



Editorial

Human Rights Defenders

It is common knowledge that people who work on human rights and related issues face repression in various forms. This is true in Asia-Pacific as in other regions of the world. Some have suffered physical harm, or harassed with legal actions. Some others have been killed. If these victims of human rights violations have committed a wrong they were not properly charged and given the chance to defend themselves. Governments in many cases fail to provide even a satisfactory investigation to shed light on these cases. Human rights remains elusive even for those who work for it.

The issue of protecting human rights defenders is at the heart of the basic requirement of human rights promotion and protection - a principle repeatedly stated in most United Nations human rights documents. During the last decade, the role of individuals and organizations in protecting and promoting human rights have become increasingly crucial at both national and international levels. Their indispensable role in the series of world conferences of the United Nations as well as in the domestic activities of monitoring human rights situation, educating people on their rights, lobbying for legal reform, and advocating for ratification and/or implementation of international human rights instruments is beyond doubt. If not for their courageous work, much of the human rights violations would remain unknown and without any possibility of redress.

The United Nations General Assembly "Declaration on the Right and Responsibility of Individuals, Groups, and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms" (December, 1998) provides a much-needed and long-awaited recognition of the work of human rights defenders. The document essentially affirms the right as well as responsibility of various sectors of society to act on human rights issues. It restates rights which are already provided for by international human rights instruments and which would normally be construed as rights of people who promote and protect human rights. The document becomes a necessity in assuring that governments will not have the excuse of depriving rights to individuals and organizations just because they work on human rights issues.

FOCUS Asia-Pacific is designed by HURIGHTS OSAKA as a means of highlighting significant issues and activities relating to human rights in the Asia-Pacific. Relevant information and articles can be sent to HURIGHTS OSAKA for inclusion in the next editions of the newsletter.

FOCUS Asia-Pacific is edited by Dong-hoon Kim, Director of HURIGHTS OSAKA.

Best Practices for National Institutions for Human Rights : Common Action for NGOs and National Human Rights Institutions

Concluding Statement

12 February 1999

Jakarta, Indonesia

The Symposium entitled 'Best Practices for National Institutions for Human Rights: Common Action for Human Rights: Common Action for NGOs and National Human Rights Institutions,' jointly organized by [Indonesia Legal Aid and Human Rights Association] PBHI and [Japan Civil Liberties Union] JCLU, was held from 10 to 12 February, 1999 in Jakarta, Indonesia. Participants included representatives from the national human rights institutions of Australia, India and Indonesia, as well as non-governmental organizations from Australia, India, Indonesia, Japan and Thailand. The Symposium also had the honor of having Ms. Senator Mizuho Fukushima and Member of the House of Representatives, Mr. Yukio Edano, of Japan, as participants. The Symposium expressed its thanks to the Indonesian National Commission on Human Rights for its participation.

The United Nations High Commissioner for Human Rights, Mrs. Mary Robinson, sent a message of support to the Symposium, in which she emphasized the substantive contribution non-governmental organizations are able to make to the work of national institutions. The Symposium appreciated the valuable work of the United Nations in promoting the establishment and strengthening of national institutions in the Asia-Pacific region.

The Symposium endorsed the concept of human rights institutions as an additional valuable mechanism for the promotion and protection of human rights. The Symposium welcomed the establishment of national human rights institutions in six countries of the region. It appreciated the work that had been done toward the establishment of national institutions in a number of other countries in the region and urged the governments concerned to bring these processes to a successful conclusion as soon as possible. The Symposium called on governments of other countries in the region to initiate action toward the establishment of human rights institutions. In this regard, the Symposium urged the Government of Japan to begin discussions with non-governmental organizations and other interested parties and to take part in relevant international meetings, with a view to developing a strategy for the establishment of a human rights institution.

The Symposium also emphasized the importance of non-governmental organizations in the promotion and protection of human rights. The Symposium called on the governments of the region to freely permit the operations of such organizations in accordance with international human rights standards and the United Nations Declaration on Human Rights Defenders. With a view to promoting an effective partnership, the Symposium further called on governments of the region to consult and co-operate with non-governmental organizations through regular and mean-

ingful mechanisms, including meetings.

The Symposium emphasized the separate but complementary roles of national institutions and non-governmental organizations. If the activities and findings of national institutions are to have significance, it flows from their statutory base and substantial resources. If non-governmental organizations are to have impact, it flows from their diversity, expertise and close relationship with local communities. The symposium strongly considered that the two sectors should co-operate closely for the promotion and protection of human rights.

While addressing here the importance of national institutions and non-governmental organizations, the Symposium also emphasized the primary role of the courts in upholding the rule of law and in protecting human rights.

The Symposium noted that the Asia Pacific Forum of National Human Rights Institutions has consistently stressed the vital role of civil society in the promotion and protection of human rights. It welcomed the Forum's decision, at its Third Annual Meeting held in Jakarta on 7 to 9 September 1998, to hold a workshop in 1999 on the theme of National Institutions and Non-Governmental Organizations: Working in Partnership. The Symposium urged the Forum to cooperate closely with the non-governmental organizations of the region in the preparations for the workshop.

Independence and Pluralism

The Symposium strongly asserted that the principles relating to the status of national institutions adopted in United Nations General Assembly Resolution 48/134 (the 'Paris Principles') should be applied as the minimum standards for ensuring the independence and effective functioning of national human rights institutions.

- The Symposium affirmed that existing and new institutions should have a legislative or constitutional base. In this regard, the Symposium welcomed the fact that legislation is to be presented in Indonesia to give the Indonesian National Human Rights Commission a legislative base and urged the speedy adoption of the legislation.

- The Symposium was strongly of the view that the independence of national institutions depended on adequate human and financial resources, which should be provided on a continuing and stable basis. It deplored any attempts by governments to weaken national institutions by reducing their budgetary allocations. It urged that funding should not be subject to decisions by the executive branch of government, and should rather be on the basis of a separate budget allocation.

- The Symposium considered it vital that members of national institutions should be selected according to clear criteria that are focused on personal standing, integrity and human rights expertise. Appointments should be made on the basis of a credible and independent selection process and should include security of tenure.

- The Symposium was concerned that in some cases in the region, appointments did not give sufficient regard to the consideration of pluralism of institution membership, particularly with regard to gender balance, regional representation and the various sectors of society.

Investigation powers

The Symposium recognizes that national institutions should:

- have effective complaints procedures based on the principles of accessibility, transparency, accountability and efficiency;
- have complaints procedure which are just and fair, with the status of procedures and reasons for decisions to be given to all complainants, and that are accessible to all whose human rights are violated. Language and geographical barriers should be rigorously addressed;
- follow up on the implementation of their recommendations and decisions;
- have the power to intervene in relevant cases before the court;
- have the power to initiate investigations into human rights violations;
- have the power to compel the presence of witnesses and the production of evidence.

The Symposium recognized the lack of regional offices of the National Human Rights Commission of Indonesia and its adverse impact on accessibility to remedies. The Symposium was also concerned that national institutions were often unable to influence governments to comply with recommendations. It called on governments to respond effectively to national institution recommendations.

The Symposium called on governments to respond effectively to systemic problems, as well as to individual complaints, in the interest of the effective protection of human rights. Although the individual investigation procedure is crucial in giving remedies to victims of human rights violations, it alone cannot rectify problems that are systemic in nature. Therefore it is important to have a broad approach to the investigation powers of national institutions. The Symposium recognized that national institutions should have the capacity to hold public inquiries and initiate complaints in response to systemic human rights violations. Such methods should follow similar principles of transparency and accessibility as are followed with respect to individual complaints. The Symposium considered that national institutions throughout the region should utilize such methods to address systemic problems such as those relating to land and labor relations. Such inquiries should represent a comprehensive examination of

the issues addressed and result in substantial reports to government with recommendations for action.

Relations with Government, Administration and Legislatures

National institutions should work independently from governments and particularly should be free from political bias. However, governments should cooperate more effectively with national institutions and non-governmental organizations in the effort to promote and protect human rights. It called on governments to establish effective structures for co-operation, including regular formal and informal meetings in which full opportunities are provided for issues to be raised. Important in this process is the obligation of any government body to provide full information on human rights issues and problems and to respond effectively to proposals and concerns that are raised.

The Symposium considered that national institutions should have the power to make such recommendations as they deem appropriate to both legislative and administrative bodies in order to promote the implementation of international standards of human rights at the national level.

Education and Training

The Symposium emphasized that the empowerment of people vulnerable to human rights violations is essential. Thus education and empowerment must ensure access to effective human rights protection. The Symposium also emphasized that education of the general public about human rights is vital to preventing human rights violations. The Symposium considered that international human rights instruments be used as the basis for human rights education and recognized that human rights education should consist not only of transmitting knowledge but of creating human rights values within each individual that will eventually lead to actions in accordance with international human rights standards.

The Symposium called on governments in the region that have not already done so to develop and implement national plans of action in the field of human rights education. The development and implementation of such plans should be carried out in consultation with national institutions and non-governmental organizations. Plans of action should aim at both reaching children through the formal education system and empowerment of community members more broadly. They should be backed by adequate resources and high level political leadership.

The Symposium called on governments in the region to create a climate of media freedom by ceasing attacks on journalists, repealing laws which restrict freedom of expression and enacting freedom of information laws.

The Symposium recognized that the media is a useful and effective means of educating the general public in human rights. In particular, the Symposium recognized the importance of the media in publicizing the achievements of the national institutions and also of disseminating the

(continued on page 13)

New Human Rights Centers for Asia-Pacific

Three new human rights centers are being separately planned to be established within the next few years. Each center focuses on three main areas of human rights work: education, research and advocacy. They all are geared toward having regional-focused programs. The centers are being planned to be established in the Pacific, south Korea and the Philippines respectively. Following are the plans for each of the centers.

Pacific Centre for Human Rights

This center would be inclusive of all peoples and territories with traditional, historical and cultural links to the Pacific. It is meant to be the regional focal point for the promotion, coordination and dissemination of human rights education, research, information and resources throughout the Pacific Region and to be flexible, mobile and responsive to the needs of stakeholders in the Pacific. It is meant to provide an opportunity for the stakeholders in human rights education work to meet and create a shared vision on the meaning of human rights in the Pacific. The stakeholders to be coordinated and supported include governments, national human rights institutions, regional human rights forums or networks, inter-governmental or international organizations, regional donors, non-governmental or civil society organizations, universities and research centers, churches and religious movements, indigenous people's organizations/nations. The center aims to support and complement the work of existing stakeholders as an effective way to facilitate inter-stakeholder collaboration and cooperation.

The basic program of the center has not yet been finalized. At present a proposal regarding its mission, principles, objectives, and membership is still under discussion.

Proposed mission statement

The center aims to promote, advocate and coordinate the development of a culture of good governance and respect for human rights (which includes individual, civil, cultural, economic, political, social, religious and communal/collective rights) so as to ensure the equal participation of women, men, children and vulnerable and marginalized groups of all age groups in the national, regional and international affairs of the Pacific Region. It will do this by transforming human rights from the expression of abstract norms into the reality of Pacific Peoples' social, religious, economic, cultural and political conditions whether they live in a rural or urban environment and through the development of appropriate human rights education program.

Proposed guiding principles

The center should be characterized as

- independent;
- autonomous;
- accurate and thorough;
- transnational;
- cooperative;
- accessible;
- sustainable;
- inclusive;
- non-partisan;
- oriented towards advocacy;
- mobilizing.

Proposed Objectives and Activities

Objective 1

To facilitate, coordinate, promote and assist the activities of stakeholders involved in human rights education. This includes all stakeholders from countries with traditional, historical and cultural links with the Pacific (e.g. West Papua, Hawaii, Australia, New Zealand, Palau etc.).

Activities:

1. Identify and monitor any alleged human rights violations in the region and the urgent circulation of information to the human rights network.
2. Implementation of projects consistent with the Vanuatu Action Plan 1996.
3. Effective co-ordination and mobilizing of resources for stakeholders.

Objective 2

To facilitate capacity building and training for stakeholders.

Activities:

1. Provide advice on a broad range of human rights issues.
2. Support existing train-the-trainers programs for government and civil society; formal (such as schools, tertiary institutions etc.) and non-formal education (such as villages, workplaces etc.) on issues such as women's rights, children's rights, gender issues, disability issues, indigenous people's rights etc. and program development where called upon to do so.
3. Promote and assist the establishment of national human rights institutions and the provision of training on their importance.

Objective 3

To develop a regional commitment to human rights and ancillary law reform.

Activities:

1. Promote a Pacific Charter of Human Rights.
2. Initiate, coordinate or support forums on the interface between custom and human rights facilitated by national and regional organizations.
3. Facilitate, by dissemination of information to a broad range of Pacific stakeholders, their attendance at regional, national and international forums on human rights.
4. Provide training in legislative drafting courses on the ratification of international and regional human rights instruments.

Objective 4

To become a world-class center for research and information on Pacific human rights issues and developments.

Activities:

1. Print human rights education materials and/or publications.
2. Facilitate conferences, seminars, workshops, forums, etc. on human rights.
3. Develop information kits and alternative education programs for the informal sector.
4. Promote international conventions and instruments on human rights by transforming human rights from the expression of abstract norms into the reality of Pacific People's social, religious, economic, cultural and political conditions whether they live in a rural or urban environment.

The center may be located in Suva, Fiji or any other suitable place in the Pacific. But Suva is favored due to its central location in the region. Other suggestions include Port Vila-Vanuatu or Apia-Samoa.

Regional Center of Education for International Understanding (RCEIU)

The UNESCO Asia-Pacific Regional Center for Education for International Understanding (RCEIU) will contribute to the growth and strengthening of education for international understanding in the Asia-Pacific region by recognizing existing and evolving regional initiatives in such field as education for culture of peace, human rights, values, intercultural harmony and sustainable development.

It will also help to strengthen educational and human resources which will empower governments and citizens to engage constructively and appropriately with the phenomenon of globalization. In this regard, RCEIU will promote educational programs and initiatives helpful to such national, sub-regional, regional, and global transformation.

Objectives

- To promote and coordinate activities for international understanding in the Asia-Pacific region.

- To strengthen national and regional capacities in planning and implementing a broad range of practices in Education for International Understanding (EIU).
- To create opportunities for indigenous voices and vulnerable groups in the Asia-Pacific region to participate in EIU, including the sharing of success stories.
- To serve as a clearing house for information and knowledge on EIU relevant to Asia-Pacific region.
- To encourage and facilitate collaborative links between Asia-Pacific initiatives and exemplars in EIU and those of other regional, international efforts in EIU.
- To promote EIU as one of the constructive strategies towards democratic and sustainable transformation in the Asia-Pacific region.

Proposed programs and activities of RCEIU

- Professional in-service development of teachers, school administrators, teacher educators, and civil servants.
- Curriculum development
- Youth formation
- Training of non-formal and community educators
- Research and policy development
- Clearing house for EIU information

The RCEIU will be established in Seoul, Korea preferably in the year 2000.

Suggested activities and recommendations

The Korean government has suggested a set of activities in support of the RCEIU, as follows:

1. Initiate comprehensive needs assessment at national, sub-regional, and regional level on human rights education.

To identify the needs of human rights education and devise ways and means of teaching human rights in the countries in the region, both public and private sectors should be mobilized to improve human right condition. The outcome will serve as a baseline data for drafting national or regional plans of action.

2. Strengthen regional/sub-regional programs and capacities for formulation of effective strategies for the furtherance of human rights education at all school levels.

a. Revitalize human rights education in the context of EIU.

More often than not, the concept of EIU has been used interchangeably with human rights education. There is a need to clarify these concepts and integrate human rights education in the umbrella of EIU.

b. Mobilize human resources in human rights education.

In an effort to empower human resources responsible for education of human rights, training of trainers

should be reinforced by organizing a working group with representatives from the countries in the region.

c. Mobilize cooperation with international organizations.

1) To facilitate the implementation of human rights education programs in schools, a network of inter-governmental expert group should be mobilized. The UNESCO chair holders and focal points on Peace, Democracy, and Human Rights of the region may be enhanced in an effort to promote human rights education through UNESCO, UNICEF, and other UN systems.

2) Advisory services and technical assistance may be sought at the regional and international levels within UN specialized agencies in the field of human rights education.

3) Organization of regional/sub-regional workshops, seminars, and information exchanges may be designed to strengthen regional arrangement for the promotion and protection of human rights in accordance with international human rights instruments.*

d. Regional/sub-regional human rights organizations will be requested to enhance their efforts in cooperation with the United Nations High Commissioner for Human Rights/Centre for Human Rights, and UNESCO.

e. Coordinated development and dissemination of information/resource materials (regional or sub-regional specific resource materials) should be developed to share the values and attitudes pertinent to the region.

The Asian Human Rights and Peace Institute

The Institute shall be a learning and a resource center responsible for human rights and peace education and teaching, and shall serve as a focal center for human rights information exchange to cover clients in the Asia-Pacific region. It will likewise catalyze and foster development of collaborative education and research programs among universities, colleges, schools, government and non-governmental organizations, both local and overseas, to emphasize that a new international economic, social and cultural order is essential to enable all people to enjoy their human rights and to promote and facilitate education on human rights at all levels and in all countries, particularly in the Asia-Pacific Region.

In line with this mandate, the Institute will offer legal, technical and scientific courses on human rights, multidisciplinary-oriented training services, special studies and researches on human rights, curricula for both formal and non-formal educational systems, multi-mediated teaching techniques, human rights programs monitoring and evaluation services, and publication of human rights materials and references.

The Institute shall have the following powers and functions:

a) To develop information, education, training, research, human rights programs monitoring and evaluation sys-

tems for its target clientele;

b) To undertake continuous research and development programs to upgrade human rights information, education and training systems, instructional and information materials technology, and conduct human rights special studies, monitoring and evaluation services.

c) To promote synergetic partnership and linkages with human rights and peace centers and institutions locally and internationally, from both government and non-governmental sectors;

d) To design and implement regular and advance courses on peace and human rights and special programs such as fellowships and focused studies, training programs and other multi-mediated information dissemination techniques;

To serve as a venue and a forum for peace and human rights seminars, trainings, conventions, conferences, public hearing, and others.

e) To conduct a continuing research on possible legislative reforms and/or innovations for human rights education, promotion and protection;

f) To undertake a continuing program of systematic collection and storage of information relevant to the protection and promotion of human rights and promote information exchange with various human rights institutions and academies;

g) To collect, receive by bequest, donation, devise, gift, purchase, or lease, either absolutely or in trust, for any of its purposes, any property, real or personal, and funding assistance from both local and foreign sources without limitation as to amount or value and to maintain a Peace and Human Rights Education Fund for the promotion of its aims and purposes hereinafter set out; and

h) To collect fees and charges for services it renders to individuals and organizations.

The Institute will be housed at the Commission on Human Rights in the Philippines and supported largely by government funds. The Institute will be under the direct supervision of a Board of Trustees headed by the chairperson of the Commission

A Council of Advisers will be appointed to provide the Institute with advisory services. It shall be composed of representatives from other government organizations, NGOs (local and international), peoples organizations, and sectoral representatives.

* Currently, the Ministry of Education of the Republic of Korea (in collaboration with the Korean National Commission for UNESCO and HURIGHTS OSAKA) is drafting a project on Training of Teacher Trainers for Human Rights Education in Northeast Asian Region.

General Agreement on Networking for Human Rights in the Asia-Pacific Region

(This is the full text of the document adopted in Strasbourg, France regarding the setting up of a new network in the region for human rights. This was adopted by participants from Asia-Pacific who attended the 1998 session of Strasbourg Human Rights Training Institute. - Editor's note)

We, defenders of human rights in the ASIA-PACIFIC, *Mindful* of our fundamental rights and duties and commitment for the full realization of all human rights for all, particularly through education, research, training and advocacy;

Emphasizing the fundamental importance and imperative nature of human rights recognized beyond question in present international human rights law, and adhering to the Vienna Declaration on Human Rights and Programme of Action;

Concerned with the lack of international promotion and protection of economic, social and cultural rights, including the right to development, and noting that the vastness of the Asia-Pacific and the wide diversity of our peoples as well as the continued massive grinding poverty and/or political repression we confront daily in the midst of globalization, environmental degradation, exploitation of peoples [and both their human] and natural wealth and resources, unabated abuse of women and children, pose, undoubtedly for all of us, a most formidable challenge for the full realization of all human rights;

Recognizing that current events, intolerance and conflicts in the Asia-Pacific, coupled with the unresolved regional economic turmoil, present an unavoidable need for human rights defenders to link together or cooperate with one another since human rights are better achieved through joint efforts; and precisely, the inherent, equal and inalienable human dignity of each person, group or community binds all in mutual solidarity for the common good;

Recalling that the Universal Declaration of Human Rights was proclaimed "as a common standard of achievement for all peoples and all nations," thus requiring "teaching and education to promote respect for these rights and freedoms" and "progressive measures, national and international, to secure their universal and effective recognition and observance";

Inspired by the countless individuals and groups, who, by themselves or in association with others, have always fought, sacrificed their lives or continued their work for greater respect for human rights in the region, and guided by the Bangkok NGO Declaration on Human Rights and Plan of Action;

And;

Commemorating the 50th anniversary of the Universal Declaration of Human rights as we struggle for a new era

for all humanity in the next millennium;

hereby agree as follows:

1. **NETWORK:** There is hereby established a network for human rights education, research, training and advocacy in the Asia-Pacific which shall be known as the ASIA-PACIFIC NETWORK FOR HUMAN RIGHTS EDUCATION, RESEARCH AND ADVOCACY.
2. **VISION:** The Asia-Pacific Network shall promote and strive to achieve solidarity and international cooperation in human rights education, research, training and advocacy in the region towards "all human rights for all."
3. **SPECIFIC OBJECTIVES:** the Asia-Pacific Network shall strategically assist in the full implementation in the Asia-Pacific of the International Bill of Human Rights, the Vienna Declaration on Human Rights and Programme of Action, the Bangkok NGO Declaration on Human Rights and Plan of Action, and other instruments relating to women, children, labour, migrant workers, indigenous peoples and minorities.
4. **PARTICIPATION:** Participation in the Asia-Pacific Network shall be open to all interested individuals such as lawyers, teachers, educators, activists, and to groups, organizations, communities and peoples, schools and universities.
5. **NETWORK SUPPORT SYSTEM:** The Asia-Pacific Network shall endeavor to ensure coordinated efforts, shared resources and information exchange among participants or partners. The Network shall also maintain a library and documentation center or depository of materials, and provide for a programme for education of defenders, exchange of teachers, students, interns or social workers.
6. **APPROACH:** Networking shall follow a step-by-step approach. The first step shall consist of building up the necessary infrastructure within a period of at least three (3) years for a smooth functioning of the Network. The second step may consist in its formalization of its own by-laws. The third and final step may be the formation of a representative general conference or council as its governing body.
7. **NETWORKING GROUP:** There shall be a Networking Group for Asia-Pacific consisting of one (1) representative from each country. It shall be responsible for policy-making, direction setting and general supervision of the Secretariat. These functions may be delegated to a Coordinating Committee composed of one (1) representative from each sub-region. Sub-regional and national networking groups may also be established.
8. **SECRETARIAT:** There shall be a Secretariat responsible for executive and administrative matters necessary or incidental to the effective functioning of the network support system, including fund-raising. In the meantime, the Secretariat shall be established in the Philippines and shall be headed by an Executive Secretary.

Signed: 31 July 1998, Strasbourg, France

Pune Conference

UNESCO's Asia-Pacific Regional Meeting on Human Rights Education

UNESCO held its regional conference on human rights education for the Asia-Pacific region on February 3-6, 1999 in Poona, Maharashtra, India. The conference named "Education for Human Rights in Asia and the Pacific" was held as part of the 50th anniversary of the Universal Declaration of Human Rights and in accordance with the Plan of Action for the United Nations Decade for Human Rights Education (1995-2004). The conference generally concentrated on three areas: human rights education in the non-formal education system, human rights education in the formal education system, and human rights education in other sectors such as the media. The tasks and obligations of governments and national human rights institutions on human rights education were also taken up.

More than 150 participants from various countries in Asia-Pacific and Europe were in attendance. Majority however are Indians who were given more opportunity to speak than the other participants from outside India. Most discussions therefore turned to domestic Indian issues rather than regional human rights education questions.

One of the oft-repeated issues in the conference is about the relationship of duty to rights. Many of the Indian participants stressed the need to perform one's duty first before claiming rights. Performing one's duty is seen as a more noble act than just claiming rights which can be seen as self-centered. The issue has not been given enough time for discussion though. Many issues came up. There is a possibility for example to have so much stress on duties which may actually lead to the neglect of rights. As one participant from Indonesia said, there is no problem with the idea of duty because children in schools are always taught about their duties. The problem is that rights are not taught. Education for human rights therefore will not take place unless rights themselves are properly taken up. At the same time, people who due to their low social status as well as poverty have been required to perform duties all their lives cannot enjoy their rights if duties would be continuously emphasized. Much of their poverty can be attributed to the violation of their rights rather than their failure to perform their duties.

This brings the need for promoting human rights education in the context of the massive injustice existing in the region. Violations of human rights are still very much around and structures to address these problems (including human rights programs) are largely insufficient.

The conference ended with a document entitled "Pune Declaration for Education for Human Rights in Asia-Pacific." Because UNESCO has the mandate of promoting education in general, it uses the words "education for human rights" to indicate its objective of making education serve the purposes of human rights.

The declaration reiterates the ideas contained in the "Osaka Declaration" that came out of the recently held regional conference in Osaka. But it also contains several concrete ideas on how to promote human rights education further. Some of these are:

- creation of education cells for human rights by governments which shall promote human rights education at all levels and sectors of society;
- active involvement of UNESCO Chairs, associated schools, clubs and associations in the region in human rights education;
- creation of a regional network with a focal point that will ensure the development and exchange of curricula, training methodology, technical support materials, student-faculty exchange programs, field visits, etc.

The declaration likewise suggests to develop human rights education programs not only based on the Plan of Action of the UN Decade for Human Rights Education (1995-2004) but also on the UNESCO World Plan of Action on Education for Human Rights and Democracy (Montreal 1993) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995).

Representatives of national human rights institutions in India, Australia, New Zealand and Indonesia came to attend the conference along with NGO workers and members of the academe from Nepal, Bangladesh, Cambodia, Fiji, Romania, Ukraine, Mozambique, Iran and India.

Plans for follow-up activities are still unclear. The Pune Declaration merely provides a general statement on the need to coordinate various activities on human rights education in the region. This fits the Plan of Action of the UN Decade for Human Rights Education. UNESCO and the local host organizations may have to decide on this soon.

The conference attracted numerous papers on human rights education from the participants. The proceedings of the conference as well as the papers are planned to be published.

The Poona conference is the third regional conference organized by UNESCO. Regional conferences for Africa and Europe have been held last year.

The World Peace Centre (India) along with the Indian National Human Rights Commission, the government of India, Indian National Commission for cooperation with UNESCO (New Delhi) comprise the local hosts for the conference.



The Pune Declaration on “Education for Human Rights in Asia & the Pacific”

Adopted by the Asia & Pacific Regional Conference on Education for Human Rights
Pune, India, 3-6 February 1999

The participants of the Asia and Pacific Regional Conference on Education for Human Rights, organized in Pune, India, by the World Peace Centre of MAEER's MIT (Pune), National Human Rights Commission of India and the Indian National Commission for Cooperation with UNESCO, at the initiative and with the support of UNESCO to commemorate the 50th Anniversary of the Universal Declaration of Human Rights and UN Decade for Human Rights Education (1995-2004), discussed the status of education for human rights and the obstacles and special needs for its promotion in the region.

The conference notes that the Asia and Pacific region

- is characterized by significant social, political and cultural diversity and varying levels of economic development;
- suffers in large parts from extreme poverty and illiteracy;
- is experiencing the adverse impact of globalization processes especially in the economic and cultural fields in many cases detrimental to human rights;
- suffers from the prevalence of different societal maladies such as child labour, sexual exploitation of women and children, gender inequality, contemporary forms of slavery, discrimination of persons belonging to national or ethnic or religious or linguistic minority groups, exclusion based on social status, deprived and disadvantaged communities and other grounds which seriously impede the promotion of human rights;
- is disturbed by the sufferings of innocent people as a result of acts of terrorism, armed conflicts and abuse of power;
- is experiencing serious degradation of the environment affecting the quality of life of the people and threatening the very survival of humanity.

The conference reaffirms that education is a basic right and an essential precondition for the implementation of all human rights for all. Further, the participants of the Asia-Pacific Regional Conference feel that a comprehensive, integrated and holistic approach is called for to popularize education for human rights from school level to Graduate and Post-Graduate level. A similar effort is also called for to bring about attitudinal changes to accept the value of human rights education as an important component of self-development. This ultimately results in creating the awareness rights from the childhood. Elementary education shall be free and compulsory. Education shall be directed, in conformity with the Universal Declaration of Human Rights, to the full development of human personality and the strengthening of respect for human rights. It should enable the society to address civil, social, political, economic and cultural problems preventing enjoyment of human rights, to improve the quality of life of the people, and to resolve conflicts through peaceful means.

The conference notes the efforts of the inter-governmental and non-governmental organizations, national human rights institutions, educational community and other seg-

ments of the civil society to promote education for human rights. The conference is concerned that only very few States in the region have adopted National Plans in conformity with the Plan of Action for the UN Decade for Human Rights Education (1995-2004). The conference further noted that though no formal regional mechanism has been set up in the Asia and Pacific to address human rights issues, other regional arrangements exist through the association and joint efforts of national human rights institutions as well as non-governmental organization for the promotion of human rights education at the regional level.

Further, the conference reaffirms all human rights – civil, social, political, economic, cultural – are universal, inter-related, indivisible and interdependent and should be treated on the same footing and with the same emphasis.

Aims and Objectives:

The principal aims of education for human rights are:

- to strengthen respect for human rights and fundamental freedoms;
- to develop fully the human personality and the sense of its dignity;
- to develop attitudes and behavior to promote respect for the rights of others;
- to ensure genuine gender equality and equal opportunities for women in all spheres;
- to promote understanding and tolerance among diverse national, ethnic, religious, linguistic and other groups;
- to empower people to participate actively in the life of a free society;
- to promote democracy, development, social justice, communal harmony, solidarity and friendship among nations;
- to further the activities of the UN system, in particular UNESCO, the Office of the UN High Commissioner for Human Rights and UNICEF, aimed at the creation of a culture of peace based upon universal values of human rights, international understanding, tolerance and non-violence.

Contents of Education for Human Rights:

Education for human rights, should be aimed at full enjoyment of human rights and fundamental freedoms and for that purpose have regards to the following:

- All human rights are universal, indivisible, interrelated and interdependent, and all are essential for the full development of human personality;
- While regional and national particularities are to be borne in mind, it is the duty of States, regardless of their political, civil, economic and cultural systems, to promote and protect all human rights and fundamental freedoms;
- Universal respect for, and observance of, human rights and fundamental freedoms contribute to stability, securi-

ty and well-being, necessary for socioeconomic development;

- Human rights, democracy, peace and development are interdependent and mutually reinforcing;
- Rights of women and girl-child are inalienable, integral and indivisible part of universal human rights.
- Human rights education should be aimed at the full and equal participation of women in political, economic, social and cultural life. Awareness towards prevention of gender-based violence, sexual harassment and exploitation should be component of education programmes;
- Promotion and protection of the rights of the child is a priority and required dissemination of knowledge of relevant standards. Special efforts are needed to eradicate child labour, child prostitution, and child pornography;
- Special attention should be paid to the rights of persons belonging to various vulnerable groups – national or ethnic, religious and linguistic minorities, indigenous people, refugees and internally displaced persons, migrant workers, persons with HIV/AIDS and other health problems, disabled, and elderly;
- Special attention should be also given to the mobilization of the public opinion against major threats and challenges to human rights: terrorism, organized crime, corruption, trafficking of human beings for exploitative purposes, drug trafficking, violence, etc.

Education for human rights should be multidisciplinary and should include the following:

- knowledge of internationally recognized human rights standards enshrined in the Universal Declaration of Human Rights, International Covenants, international conventions, declarations and protocols, and international procedures and mechanism for human rights protection as well as norms of international humanitarian law;
- knowledge of national laws and procedures related to human rights;
- skills necessary for the application of these standards and procedures in everyday life;
- behavioural patterns based upon vigilance against violations of human rights wherever they occur;
- knowledge of social realities and impact of globalization process.

Education in and for human rights should also be aimed at the elimination of prejudices and negative stereotypes which in many cases become the source of discrimination, hatred and violence. These concerns should be reflected in manuals, textbooks and other educational materials.

Programmes for education for human rights should be developed in accordance with the Plan of Action for the UN Decade for Human Rights Education (1995-2004), the UNESCO World Plan of Action on Education for Human Rights and Democracy (Montreal, 1993) and the Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (Paris, 1995).

The conference stresses that education for human rights is, by itself, a human right. It further underlines that it is the duty of the State to take all necessary measures to ensure the realization of this right.

Educational Methods, Teaching Aids and Training Programmes:

Appropriate methodology and materials for the teaching of human rights should be developed in full conformity with the human rights principles and standards.

Special attention should be given to the elaboration of educational materials suitable for formal and informal settings, and adapted to the needs and demands of various target groups. Such materials should be made available in various national and local languages, in different forms and in sufficient number. Bearing in mind, the special characteristics of the region and prevailing high level on illiteracy, innovative audio-visual programmes should be prepared. An effort should also be made to reach the population especially in the remote and rural areas.

Environmental education is an essential part of education for human rights.

Participatory methodology for the teaching of human rights which takes into account the involvement of the target groups in the learning process should be adopted.

Further, special attention should be given to the training of :

- trainers who will ensure a multiplier effort in the promotion of human rights education;
- educators and other professionals involved in formal and informal education programmes;
- journalists and other media professionals.

Emphasis should be given to the elaboration and dissemination of human rights training programmes designed for professionals having special responsibilities related to the protection and implementation of human rights, in particular, security, army, police, prison, immigration and other government personnel and public functionaries at different levels as well as medical doctors, other health professionals, and scientists engaged in biological research.

Players:

The conference is convinced that the achievement of the goals of education for human rights can be ensured only through active cooperation and participation of all those who have the duty and obligation to promote and protect human rights. Parliamentarians and other elected representatives of the people at different levels, organs of State, educational and research institutes, national human rights institutions, non-governmental organizations, the mass media and in fact every segment of the civil society have a very important role to play in promoting education for human rights.

The family is crucial for the education of children in the spirit of human rights.

National human rights institutions, non-governmental organizations and their regional associations have a very important role to play in the implementation of national and regional plans and strategies in the field of education for human rights.

Technical assistance and support of the Office of the United Nation High Commissioner for Human Rights, UNESCO and other organizations and bodies in the UN system have an important role to play in the development and implementation of national plans for education for human

rights.

The mass media has a positive and a constructive role to play in the promotion of human rights. It should include dissemination of information on human rights issues including information on violation of human rights and problems that demand urgent intervention. In addition, they should highlight the successful work and positive experiences accumulated by the governmental and non-governmental players at national, regional and international levels.

Private foundations, private enterprises, associations of business and industry, should be encouraged to contribute to the promotion of human rights.

Recommendations:

With a view to accelerate the process of promoting education for human rights, the Asia and Pacific Regional Conference on Education for Human Rights adopted the following recommendations:

I) Appeal to the states in the Asia and Pacific region:

- 1) To provide free and compulsory primary education for all children;
- 2) To strictly observe the provision of human rights instruments, and to become parties to human rights treaties if they have not yet done so;
- 3) To disseminate the Universal Declaration of Human Rights and other human rights standard-setting instruments as widely as possible in national and local languages;
- 4) To establish, if they have not already done so, national human rights institutions in accordance with the Paris Principles (1991) and to ensure adequate procedural safeguards for their functioning in a truly independent manner;
- 5) To adopt, if they have not yet done so, National Plans in accordance with the aims of the UN Decade for Human Rights Education (1995-2004) and take urgent measures for their implementation;
- 6) To allocate sufficient resources to satisfy the needs related to the promotion of education for human rights;
- 7) To draw up and implement sensitization and educational programmes for public functionaries in order to ensure respect for human rights for all;
- 8) To draw up training programmes designed for professionals having special responsibilities related to the promotion and implementation of human rights in particular army, security forces, police, prison, immigration and other government personnel at different levels, especially in areas of armed conflicts;
- 9) To ensure that judicial processes are so organized to make them easily accessible, simple and sensitive to human rights concerns;
- 10) To ensure that ministries and educational authorities at various levels accelerate their efforts to formulate appropriate syllabi for the teaching of human rights; to develop teaching aids for various target groups for an easy understanding of human rights; and to evolve and implement training programmes for teachers;
- 11) To take measures in order to protect human rights activists and human rights defenders in full conformity with the **Declaration on the Rights and Responsibilities of Individuals, Groups and Organs of**

Society to Promote and Protect Human Rights and Fundamental Freedoms, adopted on 10 December 1998, the day of the 50th Anniversary of the **Universal Declaration of Human Rights**.

12) To create cells for Education for Human Rights which shall be responsible for promoting and consolidating education for human rights. They shall plan the introduction of Education for Human Rights at all stages of school, college and university curriculum. They also elaborate and implement programmes for non-formal education for large segments of the society who are outside the ambit of formal education. They shall prepare teaching and training materials in the form of books, audio-visual aids, etc. covering the entire spectrum of education for human rights. They shall also promote short-term courses, seminars, workshops and various other forms of training activities including summer and winter schools. Further, field work and experiential learning in the field of education for human rights be encouraged.

II) Request elected representatives, Parliamentarians and other elected representatives of the people, actively support the promotion and protection of human rights and human rights education through appropriate actions within and outside the legislature.

III) Urge non-governmental organizations working in the area of human rights to contribute to the effective implementation of human rights education programmes and the National Plans of Action;

IV) Invite mass media to increase its contribution to the enhancement of awareness of human rights, sensitization of the general public on violation of human rights and threats to human rights, and formation of public opinion on human rights issues;

V) Demand national human rights institutions, individually and jointly through their forum in Asia and the Pacific, to support the efforts of government, academic institutions, non-governmental organizations and other players for the implementation of the national programmes in line with the aims of the UN Decade for Human Rights Education (1995-2004);

VI) Request UNESCO Chairs, associated schools, clubs and associations in the region, to contribute actively in implementing activities in the field of education for human rights;

VII) Invite United Nation High Commissioner for Human Rights, UNESCO, other agencies and bodies within the UN system, as well as other interested inter-governmental organization to provide technical assistance and support in the development and implementation of national programmes for education for human rights.

The conference also recommends that in order to have an on-going experience exchange in the Asia and Pacific region on "Education for Human Rights", a regional network with a focal point should be created. It should ensure development and exchange of curricula, training methodology, technical support materials, student-faculty exchange programmes, field visits, etc.

From the Eyes of the Child

A six year old girl from Mongolia drew a picture of a pregnant woman with a young child in tow. The bulging stomach of the woman shows a happy, little boy. The girl also drew children playing and several sunflowers. The whole art work has various colors from violet to green to red and orange. It is entitled "My little brother will have the same rights."

From the eyes of this little girl, babies unborn will be given the same rights that she and other children in her neighborhood already enjoy. She is expressing excitement about her brother who will soon be born.

In this part of the world where girls are given less rights than boys, the idea of a little girl talking of the same rights for her little brother yet to be born is striking. It conveys the idea of absence of distinction between girls and boys as far as rights are concerned. It speaks of equality in its colorful and meaningful sense.

The other winning entries speak of joyful experiences of going to school, playing games and being in the playground. They also speak of difficult lives as child workers and starving refugee children dreaming of returning to a happy home.

The drawings certainly evoke messages that are normally written by adults in human rights reports. They set in vivid pictures the ideas that capture the children's imagination and real life experiences. They both express hopes and realities.

Such are the messages that the more than 600 drawings of children from 14 Asian countries are trying to convey. The colorful winning entries bear testimony to the different experiences of children. They express different views and emotions. But whether the message is one of joy or sorrow, the drawings are still set in bright colors that seem to suggest the unstinting hope of the children for the future.



First-prized artwork in 6-9 age category, "My Little Brother Will have the Same Rights" by 6-year-old O. Myagmarsuren (Mongolia)

Participating children artists have varying situations in life. Some go to school while others are stuck in refugee camps in the Thai-Burma and Nepal-India borders. They come from various countries in South, Northeast and Southeast Asia. They come from both rural and urban areas.

These are the results of "My Drawing, My Rights" contest held by the Asian Regional Resource Center for Human Rights Education (ARRC) in 1998. The art contest is designed as an awareness campaign on the rights of the child. But more than just a campaign, it allowed the children from age 6 to 15 to think about their rights and express them in the image they find appropriate.

ARRC required the national partner organizations (usually non-governmental institutions working with children) to use the art contest as a means of educating children about their rights. Prior to the actual on-the-spot drawing sessions, the contest was publicized by the national partner organizations through print and broadcast media (including television promotion in Cambodia) and through posters in schools, malls and other public places. There were also discussion sessions before and after the drawings to allow the children to explain the ideas they would like to express. These discussion sessions helped the children think more about child rights as they explain their work to fellow children and supporting adults.

The art contest proved that children are very capable of understanding concepts which adults sometimes find difficult to accept. They are not so much bound by the social, political and cultural restrictions which in many ways affect the fuller appreciation of human rights and thus consequently cause violations in various ways.

In the same manner, the art contest is a proof of the power of visuals in comprehensively portraying both dreams and sufferings. Children, with their art skills still at the early stage of development, manage to create drawings with meaning. Visuals become a useful tool for human rights education that appeal to children as well as to adults.

The drawings in the ARRC art contest are significant human rights materials that can be used for human rights education activities. ARRC produced a report on the art contest with photos of the winning entries.

For a copy of the art contest report and other information contact: Asian Regional Resource Center for Human Rights Education (ARRC), 494, Soi 11, Lardprao 101, Klongchan, Bangkok 10240 Thailand, or P.O. Box. 26, Bungthonglang P.O. Bangkok 10242 Thailand, ph (662) 370-2701; 731-2216; 3779357, fax (662) 731-2216; 3740464, e-mail: arrc@ksc.th.com

The 2nd International Youth Camp

Building Up a Rainbow Movement for Human Rights, Democracy and Peace Thailand

The second International Youth Camp (IYC) will be held on October 6 - 15, 1999 in Thailand. The first International Youth Camp, held in Kwangju (south Korea) last year, was created as a forum of solidarity in relation to the Kwangju massacre which contributed in bringing about a process of democratization in south Korea. The IYC aims to provide a venue for the youth to share their country's history, culture, national vision and contemporary challenges in building just, democratic and moral societies and a participatory democratic governance. IYC will lead to a common understanding of problems and create a point of unity for carrying out concrete forms of solidarity. The setting will hopefully provide a means for sharing experiences and ways of working together in response to the needs of common struggles.

Another objective of IYC is to share concrete experience and information on the exploitation and oppression of people in undemocratic societies. This theme is of particular interest following the Cold War when the so-called "new world order" with its "globalization" scheme encourages relentless competition at the expense of social justice, democracy and human life.

Youth are not only victims of human rights violations but also of the unfortunate economic circumstances caused by the so called "Financial Crisis" in Asia. It is an enormous challenge for the youth to affirm their role and to find ways to overcome the crude

challenges posed to them and the people at large.

In the present era of human rights, justice, participatory democracy and people-centered development, the myths and mess created by some Asian government leaders, transnational corporations, international financial institutions put shame to humankind. A growing consciousness among the masses on human rights and democracy at this important juncture of the human history exists undoubtedly.

IYC have to be held in different Asian countries especially surrounding on the occasion of historical events which signify people's aspiration for human rights and democracy. Examples cited are People's Power in the October Democratic Uprising in Thailand in 1973 and the May Uprising in 1992, Philippines' People Power in February 1986, People's Uprising in Rangoon in August 1988, Tiananmen Massacre in China in 1989, Nepal Democratic change in 1990, and recently Indonesia in May 1998.

The 2nd IYC will be held during the time that Thailand commemorates its October Democracy Uprising (October 14, 1973) and remembers the brutal massacre in October 6, 1976. The broad theme of the IYC will be Human Rights, Democratization and Peace.

The second IYC is being organized by Kwangju Citizens' Solidarity (Korea), Campaign for Popular Democracy (Thailand), Asian Cultural Forum on Development (ACFOD) and the Asian Human Rights Commission (AHRC) For further information contact: P.O. Box 26, Bungthonglang, Bangkok 10242, Thailand, ph (66 2) 370 2701, 377 9357, fax: (66 2) 374 0464, e-mail: hrnet@mozart.inet.co.th

(continued from page 3)

findings of human rights violations made by the national institutions.

National institutions should ensure effective training for their members and staff. Governments, in consultation with national institutions and non-governmental organizations, should also institute and maintain human rights training programs for relevant sectors of public administration, especially the police and armed forces and civil servants.

Collaboration between NGOs and National Institutions

The Symposium recognized the importance of building strong links and ties between national institutions and non-governmental organizations by structured regular meetings. The Symposium recognized that the collaboration between these two sectors would strengthen the functions of nation-

al institutions as well as making the non-governmental organizations more effective in promoting and protecting human rights.

International Assistance

The Symposium considered that international assistance could make an important contribution to the institutional strengthening of both national institutions and non-governmental organizations. It welcomed assistance of this kind that had been provided so far and urged governments and other donors to provide increased technical cooperation and financial assistance so that national institutions and non-governmental organizations can play an increasingly effective role in the promotion and protection of human rights.

EVENTS

Recently Held Events

1. The International Movement Against All Forms of Discrimination and Racism (IMADR) held the second in a three-part series of seminars on the topic "Asian Dialogue on Trafficking in Women and Children: Toward the Strengthening of Intra-Regional Cooperation" in Tokyo on March 21-23, 1999. The meeting addressed four objectives: a. to receive reports and information to assess the present situation of trafficking in women and children in East Asia, Southeast Asia and South Asia; b. to make suggestions for strengthening the regional mechanisms in the region; c. to strengthen the work of NGOs dealing with the issues related to the trafficking in women and children, and to enhance the partnership between NGOs and governments in the region; d. to provide opportunities for Japanese citizens, NGO activists, policy makers and government officials to learn about the current situation of trafficking in women and children and the different initiatives underway at the national, regional and international levels. Representatives of NGOs, UN agencies and the academe were in attendance. For further information contact: International Movement Against All Forms of Discrimination and Racism (IMADR), Matsumoto Jiichiro Kinenkan 3-5-11, Roppongi Minatoku, Tokyo, 106 Japan; ph (813) 3586-7447; fax (813) 3586-7462; e-mail: imadris@imadr.org; URL: //www.imadr.org

2. ALTSEAN-Burma and Gagasan Demokrasi Rakyat Malaysia (Coalition for People's Democracy) held a workshop entitled "Strategy Workshop: Democratization of ASEAN in the Next Millennium - The Challenge for NGOS" on March 21-23, 1999 in Bangkok. It also held a special planning meeting for regional NGOs in cooperation with Initiatives for International Dialogue (IID Philippines). The workshop identified challenges and opportunities in the next 18 months (political changes, economic impacts, elections, growth of movements, etc.) within ASEAN, and developed strategies for advocacy, campaigns and joint cooperation (coordination, lobby, campaign, information dissemination, activist exchange, networking, exposure, regional, international, etc.). For more information contact: A L T S E A N - B U R M A (Alternative Asean Network on Burma) ph (66 2) 275 1811, fax (66 2) 693 4515, e-mail: altsean@ksc.th.com>

Events

1. HURIGHTS OSAKA will hold its first pilot teacher training workshop on human rights education in schools on April 26-29, 1999 in Bali. This training workshop is designed for Southeast Asia as a follow-up to the workshop on the same issue held also in Indonesia in May 1998. The training workshop will focus on the following

major issues: a. Human rights concept and vision (human rights situation, issues, national histories, sectoral focus); b. HRE and the School Curriculum (update on human rights education work, schools as base of promotion of human rights in society, profile of human rights advocates [teachers and students], model human rights curriculum); c. Teaching methodology (making lesson plans, modules, guides); d. Mechanism for dissemination within and outside the school (training objectives, networking); and e. Evaluation of human rights education programs and activities. Representatives of involved institutions from Indonesia, Malaysia, Vietnam, Cambodia, Thailand and the Philippines will be participating in this training workshop.

2. The fourth annual meeting of the Asia-Pacific Forum of National Human Rights Institutions will be held in the last quarter of 1999 in the Philippines with the Commission on Human Rights (Philippines) as the local host. The meeting will most likely report on the status of its projects such as the creation of an Advisory Council of Jurists; advocacy for government actions on the problem of sexual exploitation of children; and study on national institutions' practices on receiving, investigating, and resolving complaints. Representatives of the six existing national institutions in the region plus representatives of other governments and some human rights NGOs will be attending the meeting. For further information contact: Mr. Kieren Fitzpatrick, Asia-Pacific Forum of National Human Rights Institutions, c/o Australian Human Rights Commission, Level 8 Piccadilly Tower, 133 Castlereagh Street, Sydney NSW 2000 Australia, tel. (612) 9284-96 44, fax (612) 9284-9825, e-mail: apf@hreoc.gov.au; website: www.apf.hreoc.gov.aue

3. The Asia-Pacific Forum on Women, Law and Development (APWLD) will be holding a series of training activities in various parts of Asia-Pacific. It will have the Training of Trainers on Feminist Legal Theory and Practice (FLTP), AWORC Training (Seoul), National Training FLTP (Mongolia) in the month of June, National Training (Tibet) and Sub-Regional Training, Central Asia (Kyrgystan) in July, Regional Training on FLTP (Thailand) in September, and Regional training on Women, Employment and Economic Rights in October. For further information contact: Asia-Pacific Forum on Women, Law and Development (APWLD), 3F, Satitham YMCA Building, Room 305-307, 11 Sermasuk Road, Soi Mengrairasm, Chiangmai 50300 Thailand, ph (6653) 404-613 to 14, fax (6653) 404-615, e-mail: apwld@lox-info.co.th

NEW PUBLICATIONS

Kwangju Diary: Beyond Death, Beyond the Darkness of the Age

Lee Jae-Ui

UCLA Asian Pacific Monograph Series

This is a first-hand account of the 1980 civilian uprising in South Korea against the military government of Chun Doo Hwan. The book was first published in 1985 under the name of the well-known author Hwang Suk-Yong, in hopes of providing some protection from the military authorities. Later it was revealed to be the work of student journalist Lee Jae-Ui. In this first English edition, revised in consultation with the author and translated by Kap Su Seol and Nick Mamatas, this dramatic work provides the first extensive account from the perspective of the participants of this important event in recent Korean history.

Law for Pacific Women: Legal Rights Handbook

Imrana Jalal, *Fiji Women's Rights Movement*

Suva, Fiji

Reviewed by Caren Wickliffe, CFTC Fellow in Human Rights Education, Institute for Justice and Applied Legal Studies, University of South Pacific (Suva, Fiji)

Ms. Imrana Jalal is to be congratulated for producing this extremely important Pacific law text. It is an easy to read introduction to the laws affecting women in Fiji, Cook Islands, Kiribati, Nauru, Solomon Islands, Tonga, Tuvalu, Vanuatu and (Western) Samoa.

The book was written chiefly for human and legal rights teachers, students and paralegals, but it will also be useful for activists and community workers, who assist women understand the law. Additionally, no judge in the region, practitioner of law, court clerk, advocate or law student should be without a copy to direct them to the primary law relevant to their jurisdiction.

The hope expressed by the author that it will be useful for all women who wish to look critically at the law, to understand how it can be an instrument in women's oppression, and to take informed action, will be realized if women take the time to read through this impressive work. In fact all women should read this book simply for the information it shares on what rights women do or do not have in each of the nine countries analyzed by the author. It is a large book, but it can be read in three days at a reasonably slow pace by any one with senior secondary-tertiary education.

The legal content of the book is logically and coherently explained in a way that illustrates convincingly the main proposition of the author - that law (both custom and western) is rooted in patriarchal and patrilineal system that reinforce men's control over women, children and property. This proposition is emphasized by reference to constitutional analysis, a consideration of women's land rights in the Pacific and a review of the way the legal systems of the nine different countries deal with sexual offences against women; criminal assault against women in the home; women as criminal defendants; marriage and separation; divorce, custody, access and guardianship; maintenance for married women and legitimate children; patrimonial property; de facto relationships, affiliation and natural children; women and work; and women lawyers and legal aid for women.

Ms. Jalal argues that almost all legal systems are inappropriate to deal with the complexity of social relationships, particularly when problems are encountered. Examples include the divorce, maintenance and matrimonial laws, which set people one against another and, when applied to broken families, worsen the conflict and the problems experienced by all parties. Far from promoting reconciliation through mediation and counselling, the laws of the legal systems under consideration promote the sexist views of predominantly male judges, lawyers and lawmakers who focus too much on the sexual conduct and behavior of parties in order to attach blame as they pursue victory for their respective constituencies.

What is admirable about this book is the attempt to provide some direction for those who wish to seek changes, rather than having people with a sense of hopelessness. In the last chapter of the book, entitled 'Strategies for Change,' the author analyses the different options including international law options, available to women in pursuing law and policy reform.

The book is an invaluable contribution to the debate on the interface between women's rights, custom and law.

HURIGHTS OSAKA ACTIVITIES

HURIGHTS OSAKA held its annual series of citizens' seminars focusing on the issue of human rights education in schools. Three sessions were held in March. The study meetings on the same topic continued also in the same month.

The fifth in the series of booklets on human rights was published in January 1999. This booklet (in Japanese language) deals with the rights of the child. Two new publications relating to human rights education in schools will be published in April 1999. These English-language publications consist of a report on the 1998 workshops held by HURIGHTS OSAKA in Southeast, Northeast and South Asia respectively, and the second volume of the publication *Human Rights Education in Asian Schools* (March 1998) which compiles the papers presented in the workshops (with additional solicited papers).

HURIGHTS OSAKA is now preparing for the Southeast Asia Pilot Teacher Training Workshop that will be held in Bali, Indonesia on April 26-29, 1999. Participants from Indonesia, Malaysia, Thailand, Philippines, Cambodia and Vietnam will be in attendance. The training workshop will be held in collaboration with the National Commission on Human Rights - Indonesia, the Center for Human Rights Studies (Universitas Surabaya), and UNESCO (Jakarta office).



PRINTED MATTER

AIR MAIL

May be opened for inspection by the postal service.

HURIGHTS OSAKA, inspired by the Charter of the United Nations and the Universal Declaration of Human Rights, formally opened in December 1994. It has the following goals: 1) to promote human rights in the Asia-Pacific region; 2) to convey Asia-Pacific perspectives on human rights to the international community; 3) to ensure inclusion of human rights principles in Japanese international cooperative activities; and 4) to raise human rights awareness among the people in Japan to meet its growing internationalization. In order to achieve these goals, HURIGHTS OSAKA has activities such as Information Handling, Research and Study, Education and Training, Publications, and Consultancy Services.



HURIGHTS OSAKA

HURIGHTS OSAKA

(Asia-Pacific Human Rights Information Center)

2-1-1500, Benten 1-chome, Minato-ku, Osaka 552 Japan

Phone: (816) 6577-3578

Fax: (816) 6577-3583

E-mail: QQ4C-FJMT@asahi-net.or.jp