knowledge about the world and the interconnected nature of contemporary challenges and threats. That includes, among other things, a deep understanding of human rights, geography, the environment, systems of inequalities, and historical events that underpinned current developments.

This reiterates SDG 4.7 which emphasizes human rights, gender equality, culture of peace and non-violence, cultural diversity and of culture’s contribution to sustainable development.

In showing ways of undertaking human rights education based on the real situation on the ground, documentation reveals as well as proves the existence of issues and opportunities that are important considerations in any effort to promote human rights.

Thus documentation provides a better understanding of the situation of the school system particularly the challenges in incorporating human rights education into the school curriculum, and of the community particularly in ensuring that the local people are involved in the process of appreciating human rights while considering their peculiar socio-economic and cultural contexts (which can either support human rights or restrict them).

Likewise, documentation helps bring out issues such as the relationship between human rights and culture including religion. Experiences in Indonesia, Iran and Pakistan are providing examples of how Islam is being related to human rights in the education field.⁴⁴ Another issue is about human rights accountability and the need to preserve societal order and relationship among people (reconciliation), particularly at the community level. The experiences in Cambodia and Sri Lanka point to possible ways of addressing this issue.⁴⁵

There are also interesting stories about the shifts in perspective in human rights work. A legal assistance group in Sri Lanka saw the need to change from “firefighting” to education to effect longer-term impact of the work it was doing.⁴⁶ An NGO in India started to “experiment” on human rights education in the school system that led to a multi-state program years later.⁴⁷ An association established by former political prisoners for their own welfare in Myanmar subsequently developed a human rights education program for local government officials.⁴⁸

Surveys provide information on how people appreciate human rights. In a survey done in the Philippines, teachers would teach the rights of the child (Convention on the Rights of the Child, CRC) but not the Universal Declaration of Human Rights (UDHR) – “CRC is considered to be a ‘safer content than the UDHR, which is often deemed as having more ‘militant’ content.”⁴⁹

The documentation of human rights education through the years yields persistent issues that challenge educators. Issues regarding the understanding of the human rights concept and standards, use of participatory pedagogy, addressing problems inside the classroom and the school, developing appropriate teaching and learning materials, making teacher training on human rights available arose in the past and remain in the present.

Documentation means database in many ways. An institution that documents its activities is creating an institutional database. One can say that this is part of “institutional memory.” A compilation of experiences of different institutions in Asia and the Pacific is the creation of database of the regional level type. Such a database is useful in “looking back” at experiences and learning what improvement has occurred as much as understanding what issues have remained till the present.

HURIGHTS OSAKA’s human rights education documentation is human rights promotion at the regional level.

Annex A

Articles of National Human Rights Institutions and Other Institutions

Author and Publication	Article
Saafroedin Bahar HREAS I, 1998	Komnas HAM and Human Rights Education
Lakshmi Singh HREAS I, 1998	The National Initiative on Human Rights Education in Schools and the Role of National Human Rights Commission
Human Rights Commission of Malaysia HREAS VI, 2003	Human Rights and Education: Conference Report
SUHAKAM HREAS VIII, 2005	Assessing Knowledge of Human Rights Practices in Malaysian Schools
Seung-mi Lee HREAS X, 2007	National Human Rights Commission of Korea: Spearheading Human Rights Education in Schools
Altangerel Choijoo HREAS XI, 2008	Human Rights Education Program of the National Human Rights Commission of Mongolia
Valai na Pombenj HREAS XI, 2008	The Work of the National Human Rights Commission of Thailand on Human Rights Education in Thai Schools
National Human Rights Commission of India HREAS XI, 2008	Initiatives of National Human Rights Commission of India on Human Rights Education
Riyad Al-Subuh HREAS XII, 2009	The National Center for Human Rights and Human Rights Education in Jordan
Shirani Rajapaksa HREAS XII, 2009	Human Rights Commission of Sri Lanka: Human Rights Education in Schools Mandate
Ana Elzy E. Ofreño HREAS XII, 2009	Philippine Commission on Human Rights: More than Two Decades of Promoting Human Rights in Schools
Human Rights Commission (New Zealand) HREAP 1, 2010	Building Human Rights Communities in Education
Abdul Karim Azizi and Yeseul Christeena Song HREAP 2, 2011	Human Rights Promotion: The Afghanistan Independent Human Rights Commission
Tek Tamata HREAP 2, 2011	UNDP and the National Human Rights Commission of Nepal
Suraina Pasha HREAP 2, 2011	The Evolution of the Asia Pacific Forum of National Human Rights Institution's Regional Training Program
National Human Rights Commission of Bangladesh HREAP 3, 2012	Bangladesh NHRC: Baseline Survey Paves Way for Human Rights Education
Bolorsaihan Badamsambuu HREAP 4, 2013	National Human Rights Commission of Mongolia: Building Positive Attitude to Human Rights
Kim Cheol Hong HREAP 4, 2013	Human Rights Education for Civil Servants in Korea: Current Situation and Tasks

Human Rights Commission of Malaysia HREAP 5, 2014	Human Rights Best Practices Schools: SUHAKAM Program
National Institution for Human Rights HREAP 9, 2019	National Institution for Human Rights in the Kingdom of Bahrain: Human Rights Education Program
SUHAKAM HREAP 9, 2019	SUHAKAM: Education, Promotion and Publicity
Victorian Equal Opportunity and Human Rights Commission HREAP 11, 2022	Raise It! Evaluation Insights and Enhancements from the Pilot Program
Human Rights Commission of the Maldives HREAP 12, 2023	Human Rights Promotion in Maldives
National Human Rights Commission of Mongolia HREAP 12, 2023	National Human Rights Commission of Mongolia: Human Rights Awareness and Education Functions
Francis Tom Temprosa HREAP 12, 2023	The Enduring Challenge to Human Rights Education: Reflections from the Field in the "New Normal"
National Human Rights Commission of Korea HREAP 12, 2023	Human Rights Education and Promotional Activities in Korea
Equal Opportunities Commission HREAP 12, 2023	A Territory-wide Representative Survey on Sexual Harassment in Hong Kong
Department of Social Work, Delhi University HREAP 12, 2023	Locating National Human Rights Commission within the Human Rights Discourse at the Grassroots in Rural India
Aparna Tiwari HREAP 13, 2024	Human Rights Commission, India: Awareness and Advocacy Activities
Equal Opportunities Commission HREAP 13, 2024	Study on Challenges, Effective Policies, and Best Practices of Ordinary Schools in Educating Students with Special Educational Needs in Hong Kong
Iranian Islamic Human Rights Commission FAP, June 2024	New Educational Programs of the Human Rights Commission in Iran
National Center for Human Rights of the Republic of Uzbekistan HREAP 14, 2025	Implementing the Fourth Phase of the World Programme for Human Rights Education: Uzbekistan's Experiences

Note: HREAS - Human Rights Education in Asian Schools; HREAP - Human Rights Education in Asia-Pacific; FAP - FOCUS Asia-Pacific.

Endnotes

1 The message of Jose Ayala-Lasso was delivered by Thomas McCarty, Senior Adviser for the United Nations High Commissioner for Human Rights. See *HURIGHTS OSAKA Newsletter*, volume 1, 28 February 1995, page 3, www.hurights.or.jp/archives/focus/section1/1995/02/.

2 Thomas McCarty, New Horizon of the United Nations activities in the Field of Human Rights with Reference to the Asia-Pacific Region, *HURIGHTS OSAKA Newsletter*, volume 1, 28 February 1995, page 6, www.hurights.or.jp/archives/focus/section1/pdf/Focus%20Vol.1.pdf.

3 See “Prospects and Problems of Human Rights Education,” *FOCUS Asia-Pacific*, volume 2, www.hurights.or.jp/archives/focus/section2/1995/11/prospects-and-problems-of-human-rights-education.html,

4 *FOCUS Asia-Pacific*, volume 2, www.hurights.or.jp/archives/focus/section2/1995/11/regional-human-rights-education-initiatives.html.

5 See Jefferson R. Plantilla, “Regional Programming on Human Rights Education,” *Human Rights Education in Asia-Pacific*, volume 4, 2014, www.hurights.or.jp/archives/asia-pacific/section1/pdf/Regional%20Programming%20on%20Human%20Rights%20Education.pdf.

6 See “Human Rights, Culture and the Schools,” *FOCUS Asia-Pacific*, volume 10, www.hurights.or.jp/archives/focus/section2/1997/12/human-rights-culture-and-the-schools.html.

7 “Human Rights, Culture and the Schools,” *FOCUS Asia-Pacific*, *ibid*.

8 See for example the *Human Rights Lesson Plans for Southeast Asian Schools*, 2003, produced originally in English and subsequently translated into Khmer, Bahasa Indonesia, Bahasa Melayu, Vietnamese, Japanese and Chinese languages. See the lesson plan publications in www.hurights.or.jp/english/publication.html.

9 Visit www.hurights.or.jp/archives/other_publications/.

10 Visit www.hurights.or.jp/archives/other_publications/.

11 Most of these published materials are available online, visit the publications section of HURIGHTS OSAKA website: www.hurights.or.jp/english/publication.html.

12 See for example

Osaka Prefectural Kunijima High School Osaka, Japan, Human Rights Education in Kunijima High School, HREAS I, 1998

Ichiro Akashi, Zendokyo and Other Groups: Teachers’ Commitment to Dowa Education, HREAS II, 1999

Shin ichi Hayashi, The History and Activities of Osaka Prefectural High School Dowa (Human Rights) Education Research Association, HREAS II, 1999

Nguyen Duc Quang, Teaching Citizens’ Rights and Obligations in Vietnamese Secondary Schools, HREAS II, 1999

Angela Lee and Mary Yuen, Promoting Human Rights Education in Hong Kong Secondary Schools, HREAS II, 1999

Rajen Prasad, Human Rights Education in New Zealand Schools, HREAS III, 2000

- Dissanayake Mudiyansele Chandrasiri, *Human Rights Education in Government Schools in Sri Lanka*, HREAS IV, 2001
- Nurun Nahar Bagum, *Human Rights Education in Schools in Bangladesh*, HREAS IV, 2001
- Ulviyya Mikayilova, *Strengthening Community Participation in the Azeri School Governance: Lessons Learned from Some Project Experience*, HREAS XI, 2008.
- 13 See for example:
- Yahan Chin, *Cambodian National Curriculum and Human Rights Education*, HREAS VI, 2003
- Noel Miranda and Corazon L. Echano, *Integrating Human Rights Concepts into the School Curriculum: The Philippine Experience*, HREAS VI, 2003
- Minoo Aghaii Khozani, *Human Rights in the Iranian Education System*, HREAS XI, 2008
- Badri Dev Pande, *Human Rights Education Curriculum, Methods and Materials for School Level Education in Nepal: Status and Issues*, HREAS XI, 2008
- Nina Burrige, Andrew Chodkiewicz, Anne Maree Payne, Susan Oguro, Sally Varnham and John Buchanan, *Human Rights Education in the Australian School Curriculum*, HREAP 5, 2014.
- 14 See for example:
- Yoshiko Kirisaka, *International Human Rights Standards in High-School Textbooks*, HREAS V, 2002
- Equal Opportunity Commission of Hong Kong, *Stereotypes in Textbooks and Teaching Materials in Hong Kong*, HREAS VI, 2003
- _____, *Stereotypes in Textbooks and Teaching Materials in Hong Kong: A Literature Review*, HREAS VII, 2004
- Aamna Mattu and Neelam Hussain, *Gender Biases and Stereotypes in School Texts*, HREAS VII, 2004
- A. H. Nayyar, *Insensitivity of Pakistani School Education to Religious Diversity of the Nation*, HREAS VII, 2004
- Antoine Nasri Messarra, *Human Rights in Lebanese Textbooks and Curriculums*, HREAS VII, 2004
- Neelam Hussain, *Seeds of Change: School Texts for Teaching Gender Equality, Human Rights and Peace*, HREAS VIII, 2005
- Bettina C. Rabe, *What Do Textbooks Teach and How? An Approach to Assessing Modes of Human Rights Education*, HREAP 2, 2011.
- 15 See for example:
- Mei-Ying Tang, *Human Rights Education in Taiwan: The Experience of the Workshops for Schoolteachers*, HREAS II, 1999
- Pranati Panda, *Responsiveness of Teacher Education Curriculum Towards Human Rights Education in India*, HREAS VIII, 2005
- Nguyen Thanh Hoan, *Teacher Training in Vietnam*, HREAS IX, 2006
- Thein Lwin, *Training Burmese Teachers*, HREAS X, 2007
- Saroj Pandey, *Human Rights Awareness of Teachers and Teacher Educators: An Investigation*, HREAS X, 2007

- Nguyen Thanh Hoan, Professional Standards for School Teachers and Human Rights Education in Vietnam, HREAP 5, 2014.
- Kazuhiko Hayashizaki, Kazuyo Matsushita and Kazuki Itayama, Strengthening the Role of Teacher Training Programs, HREAP 8, 2018.
- 16 See for example:
- Mool Chand Sharma, Human Rights Education in Indian Universities and Colleges, HREAS V, 2002
- Justice and Peace Commission, Mumbai, Human Rights Education in Schools and Colleges, HREAS X, 2007
- R. Herlambang Perdana Wiratraman, The Dynamics of Human Rights Education in Indonesian Law Schools, HREAS X, 2007
- Save the Children Sweden, Building Partnerships with Academia to Further Child Rights in Higher Education in South Asia, HREAS XI, 2008
- Emily Waller and Daniel Tarantola, The Three Phases of Health and Human Rights Education: A New Cross-disciplinary Opportunity in the Asia-Pacific and Beyond, HREAP 1, 2010
- Alexa Johns, Graduate Programs on Human Rights: Mahidol University, HREAP 1, 2010
- Kelley Loper, Reflections on a Master of Laws in Human Rights Program in Asia, HREAP 2, 2011
- Caroline Fleay and Linda Briskman, Human Rights Education at Curtin University: The Interconnections of Education, Research and Advocacy, HREAP 2, 2011
- Bruce Lasky and Norbani Mohamed Nazeri, The Development and Expansion of University-based Community Clinical Legal Education Programs in Malaysia: Means, Methods, Strategies, HREAP 3, 2013
- Elsa Wen-ying Hsu, Crossing Boundaries in an Educating City: A Case Study of City Human Rights Education at the Open University of Kaohsiung, HREAP 4, 2014
- Andre Dao and Adam Mcbeth, Castan Centre for Human Rights Law: A Decade of Human Rights Training in Australia and Asia, HREAP 4, 2014
- Chang Fo-Chuan Center for the Study of Human Rights, Human Rights Education: Soochow University, Taipei, HREAP 4, 2014
- Mike Hayes, Developing Networks of Human Rights Teaching Universities in the Asia-Pacific: The Establishment of SEAHRN and AUN-HRE, HREAP 9, 2019
- May Thida Aung and Louise Simonsen, Integrating Human Rights Education in Myanmar's Higher Education Institutions, HREAP 10, 2021
- Adriano Remiddi, When Human Rights Higher Education and Development Cooperation Intersect: The Outreach Work of the Global Campus of Human Rights in Timor-Leste, HREAP 10, 2021
- Mino Takamatsu, Human Rights Education in Japanese Universities: Challenges and Opportunities, HREAP 13, 2024
- Munir Moosa Sadruddin, Human Rights Education Through the Lens of Loglocal Pedagogy - A Case Study, HREAP 13, 2024

Mahya Saffarinia, *Human Rights and Citizenship Education in Higher Education Institutions in Iran: Achievements and Challenges*, HREAP 14, 2025

Yumi Takahashi, *Global Citizenship Education and Experiential Learning through "One Village One Product" in Kyrgyz Republic*, HREAP 14, 2025.

17 Local government-supported activities in Japan provide concrete examples of community-based activities, see Jefferson R. Plantilla, "Human Rights Promotion and Education in Local Communities: Some Examples from Japan," in this volume, pages 159-184.

18 See Mofidul Hoque, *Liberation War Museum and Human Rights Education*, HREAP, 11, 2022, [www.hurights.or.jp/archives/asia-pacific/section1/hreap_v11_for-mal_education1.pdf](http://www.hurights.or.jp/archives/asia-pacific/section1/hreap_v11_for-<u>mal_education1.pdf</u>).

19 See Thevanayagam Thevananth, "Human Rights and Theater Communication in Post-war Sri Lanka," HREAP 10, 2021, pages 201-238, www.hurights.or.jp/archives/asia-pacific/section1/hreap_v10_surveys_and_research1.pdf; see also Srorn Srun, *CamASEAN: Social Inclusion by Raising Awareness and Capacity of the LGBTIQ*, HREAP 10, 2021, [www.hurights.or.jp/archives/asia-pacific/section1/hreap_v10_sec-toral_education1.pdf](http://www.hurights.or.jp/archives/asia-pacific/section1/hreap_v10_sec-<u>toral_education1.pdf</u>).

20 See Jefferson R. Plantilla, *Human Rights Centers: Educating for Action*, HREAP 6, 2015, www.hurights.or.jp/archives/asia-pacific/section1/10%20Human%20Rights%20Centers.pdf.

21 Leang, M. (1998) *Human Rights Education in Cambodian Schools - The Experience of the Last Three Years*, *Human Rights Education in Asian Schools*. Available at [www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/human-rights-education-in-cambodian-schools---the-experience-of-the-last-three-years.html] (accessed 26 November 2012).

22 Steve P Marks and Namya Naraharisetti, "Civil Society, Power and Stalled Democracy" in *Human Rights, Power and Civic Action: Comparative Analyses of Struggles for Rights in Developing Societies*, Bård A. Andreassen & Gordon Crawford, editors, Routledge, 2014.

23 Citing Suwansathit, 1999; available at: www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2000/03/thailand-human-rights-education.html (accessed on 30 May 2013), in *The Mapping and Analysis of Human Rights and Peace and Conflict Studies in Southeast Asia*, Institute of Human Rights and Peace Studies, Mahidol University and the ASEAN University Network.

24 Jeremy Cunningham and Suren Ladd, "The role of school curriculum in sustainable peace-building: The case of Sri Lanka," *Sage Journal*, Volume 13, Issue 4, 2018 citing Yi D, Pheng H, Lowrie J (2003) *Teaching Human Rights in Cambodia*. Osaka, Japan: Asia-Pacific Human Rights Center. Available at: www.hurights.or.jp (accessed 23 September 2013).

25 Lit 21 - *New Literary Genres in the Language Classroom*, Engelbert Thaler, editor, Narr Francke Attempto Verlag, 2019.

26 Citing Cates K. A., "Teaching for a Better World: Global Issues and Language Education," *Human Rights Education in Asian Schools*, 5, 41-52, 2002, <http://www.hurights.or.jp/pub/hreas/5/06cates.pdf> (last access 01/12/2018).

27 Regita, Saraswati, Tindakan Diskriminasi Masyarakat Jepang Terhadap Kaum Burakumin Setelah Perang Dunia II. Fakultas Sastra, Universitas Darma Persada, thesis, 29 January 2019.

28 Citing Mori, Minoru and Hirasawa, Yasumasa. 1998. Dowa Education and Human Rights, www.hurights.or.jp/archives/human_rights_education_in_asian_schools/.

29 A. R. Farrukh Ahamed, "Human Rights in the Primary Textbooks: A Critical Analysis," *Dhaka Bangladesh Teacher Education Journal* (BTEJ) Volume 01, Issue 01, Government Teachers' Training College, Dhaka, December 2021, ISSN: 2789-2719.

30 Citing Sheela Barse. 2000. "India: Devaluation and Distortion of Human Rights in Text, 8. Human Rights in the Primary Textbooks: A Critical Analysis," www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2000/03/india-devaluation-and-distortion-of-human-rights-in-textbooks.html.

31 Parvez Ahmed Pirzado, "Teaching Human Rights In Pakistani Schools: What Are The Potential Barriers?," People: *International Journal of Social Sciences*, Vol 7 No 1.

32 Nan Kham Mai, & Buranajaroenkij, D., "Teaching Human Rights in Myanmar: Challenges faced by Primary School Teachers," *Journal of Human Rights and Peace Studies*, 7, 1–29.

33 Available at www.hurights.or.jp/archives/other_publications/asia-pacific-human-rights-information-center-march-1999.html.

34 Setsuko Buckley, "Agenda for Human Rights Education in Japan: Government Role and Perspective," Buckley Educational Studies 64, International Christian University. Buckley cites Nabeshima, Y., Akuzawa, M., Hayashi, S., & Park, K. (2000). Japan: Human rights education in schools, www.hurights.or.jp/archives/pdf/asia-s-ed/vo3/04nabeshima.pdf.

35 Jubaida Auhana Faruque and Md. Rafiqul Islam, "Human Rights in Bangladesh: Success and Challenges" in Jana Mali, editor, *Human Rights in Contemporary Society - Challenges From an International Perspective*; Radhika Lakshminarayanan and Suzana Košir, "Teachers' Impact on the Implementation of Human Rights Education in International Indian Schools in Kuwait," *International Journal of Sociology of Education*, Vol. 12 No. 2 (June 2023); Helix Lo, "The education of human rights in Japan: a comparative analysis of civics textbooks in senior high school between the 1970s and 2010s," *Asia Pacific Journal of Education*, 4 March 2024.

36 Panda, P., 2001, "Human Rights Education in Indian Schools: Curriculum Development," www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2001/03/human-rights-education-in-indian-schools-curriculum-development.html; Nurun Nahar Bagum, "Human Rights Education in Schools in Bangladesh," 2001, www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/2001/03/human-rights-education-in-schools-in-bangladesh.html.

37 See Frank ELBERS and Dr Sriprapha PETCHARAMESREE, "Background on Human Rights Education in Asia and Europe," Human Rights Education & Training, 19th Informal ASEM Seminar on Human Rights: "Human Rights Education &

Training,” <https://asef.org/wp-content/uploads/2020/10/Human-Rights-Education-Training-ASEMHR19.pdf>.

38 Moral Education in Japan, National Institute on Educational Research, www.nier.go.jp/English/educationjapan/pdf/201303MED.pdf.

39 The story of ESD since 1992, York University, www.yorku.ca/unescochair/research-expertise/history-of-esd/.

40 See Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development, UNESCO, www.unesco.org/en/legal-affairs/recommendation-education-peace-and-human-rights-international-understanding-cooperation-fundamental.

41 See Jefferson R. Plantilla, “Human Rights Education in Asia-Pacific: A Brief Review,” in volume 1, 2010, of this publication, www.hurights.or.jp/archives/asia-pacific/section1/18Plantilla.pdf.

42 See “What you need to know about global citizenship education,” UNESCO, www.unesco.org/en/global-citizenship-peace-education/need-know.

43 “What you need to know about global citizenship education,” UNESCO, *ibid.*

44 See the following articles:

Agus Miswanto, Human Rights Education in Indonesia: The Muhammadiyah Schools Experience, HREAP 3, 2012, www.hurights.or.jp/archives/asia-pacific/section1/pdf/5%20-%20Human%20Rights%20Education%20in%20Indonesia.The%20Muhammadiyah%20Schools%20Experience.pdf.

Mahya Saffarinia, Human Rights and Citizenship Education in Higher Education Institutions in Iran: Achievements and Challenges, HREAP 14, 2005, www.hurights.or.jp/archives/asia-pacific/section1/hreap_v14_formal_education1.pdf.

Irum Ahsan and Maria Cecilia T. Sicangco, Attaining Justice for Women and Girls in Islamic Countries, HREAP 9, 2019, www.hurights.or.jp/archives/asia-pacific/section1/hreap_v9_sectoral_education4.pdf.

45 See the following articles:

Search for Common Ground, Community Memorialization Project, Sri Lanka, HREAP 11, 2022, www.hurights.or.jp/archives/asia-pacific/section1/hreap_v11_sectoral_education4.pdf.

Khamboly Dy, Quality Control on the Teaching of “A History of Democratic Kampuchea (1975-1979)” in Pailin and Banteay Meanchey Provinces, HREAP 3, 2012, www.hurights.or.jp/archives/asia-pacific/section1/pdf/6%20-%20Quality%20Control%20-Teaching%20A%20History%20of%20Democratic%20Kampuchea.pdf.

46 See “What Motivated MDDR to work out a Human Rights Education Program in Schools?,” HREAS I, 1998, www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1998/03/what-motivated-the-mddr-to-work-out-a-human-rights-education-program-in-schools.html.

47 See Henri Tiphagne, “Experiment in Human Rights Education in Schools,” HREAS II, 1999. Full text available at www.hurights.or.jp/archives/human_rights_education_in_asian_schools/section2/1999/03/experiment-in-human-rights-education-in-schools.html.

[education_in_asian_schools/section2/1999/03/experiment-in-human-rights-education-in-schools.html](http://www.hurights.or.jp/archives/education_in_asian_schools/section2/1999/03/experiment-in-human-rights-education-in-schools.html).

48 See Assistance Association for Political Prisoners (AAPP), Human Rights Education in Myanmar (Burma), HREAP 10, 2018, www.hurights.or.jp/archives/asia-pacific/section1/Human%20Rights%20Education%20in%20Myanmar.pdf.

49 See Nava, Lolita H., Reyes, Zenaida Q., Mancao, Maria Carmela T., Hermosisima, Maria Victoria C., and Yeban, Felicia I., *Human Rights Education in Philippine Schools: Analysis of Education Policies and Survey of Human Rights Awareness* (Manila: Philippine Normal University, 2006), page 69, www.hurights.or.jp/archives/pdf/publications/other-publications/hrsurveyphil/5a-phil-chapter_3_1.pdf.