HUMAN RIGHTS TEACHING, INFORMATION & DISSEMINATION

REPORT OF ASIA-PACIFIC REGIONAL SEMINAR SYDNEY 1987

Australian National Commission for UNESCO
and Human Rights Centre,
University of New South Wales

REPORT

UNESCO SEMINAR ON HUMAN RIGHTS TEACHING, INFORMATION AND DISSEMINATION IN THE ASIA-PACIFIC REGION

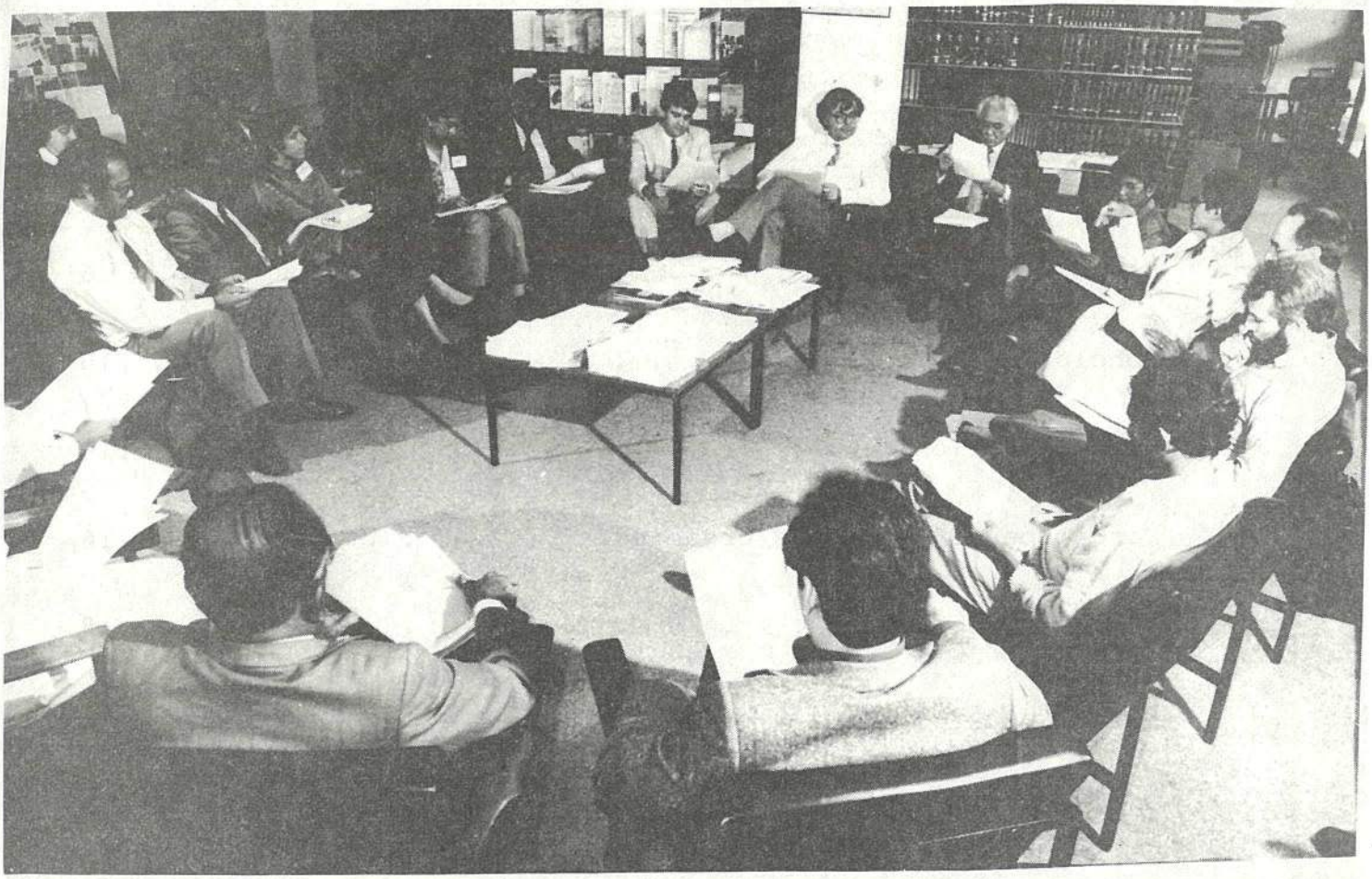
Human Rights Centre
University of New South Wales, Sydney
9-12 May 1987



Participants, observers, organisers (l to r):
Dr Richard Howitt (Australia), Peter Thomson (Australia), Vinod Archery (Fiji), Khoo Boo Teong (Malaysia), Pham Ngac (Vietnam), Dr Wojciech Sadurski (Australia), Judy Middlebrook (Australia), Dr Tony Deklin (Papua New Guinea), Prof. Purificacion Valera-Quisumbing (Philippines), Luke Hardy (Australia), Prof. James Crawford (Australia), David Tupou (Tonga), Dr Yogesh Atal (Thailand), Prof. Pat Hyndman (Australia), Ian Bassett (New Zealand), Gretchen Kewley (Australia), Eddie de Silva (Sri Lanka), George Aditjondro (Indonesia), Prof. Shinjo Okuda (Japan), Prof. Vitit Muntarbhorn (Thailand), Prof. Ivan Shearer (Australia). Absent: Prof. Alice Ehr-Soon Tay, Dr Ralph Pettman (Australia); Whaimutu Dewes (New Zealand).

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Discussion groups in session at the seminar venue, the Human Rights Centre, Law School, University of New South Wales.

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REPORT

1. INTRODUCTION.

As part of its program on Teaching, Information and Documentation on Human Rights Matters, UNESCO convened a Conference on Human Rights Teaching, Information and Documentation in the Asia Pacific Region, at the University of New South Wales, Sydney, Australia, from 9-12 May 1987. The Conference was a precursor to an International Congress on Teaching, Information and Documentation on Human Rights Matters to be held in Valetta, Malta from 31 August to 5 September 1987. The Regional Conference in Sydney was sponsored by the UNESCO Regional Office for Social and Human Sciences in Asia and the Pacific, Bangkok and the Australian National Commission for UNESCO, and was assisted by grants from the Australian Department for Foreign Affairs and the Australian National Commission for UNESCO. The Conference was organized by the Australian National Commission for UNESCO in conjunction with the Human Rights Centre of the University of New South Wales, and was chaired by Professor James Crawford, Challis Professor of International Law in the University of Sydney and a member of the Australian National Commission for UNESCO. A list of participants, drawn from 12 countries, is set out in Appendix A. The program for the Conference is set out in Appendix B. In addition to the papers presented at the Conference, which were distributed to participants and to UNESCO officials with responsibilities in this area, and which are listed in Appendix C, each participant was asked to respond to a list of questions relating to the experience in this field in the country in question. The questions and responses thereto are collated in Appendix D.

2. OPENING AND KEYNOTE ADDRESS.

Dr Yogesh Atal (Regional Adviser, UNESCO Regional Office for Social and Human Sciences in Asia and the Pacific, Bangkok) opened the seminar, welcoming the participants and thanking the organisers. He gave a brief historical summary of UNESCO's role in the development of human rights education, noting the consensus that human rights is inherent in all cultures but that this consensus is based more on an act of faith than on detailed research or investigation into the different cultural and religious traditions, not least those of the Asia Pacific region. For this and other reasons there remains a great need for the further research, information and documentation in the field of human rights, as well as a pressing need to promote peace and disarmament studies.

Mr Justice Michael Kirby (President of the Court of Appeal of New South Wales and a former member of the Australian National Commission for UNESCO) in his opening address stressed that at this time it is important to look at new issues facing human rights. He outlined three: costs - in hard economic times it is essential to look at things from the viewpoint of maximum efficiency; secondly, technology - including the problems of the definition of human rights in the light of new technology; and thirdly realism - it is vital to be realistic in setting goals in this area as in others.

The keynote speaker, Professor Purificacion Valera-Quisumbing (Phillipines) spoke of challenges to human rights in the Asia Pacific Region, stressing that it is essential to keep in mind the geographical size of the area and the diversity of its peoples, cultures and systems, and that

Human Rights Teaching and Learning: Community and Adult Education

One issue particularly addressed was that of the seeming insufficiency of human rights efforts in developing countries. Often one reason for this is the existence of regimes which forbid the overt promotion of human rights. However, work can be, and is, done under different banners, eg "social reform", "environmental protection" or "cultural development". This was not merely camouflage: human rights issues in particular contexts were usually intimately connected with issues of this kind. A further difficulty experienced by some countries is the intimidation of human rights teachers and activists. Other difficulties are the lack of resources, and the need for training to be given to community leaders. Speakers discussed how consumer, environmental and social welfare groups strive for structural change by using progressive laws and by differentiating and avoiding the application of regressive laws. It is important that information about citizen's rights, the laws affecting them and the means whereby they can obtain redress or assistance when those rights are abused be disseminated among those who otherwise may not have the opportunity to gain this information. Many countries make great use of unofficial, local and national networks, and one participant stressed the importance of international networking, describing a successful struggle against a Japanese corporation which had been polluting a local community environment. The help of environmental allies in Japan had aided in bringing about a successful outcome.

4. SESSIONS ON HUMAN RIGHTS: INFORMATION AND DOCUMENTATION.

These sessions concentrated on bibliographical work and human rights information and documentation systems. The process of information gathering used in the production of the Bibliography *Human Rights for Australia*, published by the former Australian Human Rights Commission, was described by its editor Professor A Tay. The Law Librarian of the University of NSW (Mr R Brian) then described the library facilities available for human rights research and introduced the participants to the library and its cataloguing systems. Human rights material is distributed throughout the university libraries, and is not contained in the books held by any one faculty. The importance of the holdings of grass roots materials was stressed, as were the difficulties experienced by the UNSW library in gathering such materials.

5. SESSIONS ON HUMAN RIGHTS PROBLEMS AFFECTING SPECIFIC GROUPS.

Human Rights Teaching and Information in Rural Areas

This is an especially relevant topic as 60% of the world's population lives in rural areas, and an even higher percentage than this in many third world countries. Illiteracy is rampant in Asia Pacific rural areas and any human rights education must address this problem. In poor rural areas more people will be reached through formal education in human rights if this is taught in primary schools. Many do not go on to secondary schools. Hence informal education through families, religious groups, NGOs, etc is extremely important. Teachers in these areas have a particular responsibility, and there is a corresponding need for human rights education for teachers. Exchanges of teachers of human rights in the region would be particularly beneficial. There are many small developments, unknown beyond their very limited localities, which could be very useful to others in the region. Again networking should be improved. Further, it is important that producers of materials publicise their materials so far as this is practicable with limited resources, and also let it be known that others may reproduce the material freely. Various suggestions were put forward as to types of teaching materials it might be useful to produce, and several were demonstrated. There is a clear need for the encouragement of the development of new teaching materials appropriate to the cultures of the people concerned.

Human Rights Teaching and Information: Special Problems Affecting Women

Participants gave a description of the situation of women in their countries, covering overt discrimination by government policy or by the legal system, as well as the more informal means of discrimination which arise out of culture or religion. Particular reference was made to the problems in Islamic countries, especially in the area of marriage and divorce laws. Participants

saying that human rights is not a matter for the dominant group to give concessions to a minority group but that it is necessary for the different groups to meet together to discuss issues and share power.

There followed discussion of the issues of this kind, as they manifested themselves in different forms in the region. Emphasis was placed on the need for human rights information and teaching as a two way process, with the need for communication in the language and in a way consistent with the culture of ethic, linguistic and religious minority groups.

6. SESSIONS ON HUMAN RIGHTS TEACHING AND INFORMATION IN THE REGION: PROSPECTS AND PROPOSALS.

Dissemination of Human Rights in a Culturally Diverse Region

One of the participants presented a paper prepared by Mr Neroni Slade, a member of the Legal Divison of the Commonwealth Secretariat and a national of Western Samoa, who had unfortunately been prevented at the last moment from attending the seminar. The paper noted that the Pacific is a large, spread out and exceptionally diverse area. It includes the large land mass and relatively large population of Australia and many very tiny states separated by great distances. There are major cultural and racial differences and many different languages. Although all independent Pacific island states (but not Australia and New Zealand) now have Bills of Rights incorporated in their constitutions, and although these Bills of Rights reflect the standards of international human rights instruments, these international standards are seen by many island states as being in conflict with their own traditional cultural norms. This unease has been reflected at times by resentment at court decisions upholding international norms to the detriment, as it is sometimes seen, of local custom. Despite the existence of the Bills of Rights in their domestic laws very few island states have ratified the international human rights conventions. There are various reasons for this - cost and administrative problems for tiny states are inhibiting factors, and the preoccupation in the region has been with local problems and the absence of resources. Although human rights provisions have been reflected in state constitutions in the area for the past twenty years there has been little promotion of human rights or active enforcement of them and a real need is seen here for the education of lawyers in human rights principles, for an increased role of NGOs and international bodies such as UNESCO, and for regional co-operation to ease the burden which may be too heavy for small states to carry out alone.

What is to be Done? The Need For a Regional Impetus

This session focused on the moves toward a regional recognition of human rights in the Pacific, and in particular on the steps taken towards the development, in the region, of a Human Rights Commission, and the drawing up of a Human Rights Charter. These moves were outlined in a paper given by Dr Tony Deklin (Papua New Guinea). The formal process began with the 1985 Lawasia Seminar in Fiji to Consider the Prospects for the Establishment of a South Pacific Regional Commission on Human Rights. Later, in accordance with Recommendation 10 of the Seminar, Lawasia established a Drafting Committee and a Working Party of representatives from the Pacific region, to conduct a research project to investigate whether or not a human rights commission for the area might be feasible. A meeting of the Drafting Committee was held in June 1986 and draft proposals were drawn up. After this first meeting a Working Party was constituted and met, in August 1986, in Apia during the first South Pacific Law Conference to discuss the suggestions and the draft which had emerged from the earlier meeting. At that stage contacts were made also with Law Ministers attending the South Pacific Law Conference in Western Samoa. Since the Apia meeting the members of the Working Party have remained in contact, and, as a result of their discussions, have drawn up a revised draft. This draft contains proposals and possible alternative suggestions for a Pacific Commission and a Charter based in part on the African Charter which is seen as the preferred model for the Pacific region, as it incorporates the community responsibility which form an important part of Pacific cultures. A Human Rights Commission adapted in form and procedure to the needs of the region is the recommended form for implementing the Charter.

Particular Issues relating to Human Rights Problems of the Region

7. Violations of the rights referred to in the International Covenant on Economic, Social and Cultural Rights are a particular concern. Despite the identification of economic rights as a priority in developing countries in the region, severe abuses of these rights still occur. The issues involved include child labour, excessive hours of work, unemployment and underemployment, and the rights of workers. The meeting noted with satisfaction work undertaken, with assistance from UNESCO, to provide advice to disadvantaged groups, in an appropriate form, telling them both of their rights and where they can get help (eg the project on Alternative Human Rights Materials for Thai Youth). This kind of activity could be expanded in the region, with assistance from UNESCO and other UN agencies.

8. The need for human rights teaching, information and dissemination should be more fully accepted at the national level, in particular by the educational and other authorities. It would be helpful if a commitment to teaching and dissemination of human rights standards could be incorporated in the constitution or laws of the countries (as is the case with the new Constitution of the Phillipines).

9. Within this region, problems of human rights, calling for teaching or the dissemination of information, may not be so identified by those directly involved - especially by the victims of human rights abuses. For the purposes of study and of protection activities at the international level the description 'human rights' is established and valuable. But it should not exclude human rights activities concentrating on specific problems, under labels which for good reason may not include the term 'human rights'.

Human Rights Teaching

10. There was general agreement that education for human rights should begin with very young children, and should not be limited to formal education.

11. Where education for human rights is introduced into early schooling in the formal sector, it need not be and should not be confined to particular segments or courses labelled 'human rights', but should be introduced throughout the curriculum. The issue of the 'hidden curriculum' should be addressed in formal education for human rights, so that understanding of and respect for human rights is demonstrated as well as taught about. Thus early education for human rights will involve personal development (eg values, self-esteem, critical thinking skills, the management of conflict, and cooperation and respect for others), social studies, language and literature, disciplinary methods and other areas of affective education.

12. At later levels of school, and at tertiary level, human rights teaching will inevitably be of a more diverse kind. Specific courses on human rights, including international human rights, exist in many tertiary institutions in the region, and although there can be difficulties with mounting these effectively, they are very desirable. But human rights cannot be compartmentalized: they are relevant, under various labels, in many subjects and disciplines at tertiary level. For that reason, among others, the need for interdisciplinary contact, research and cooperation is great.

13. Human rights teaching has an important role to play in the field of non-formal, continuing and adult education. This is especially so if for any reason human rights cannot be taught in schools within the formal sector. Information and skills together need to be communicated so that people can both understand their rights (including their right to such information) and do something to change their situation. Thus communities rather than centralised authorities may be better able to effect their own course of development. At present in many countries this is determined at the central level without local participation. In this process of education and dissemination, the role of non-formal education (including that carried out through families, religious groups, NGOs) is most important. However, existing formal education institutions (eg universities) may also be coopted to help in the process.

14. Bearing in mind that most of the world's population (and an even greater proportion of the population of the region) live in rural areas, more emphasis should be placed on rural education

22. In order to inform officials, scholars, educators and others working in this area, there is a need for reports on problems confronting human rights teaching and dissemination within the region. These reports could be commissioned by UNESCO's Regional Unit for the Social and Human Sciences in Bangkok, from those with special expertise or experience, identified through relevant NGOs and National Commissions for UNESCO. The reports could take the form of national reports (similar to the country status reports published by the UNESCO Regional Office in Bangkok, and concerned with various disciplines in the social and human sciences).

23. There needs to be better identification and dissemination of measures already taken and materials already produced (including publications, programs for the mass media, teaching aids, etc) within the region. Publications such as the new information bulletin, *International Law. News and Information from Asia and the Pacific* (UNESCO Bangkok) and the *Lawasia Human Rights Bulletin* and *Newsletters*, could be used for this purpose. As far as possible materials should be able to be adapted and reproduced without copyright constraints.

24. Existing international human rights information networks (eg INTERNET) should not be duplicated. Rather than seeking to establish a separate centre, UNESCO should concentrate on identifying and assisting, through provision of publications and in other ways, existing or new centres established within the region and concerned with particular aspects of human rights teaching, research or documentation. Examples of existing or proposed centres include the Sri Lanka Human Rights Centre, the Human Rights Centre at the University of New South Wales (which proposes to establish refugee information network), the Indonesian Legal Aid Foundation in Jakarta, and the Academy of ASEAN Law, University of the Philippines. This assistance should be provided on the basis that such bodies will then be able to give a regional emphasis to their work.

25. National and local committees should be established to promote teaching and information on human rights. These committees should seek to involve those working in NGOs and elsewhere in the field of human rights, and to ensure that trainees become in turn providers of human rights information.

26. In view of the substantial and continuing refugee problem in the region, the participants noted the need for programs to be developed to disseminate information about international refugee law, national laws related to refugees and information relating to the status of refugees in countries of asylum and resettlement, or after repatriation to their home country. This information should include information about resettlement programs. It should be made available in particular to refugees and asylum seekers, to government officials and NGOs working with refugees in these countries, and to lawyers and refugee advisory centres advising applicants for refugee status. To this end a refugee data base could be assembled, containing such information, as well as information about administrative policies and practices relevant to refugees and information on the background situation in countries of origin.

27. The rights of refugees, and the duties of the international community towards them, need to be persuasively disseminated, so that host communities, both in developing and more developed countries, can be encouraged to adopt positive and humane attitudes towards the plight of refugees.

28. The participants recognized the vital importance of international humanitarian law applicable in armed conflict for the protection of human rights in armed conflict, and the central role of the ICRC in promoting the dissemination of this law among the armed forces, government officials, health workers and the general population. International humanitarian law should be included in human rights teaching and information programs, including those with which UNESCO is involved.

* the status of women;
* dissemination of human rights in situations of conflict;
* the relationship between traditional religious and other cultural values and the principles of international human rights instruments;
* the rights of ethnic, linguistic and religious minorities.

as far as possible, these reports should either be produced in or translated into relevant local languages.

8. There needs to be better dissemination of measures already taken and materials already produced (including publications, teaching aids, etc) within the region. Existing international human rights information networks (eg INTERNET) should not be duplicated. Rather than seeking to establish a separate centre, UNESCO should concentrate on identifying and assisting, through provision of publications and in other ways, existing or new centres established within the region and concerned with particular aspects of human rights teaching, research or documentation. The provision of such assistance would help such bodies give a regional emphasis to their work.

9. Programs need to be developed to disseminate information about international refugee law, national laws related to refugees and information relating to the status of refugees in countries of asylum and resettlement, or after repatriation to their home country. To this end a refugee data base could be assembled, containing such information, as well as information about administrative policies and practices relevant to refugees and information on the background situation in countries of origin.

10. International humanitarian law should be included in human rights teaching and information programs, including those with which UNESCO is involved.

11. UNESCO should assist in sponsoring exchanges within the Asia Pacific region of teachers of human rights, as well as interdisciplinary exchanges of scholars to affirm and extend the interdisciplinary character of human rights as a subject.

12. UNESCO should encourage (perhaps in conjunction with LAWASIA) the translation of international human rights instruments into national languages. Commentaries on the instruments, emphasizing aspects of particular relevance to the country or people concerned, and the relevance of the teachings of ethical and religious traditions of that country or people, should also be prepared and distributed. As necessary background for the preparation of such commentaries, UNESCO should consider sponsoring a comparative study of human rights in the ethical and religious traditions of the region.

3. Observers.

Mr Ian Bassett, Education Department, New Zealand

Mr Paul Coe, National Aboriginal and Islander Legal Service, Sydney

Dr David Geddes, Secretary-General, Lawasia, Sydney

Mr Luke Hardy, Executive Director, Refugee Council of Australia

Dr Richard Howitt, Australian Teachers Federation

Mrs Gretchen Kewley, Research Fellow, Law Faculty, Monash University; Australian Red Cross Society, Melbourne

Ms Meryl Lees, Human Rights and Equal Opportunity Commission, Sydney

Dr Wojciech Sadurski, Department of Jurisprudence, University of Sydney

Mr Peter Thomson, Human Rights Branch, Attorney-General's Department, Canberra

3. Organizing Committee.

Mr Bill Burford, Australian National Commission for Unesco

Mrs Doreen Cinque, Human Rights Centre, University of New South Wales

Professor James Crawford, Challis Professor of International Law, University of Sydney; Member, Australian National Commission for Unesco

Mr Geoff Forrester, Department of Foreign Affairs, Canberra

Ms Angela Mays, Acting Secretary, Australian National Commission for Unesco

Mrs Judy Middlebrook, Australian National Commission for Unesco

Mr Nick O'Neill, Faculty of Law, New South Wales Institute of Technology, Convenor, Australian National Support Group, Lawasia Human Rights Committee

Mr Tony Palfreeman, Department of Political Science, University of New South Wales

Professor Ivan Shearer, Dean, Faculty of Law, University of New South Wales

10.45 am Session 6: A Guide to Human Rights Documentation
Speaker: Mr Rob Brian, Law Librarian University of New South Wales (including a guided tour of the UNSW Law Library human rights collection, and a display of UNESCO and UN publications on human rights).

12.00noon Overseas participants taken on a sightseeing tour during the afternoon.

Monday 11 May 1987

9.00 am Preliminary Consideration of Recommendations from Sessions 1-6.

IV. HUMAN RIGHTS TEACHING AND INFORMATION: PROBLEMS OF SPECIAL GROUPS

9.30 am Session 7: Human Rights Teaching and Information in Rural Areas.
Speaker: Associate Professor Vitit Muntarbhorn (Thailand).

11.00 am Morning Tea.

11.30 am Session 8: Human Rights Teaching and Information: Special Problems Affecting Women.

1.00 pm Lunch: Room 1038.

2.00 pm Session 9: Special Problems of Human Rights Teaching and Information in Situations of Conflict.
Speaker: Mr Eddie de Silva (Sri Lanka).

3.30 pm Afternoon Tea.

4.00 pm Session 10: Human Rights Teaching and Information: Special Problems of Cultural, Linguistic and Religious Minorities.
Speaker: Mr W Dewes (New Zealand).

5.30 pm Close.

7.30 pm Seminar Dinner: Bridge Room, Intercontinental Hotel, Macquarie Street.
Host - Vice-Chairman of the National Commission.
Speaker: Mr Justice Einfeld.

Tuesday 12 May 1987

9.00 am Session 11: Preliminary Review of Recommendations from sessions 7-10.

9.30 am Open Forum: An Approach to the Human Rights Teaching and Information Needs of Special Groups.

11.00 am Morning Tea.

V. HUMAN RIGHTS TEACHING AND INFORMATION IN THE REGION: PROSPECTS AND PROPOSALS

11.30 am Session 12: Dissemination of Human Rights Standards in a Culturally Diverse Region.
Speaker: Mr Neroni Slade (W Samoa).

1.00 pm Lunch.

APPENDIX C

LIST OF PAPERS

Mr George Aditjondro,'Human Rights Teaching and Learning: Community and Adult Education'

Mr Rob Brian,'A Guide to Human Rights Documentation'

Mr Eddie de Silva,'Special Problems of Human Rights Teaching and Information in Situations of Conflict'

Dr Tony Deklin,'Towards a Regional Recognition of Human Rights in the Pacific'

Mr Whaimutu Dewes,'Special Problems of Cultural, Linguistic and Religious Minorities'

Mr Khoo Boo Teong,'Human Rights Teaching in the Tertiary Sector'

Mr Vitit Muntarbhorn,'Human Rights Education and Information in Rural Areas'

Professor Shinjo Okuda,'The Dowa Problem in Japan: Present Situation and Government Measures'

Dr Ralph Pettman,'Human Rights Teaching in Schools'

Professor Purificacion Valera-Quisumbing,'Challenges to Human Rights and its Teaching in the Region: An Overview'

Mr Neroni Slade,'Dissemination of Human Rights Standards in a Culturally Diverse Region'

Professor Alice Ehr-Soon Tay,'Information and Documentation about Human Rights'

education is to develop the students' practical power for problem solving, according to their development stages.

Malaysia: No relevant experience. Nevertheless human rights teaching should begin in schools.

New Zealand: The issues surrounding human rights and the contexts in which they are expressed are so diverse and pervasive that it is essential they be taught within several aspects of the school curriculum and are also supported by the everyday climate and ethos of the school. Opportunities for teaching about human rights and teaching for human rights occur in traditional school subjects such as social studies, history, science, language, literature and current events programmes. In addition, human rights teaching is an essential part of several new teaching perspectives such as peace studies, development studies and multi-cultural education, all of which encourage an integrated approach to the curriculum. Such an approach has the advantages of teaching human rights in their social reality, reinforcing the pervasiveness of human rights, and recognising the responsibility of all teachers for human rights teaching. It may also require that subject teachers adopt a broader and more eclectic approach to their subject. These principles underly the development of human rights teaching programmes in New Zealand and are also inherent in the recently completed report on the Review of the Curriculum for Schools. To be effective human rights teaching must also be reinforced by the nature of school organisation, classroom practice and the nature of interpersonal relationships. Staff and student rights and responsibilities must be seen to be respected, democratic decision-making implemented, and co-operative practices encouraged so that there is consistency between principles and practice within the school.

Papua New Guinea: Human rights should be integrated into the ordinary curriculum in the context of balancing rights with duties. There does not seem to have been marked effort made on this point in Papua New Guinea.

Philippines: Ideally, human rights teaching should be integrated in elementary school, a separate subject in high school and also integrated in relevant subjects throughout the four years. (In the Philippines most public schools have only 10 grades after which the student graduates with a high school certificate.) This is what we did in the University of Philippines pilot project. After getting the course offering approved by the University Council, a subject titled "Practical Law" was offered to 3rd and 4th year students. Contents: Legal protection of human rights; family law; environment and natural resources and law; common crimes; access to justice; consumer protection. Emphasis: Rights and obligations/duties of individuals and groups. Technique: team teaching where a lawyer gives two introductory, overview lectures; regular teacher "unfolds" lessons to bring out messages; volunteer law students and student teachers are trainees/aids. Materials: locally prepared by team of lawyers and teachers under a project called "Popularizing the Law" at the University of the Philippines Law Complex. The series of teaching materials in English, translated in Filipino and three other languages, is now in print after three years of preparation and testing. There are four kits (Level I for grades 3-4, II for 5-6-7, III for 7-8, IV for 9-10). There are 8 lessons in each of the six topics mentioned above, gradually building up on a main concept or message with work of graduated difficulty. The set includes readings, suggested questions for discussion, suggested activities, and a teachers' guide. These teaching materials were prepared under the direction of Professor Quisumbing of the University of the Philippines Law Complex, in collaboration with a social studies teacher who is also a professor at the College of Education. Title of the series: *Teaching Practical Law.*

Sri Lanka: There are at least three ways in which Human Rights education can be introduced into the formal school curriculum.

(a) The programme infusion approach. This seeks to supplement and strengthen the existing curriculum with regard to its treatment of Human Rights matters.

(b) The Unit of Study approach. This strengthens the Human Rights education component through certain changes in the organization and sequence of the curriculum.

Fiji: The approach at the primary level could be that students be taught in simple terms the meaning of human rights and the important matters entailed. Basic concepts should be taught. Students should learn their rights as individuals. At junior secondary and senior secondary levels, students should study human rights, by referring to relevant documents, and studying various situations such as Nicaragua, as case studies. Students should also study the consequences countries must face if they adopt certain policies. They also should be aware of the important role which the major powers are playing, and consider whether such roles enhance or undermine the general good.

Indonesia: In primary schools, the teaching of human rights should be limited to articles 18, 19, 25, 26 and 29 of the Universal Declaration of Human Rights, and, in secondary and tertiary schools gradually encompassing all basic human rights.

Japan: The hours and contents of human rights teaching in primary school, lower secondary school and upper secondary school are respectively different according to the developmental stages of students and needs of communities. For example, for "Social Studies", in primary school, the rights and duties of the people are learned through a study of the social life close to pupils such as school and family, particularly in the lower grades. In lower secondary school, students learn the significance of individual dignity, respect for human rights and the essential equality of both sexes through a study of democracy and today's social life in 'Field of Civics'. Human rights teaching in upper secondary schools is more diversified. In 'Contemporary Society' the fundamental human rights are taught as a basic principle of the Constitution of Japan, and human dignity and equality as an ethic in democratic society, in 'Ethics' self-awareness as human beings is introduced, and in 'Politics and Economy' fundamental human rights as a basic principle of democracy and a basic characteristic of the Constitution of Japan, are learned.

Malaysia: See answer to question 1.

New Zealand: At the primary level, human rights teaching can be focused on children's own experiences consistent with the theories of Piaget and Kohlberg and the development of moral reasoning. Primary children can also be presented with incidents and situations which may not be close to their own experience, but are ones with which they can readily identify. These can challenge their powers of reasoning and provide opportunities for discussion of basic human rights and responsibilities. The formation and observance of school and classroom rules also provides opportunities to model democratic principles and develop an understanding of reciprocal social obligations. At the junior secondary level, more complex case studies of human rights can be introduced as students develop greater abilities of abstract reasoning, transfer of principles, an understanding of the social significance of rules and laws, and a wider appreciation of other's rights and responsibilities. At this level many students are capable of evaluating issues by using the Universal Declaration of Human Rights while other students can absorb these principles and later apply them to relevant experiences as their understanding and skills develop. It is increasingly recognised that the period from 8-13 years is crucial in attitude formation and adjustment. Hence human rights teaching at this level can productively explore the cultural values and attitudes which motivate human behaviour and which underly human rights principles and laws. At the senior secondary level, students are more capable of exploring the complex principles and dilemmas which relate to human rights. They are more able to weigh up viewpoints, appreciate cultural perspectives, evaluate information and apply universal principles to specific situations. At this level also they are developing greater awareness of their role as future citizens and an appreciation of their individual and corporate power to influence events and situations within their own society. This development structure recognises that the approach at each level is not exclusively defined but that students at their own level of understanding will be exposed to a variety of human rights situations from the interpersonal to the international. Similarly, human rights awareness and a sense of empowerment and obligation should be developed out of appropriate experiences at each age level.

Fiji: Students should study the effectiveness of human rights, how far this goes, and consider whether it does not work in some countries such as Nicaragua, Chile etc where there is military dictatorship. Students should also study the different policies existing in different countries.

Indonesia: One should start by discussing concrete examples, working towards the general human rights standards, and drawing 50% of the samples from local settings, 25% from national issues, and the remaining 25% from international issues like *apartheid* in South Africa and the lot of the Palestinian refugees in the Middle East.

Japan: In general schools, general human rights standards are taught, but in schools which have the so-called dowa problem, human rights teaching is focused on particular human rights problems. (The so-called dowa problem is a most serious and important social problem deriving from the fact that a segment of the Japanese people, owing to discrimination based on a class system formed in the process of the historical development of Japanese society, is placed in an inferior position economically, socially and culturally. This discrimination is so severe that their fundamental human rights are grossly violated even in present-day society and, in particular, their civil rights and liberties, which are ensured to all people as a principle of modern society, are not fully guaranteed in reality.)

Malaysia: See answer to question 1.

New Zealand: Although the ability to appreciate and apply general human rights standards increases with maturity and experience, both young children and more mature students benefit from a consideration of a variety of human rights problems from the local to the international. General principles can be more readily appreciated when they emerge from discussions of local problems. Conversely, international and universal principles have applications at the local level. The question of balance is therefore only partly dependent on the age and abilities of students since it is important that the inter-relationships between the various contexts should be emphasised and reinforced in order to stress the universality of human rights. In an increasingly interdependent world, it is also important that a global perspective and a recognition of international responsibilities and commitments should be given due emphasis within the curriculum. Within each of these concepts, general human rights standards can be inserted not as studies in themselves, but as principles against which issues can be evaluated and as obligations which are universally binding.

Papua New Guinea: It would seem that a proper balance can be achieved by getting some realistic understanding of human rights problems in various regions of the world, and then relating this to the general principles underlying the doctrine of human rights.

Philippines: In the Philippines, this is not an issue. Our constitutional rights and duties are now in harmony with international standards. The Philippines has ratified the major human rights conventions, including the Optional Protocol in the International Covenant on Civil and Political Rights (the latter by the Aquino Government in 1986). The problem of balance is in standards versus practice; positive law or national legislation versus customary law and practices of ethno-linguistic groups.

Sri Lanka: See answer to Question 2.

Thailand: Balance is needed. But in order to strike it, you need a committee consisting of representatives of the Government NGOs and target groups to decide on course contents.

Tonga: See answer to question 1.

Vietnam: In the discussion of general human rights standards and particular (local, national or international) human rights problems, due attention should be paid to the international environment and specific circumstances which give rise to the problems. Each real situation requires its own solution. For example: as a result of wars and a difficult life, or

as a concept. Some practical teaching of Human Rights is to be included in the training programme of certain professional categories, so that they could undertake and maintain a standard of professional conduct to ensure protection of Human Rights in the sphere of practice. In the diverse University disciplines emphasis is given to Human Rights aspects as they arise in particular subject areas. Therefore Human Rights is taught differently in different subject areas in the tertiary stage.

Thailand: At the tertiary level, there are substantive courses. At other levels, Human Rights are referred to "en passant"!

Tonga: Prior to 1985, Law Courses which led to a licence to practise in Tonga were taught by the Chief Justice and the Crown Solicitor. These courses included Torts, Contracts, English Principles of Law and Tonga laws. Like the law courses currently taught through the extension services of the South Pacific, the emphasis is on providing a basic knowledge of the law with which government officials and administrators of justice are most concerned. "Human Rights" is not taught as a subject as such at any level in the ordinary school curriculum of primary, secondary or tertiary. However, a part of the course on "Introduction to the Constitution" offered by the University of the South Pacific is devoted to Human Rights - explaining the declaratory provisions relating to Human Rights in the Constitutions of the Pacific Region. The University of the South Pacific offers a Certificate and Diploma in Legal Studies through its extension in Tonga. These two courses have served as a substitute for the law courses described above. This course for this Certificate and Diploma are designed to provide a basic knowledge of those aspects of law with which government officials and administrators of justice are most concerned, and are of particular interest to trainee magistrates, court registrars, land officers and police officers. They are also of interest to people wishing to practise law in Tonga. The Certificate in Legal Studies contains five courses of which two are compulsory (i.e. Introduction to Law and Introduction to the Constitution) and three optional courses drawn from the following: Contracts, Torts, Land Tenure, Land Law, Criminal Law, Civil Procedure, Evidence, Administrative Law, Criminal Procedure, Family Law, Commercial Law, Labour Law, Planning Law, Succession. The Diploma in Legal Studies contains 10 courses of which two are compulsory (the same as for the Certificate) that is Introduction to Law and Introduction to the Constitution, and 8 optional subjects. These courses are co-ordinated by the Pacific Law Unit based in Vanuatu. As to the statement that human rights are taught as a minor component of law courses, Tonga's experience is therefore no different.

Vietnam: not answered

2. Is this a satisfactory basis for human rights teaching at tertiary level?

Australia: No, there is need for expansion of human rights teaching at the tertiary level so that it becomes a component in the teaching of many disciplines other than law of which human rights forms an integral part.

Fiji: No, students should be made aware of human rights issues at the primary and secondary level and should look at the subject in greater detail when they reach the tertiary level.

Indonesia: No.

Japan: Most colleges offer lectures on "the Constitution of Japan" as a required subject.

Malaysia: It may not be ideal but under the many constraints present, even having one single human rights course in the whole law programme itself can be considered as a substantial and positive starting point. It is always good to have at least a starting point and to consolidate and expand on it later on.

New Zealand: See answer to question 1.

where jurisprudence or case studies are already available. Particularly interesting to my students are experiences of regional human rights institutions, such as the European and American arrangements.

Sri Lanka: Not answered.

Thailand: See answer to question 1.

Tonga: In Tonga, there is probably more need for courses dealing with general standards of human rights in national or international law rather than courses concerned with specific issues or problems.

Vietnam: See answer to Session 2 question 3.

4. Should human rights be taught differently in different parts of the tertiary sector?

Australia: Yes. The teaching materials and presentation will need adaption in order to have maximum impact in the context of different disciplines. The underlying principles will of course remain constant.

Fiji: I feel that the only sections where it would be relevant are politics, law and may be the sociology, administration and economics disciplines. Different disciplines with their own views according to their own view point.

Indonesia: Yes. In the non-law schools, human rights should be taught initially in relevant fields, such as laborer rights in engineering schools, but gradually be extended to encompass all human rights.

Japan: Most colleges deal with human rights in the context of teachings on the Constitution, however as noted earlier particularly, in those regions which have the dowa problem, human rights teaching may be consciously emphasized.

Malaysia: Yes, human rights must be tailored to meet the many particular requirements of the different parts of the tertiary sector. The needs, depth and approach of the subject required by the different parts of the tertiary sector would necessarily be diverse and different.

New Zealand: Yes. See answer to question 1.

Papua New Guinea: Yes, in order to demonstrate different ways that human rights problems can occur in society.

Philippines: The core or essentials of human rights should be uniformly taught. But the approach and emphasis would necessarily vary from course to course. For example, in the College of Education, pedagogical techniques would be very important. In a class or course of industrial relations, workers' rights would be the focus. In medicine, patients' and medical workers' rights and duties, etc. In law schools, the procedural aspect of protecting human rights should be emphasized. Depending on the course, the approach would either be inductive or deductive as would be appropriate. There are new courses where human rights could be taught in a holistic manner. Interdisciplinary courses such as "Women's Studies", are now being offered in different Philippine colleges and universities.

Sri Lanka: See answer to question 1.

Philippines: Human rights teaching, broadly conceived, is central to community and adult education. The "Popularizing the Law Program" mentioned above has five components based on the target audience, namely: Practical Law Teaching for schools; Barangay Legal Education for local government officials, including village leaders, civic leaders, youth and religious leaders (this is the community and adult education part in a face-to-face situation); Popularizing the Law through Mass Media; research component; and, the creation of legal resource centers component (for the systematic dissemination and depositing of materials developed). Ideally, there should be community centers where materials on human rights could be available in the provinces, towns and barangays. Adult education classes conducted under the Department of Education, Culture and Sports should utilize these centers' as resources. There are supposed to be barangay centers in each barangay where activities take place including the compulsory conciliation system on certain disputes. So this is where some materials should be available to everyone.

Sri Lanka: In the education scenes specially in the developing areas, more and more emphasis is placed on non-formal programmes. Target groups such as the non-starters, school leavers, out of school youth and adults are taken so as to make them aware of human rights so that they could play an effective role in the development process in the country.

Thailand: Very important and unexplored.

Tonga: Human rights teaching has a very important place in the field of community and adult education. The emphasis on human rights teaching in this field should be on providing information which should in due course change attitudes.

Vietnam: Human rights teaching plays an important role in the field of community and adult education. This is the requirement of society and of life itself. The progressive realization of the principles of Human Rights depends, to a large extent, on education. The school and other agencies of society have an obligation to play their part fully and effectively in developing an understanding of the principles of human rights, and in the shaping of attitudes and behaviour of future citizens in accordance with those principles. Adult people have great knowledge of and are sensitive to social developments. Human rights teaching, if done in an appropriate way, will have good effects on the building of good citizens and will help establish the sense of responsibility towards the society. Education in human rights plays an important part in making known different points of view of different groups in society and of different countries with respect to human rights principles and with respect to the struggle for the protection of human rights now taking place in the world. It is important to train experts and to expose them to knowledge regarding the legal standards and instruments relating to human rights.

2. Should the emphasis in human rights teaching in this field be on providing information, changing attitudes or developing skills?

Australia: All three are necessary. It is important to present the information in ways which are conducive for the changing of attitudes and the development of skills.

Fiji: More emphasis should be placed upon providing information, and hopefully in the process people will change their attitudes, in a positive manner.

Indonesia: See answer to question 1.

Japan: Human rights teaching in this field aims especially at making people deepen their understanding of the dowa problem, and encouraging the elimination of discriminatory practices against dowa district residents.

Malaysia: The emphasis should be on all three, ie providing information, changing attitudes and developing skills plus self reliance and confidence.

of experts in various fields, cultural, educational and economic. Efforts should be made to enhance the exchange of delegations and information in the field of Human Rights education. Vietnam would greatly appreciate all assistance in providing materials to realize these aims.

3. What differences of approach and/or material are necessary, compared with primary or secondary education?

Australia: See the New Zealand answer, which applies equally to Australia.

Fiji: Adults should be well informed about their own constitution first of all, so that they may know what their rights are, and how far they can practise them. Adults need to be taught the practical side of it, whereas in the primary and secondary level students can be taught the basic concepts.

Indonesia: I would like to add the quote from Freire, *Pedagogy of the Oppressed* (1986) 197: "In cultural synthesis, the actors who come from 'another world' to the world of the people do so not as invaders. They do not come to *teach* or to *transmit* or to *give* anything, but rather to learn, with the people, about the people's world."

Japan: In the field of community and adult education, the aim is to enlighten all people on the dowa problem so that they recognize it, and accept it as their task to make efforts to solve it.

Malaysia: The approach and/or material disseminated can be more direct, comprehensive, detailed and analytical. It should enable the community to mobilize themself and to be eventually self reliant.

New Zealand: A range of educational materials and approaches are offered by community groups and by the Human Rights Commission and Race Relations Office. Materials include pamphlets, posters, videos, kitsets, research papers and regular newsletters. Teaching approaches include lectures, public addresses, group discussions and activities, simulation games, role plays and seminars. Approaches are generally more specific to particular aspects of human rights where immediate practical problems are presented. However, as the infringement of human rights adopts increasingly subtle forms there is a need for approaches which increase the general awareness of the structural and social barriers to the full exercise of human rights. In addition, individual and group consciousness raising approaches are needed to help overcome past conditioning that has created an acceptance of injustice or lack of equity.

Papua New Guinea: The approach should be more empirically-oriented.

Philippines: Materials should be problem-solving oriented. We have developed easy-to-understand primers on specific areas, including rights and duties of special groups, such as farmers, workers, women, household help, etc. We have also developed comic books complete with story line with the legal message or rights and duties interwoven into the story. And most importantly, we have prepared a directory of offices and organisations where help can be obtained, including legal aid clinics. Besides printed materials, radio programs have been used successfully. Fifteen-minute programs on various practical areas of law, emphasizing rights and obligations, are aired early in the morning to catch the ordinary working crowd. Our experimental effort called "Ito ang Iyong Batas" or "This Is Your Law" was quite successful judging by phoned in questions and reactions or comments. The talk is delivered by a lawyer who speaks in Filipino and in a simplified manner. The series has been reproduced in cassette tapes and distributed for use in provincial radio stations. Similar efforts are done on television but the shorter messages are more effective, we found out. The effort can be too expensive, unless the government station supports it.

Papua New Guinea: A general unawareness among the people of their basic rights available under the Papua New Guinea Constitution; lack of facilities for monitoring breaches of basic rights; and inadequate legal resources for obtaining redress in the case of breaches of basic rights.

Philippines: Documentation is the most important problem. There is simply a lack of accessible information. The UN depositories are all too few and the libraries "guard" their precious materials all too closely.

Sri Lanka: Until recently, international human rights instruments and literature were not available in the national languages and the little available was not easily accessible as the library collections are inadequate. This dearth of documentation was a major obstacle to any cohesive teaching programme on human rights. Now there are translations of the Universal Declaration of Human Rights, the Charter of the United Nations, the two Human Rights Covenants and the UN Code of Conduct for Law Enforcement Officers. The other international instruments have not yet been translated.

Thailand: Not enough materials. Too Eurocentric. Not enough materials for adult and non-formal education. Not enough local situations and case studies taught.

Tonga: Tonga's constitution guarantees freedom, prohibits slavery, guarantees freedom of worship, freedom of the press and freedom of petition, but the main unmet needs for human rights information and documentation is making available to the general public information and documents on what these freedoms actual mean.

Vietnam: Being a country which has undergone 40 years of successive wars and now is making every effort to overcome the heavy consequences of wars, Vietnam has to cope with enormous difficulties, especially in stablilizing her economic and social life. In the field of human rights information and documentation, over the past years, Vietnam has made great progress in facilitating and encouraging publicity for the activities of different agencies and organizations in the field of human rights protection, education in schools etc... However, Vietnam is now in urgent need of mass media facilities and school equipment, materials for printing, transporting and disseminating public information in general, and on human rights in particular.

2. *Whose responsibility should it be to meet those needs?*

Australia: Primarily government authorities eg the Department of Education HREOC and local government authorities, as well as community groups, ngos or individuals. Assistance should be provided by different UN agencies.

Fiji: The education system should integrate information to redress this into their formal and informal programmes.

Indonesia: The UNESCO National Commission, if such today exists in Indonesia.

Japan: Public bodies, especially local governments and municipal education boards, are responsible for human rights information and documentation within their jurisdictions.

Malaysia: The responsibility should rest on both the transmitting and receiving bodies to ensure that the materials are available to everyone. Thus it would involve U.N. agencies, regional and national bodies and the various NGOs and institutions of higher learning.

New Zealand: The needs for human rights information and documentation are mainly met through the New Zealand Bibliographic Network (NZBN) which is co-ordinated by the government National Library of New Zealand. This has been operating since 1983 as a computerised data base of library books and has regular additions from overseas sources such as the Library of Congress. An interloan system also links all libraries in the country. Currently

Papua New Guinea: Yes, especially in educating the general public about universal principles of human rights; and particularly those recognised by individual national legal systems.

Philippines: Definitely. Indeed it should take a leading role. Some things can be more effectively done at the regional level, such as (1) establishing or encouraging the setting up of a Human Rights Teaching Centre, with affiliate institutions in each country (institutions which are already in operation); (2) urging school systems through the national commissions and departments of education to include subjects on human rights teaching in teacher training courses, as well as social science curricula; (3) preparing and disseminating "model" or suggested syllabi to be adapted by each institution; (4) preparing and disseminating widely bibliographic lists; (5) institutionalizing a regular program on training of trainers, researchers, and education policy or decision-makers; (6) Emphasizing comparative studies, to promote/develop regional common perspectives which are necessary toward eventual regional institutions or charters on human rights.

Sri Lanka: I suggest UNESCO should undertake the translation and printing of substantial quantities of Human Rights instruments in the national languages. An important role that UNESCO could also play in dissemination of Human Rights is the development of a network in media resource centres, where pamphlets, tracts, pictures, cartoon strips, films, videos on Human Rights could be made available for the general public.

Thailand: Yes. I am the director of the Unesco-sponsored "Alternative Human Rights Materials for Thai Youth" project. Let us expand further and encourage other people to take up the 'information' issue. Support them where possible.

Tonga: UNESCO can play an important role by liaising with such an organisation and providing technical or other assistance needed in the provision of information and documentation of such information.

Vietnam: UNESCO has an important role to play here. By working for the extension and improvement of education, and for the promotion, through education for international understanding of respect for human rights and the ideals of peace, UNESCO helps directly to give effect to the right to education and to the dissemination of information on the activities for peace and human rights. An understanding of the principles of human rights will facilitate the shaping and changing of attitudes as well as the development of skills.

Session 7: Human Rights Teaching and Information in Rural Areas

1. Are there special needs for human rights teaching in rural areas in your country, and how can they be met?

Australia: Yes. There is a great contrast in Australia between the densely populated urban areas and the vast tracts of sparsely populated land, and the needs of the two communities in terms of human rights teaching to differ as a consequence of the difference in life styles and attitudes. Further, human rights problems occuring in the rural areas may be different to those in urban areas. Effective human rights teaching must take account of these differences and must address specific local issues and attitudes demonstrating the applicability of human rights norms in these particular situations.

Fiji: There is a need for the teaching of human rights in rural areas, as people in these areas tend to be less aware of this issue, due to the lack of education they receive. The subject should be taught through non-formal educative means.

Indonesia: Human rights teaching in the rural areas should be integrated with conscientization programs on agrarian reform and cultural rights, presented through a dialogue with the community leaders at large by stimulating their own sense of justice.

Such education provides the opportunity to become prepared for life in the increasingly complex world of the 20th century which has such enormous scientific advancements.

2. Should the emphasis be on providing immediate assistance in specific areas, on providing information, or on something else?

Australia: The provision of human rights information may in certain rural areas be considerably less than in other parts of the country. This lack of availability of information requires immediate redress. The immediate assistance to groups in special need not already in receipt of special services or programmes should do so as a matter of priority.

Fiji: Emphasis should be placed upon providing information of practical value if their basic human rights are threatened.

Indonesia: There should be a balance between litigation efforts, ie actually presenting cases to the court, and developing the overall awareness about the people's rights and duties.

Japan: The Government has enacted and promulgated the "Law on Special Measures for Regional Improvement", and under this law, national and local governments provide guidance, advice and financial assistance to the dowa districts. For example, there are training seminars for teachers, designation of selected communities and schools with a view to promoting education, the provision of scholarships for upper secondary school and university students, the fostering of organizations concerned with social education, holding of community meetings, etc.

Malaysia: The emphasis should be on providing information on human rights and the place or organisations where such help can be obtained. In areas of immediate urgency like eviction, destruction of livelihood and danger to health, assistance should be provided immediately especially in the form of direct legal intervention through the courts.

New Zealand: See answer to question 1.

Papua New Guinea: Immediate assistance should be given to specific areas such as police practice; and also on providing general information on human rights.

Philippines: Immediate assistance, coupled with information. Unfortunately, there are just some remote or rural areas which cannot be reached by regular human rights teachers. The teaching function is performed by the communist party of the Philippines and their affiliate or front organisations, often in cooperation with parish priests and other religious personalities. Liberation Theology becomes human rights teaching.

Sri Lanka: Both promotional work and protective work has to be undertaken.

Thailand: The emphasis should be both on promotional and protective work, with emphasis on participation of 'target groups'. At risk groups should be identified, if possible, in advance, and given information with a preventive focus. See further answer to question 1.

Tonga: See answer to question 1.

Vietnam: The emphasis should be on providing immediate assistance in specific areas and in the provision of information.

Session 8: Human Rights Teaching and Information: Special Problems Affecting Women

1. What programs are there in your country to assist in dealing with human rights problems specially affecting women?

Australia: There are both State and Federal statutes in Australia designed to protect the rights of women. Two states only (Queensland and Tasmania) have not enacted such legislation. Where legislation does exist bodies have been established to administer it, and investigate any breaches of its provisions. There are also other bodies, at both state or federal level, which have as their mandate the protection and provisions of women's rights e.g. at the federal level there is a Federal Office on the Statute of Women and a Federal Advisory Commission on Womens Issues. The new Human Rights and Equal Opportunity Commission plans to take an active role in women's affairs, to conduct programs, public enquiries, research into women's rights both generally and in relation to specific areas e.g. disabled women, aboriginal women, women in sport etc,.

Fiji: There is a women's organisation in Fiji, established by some of our educated women. Its main aim is to highlight women's rights in the country, in close association with the constitution. This organisation holds seminars and protest marches.

Indonesia: There are NGOs dealing with rights of women workers in factories in and around Jakarta. Other NGOs deal with the domestic problems faced by married women, and some NGOs, mostly christian ones in Irian Jaya, deal with the rights of women in tribal societies which tend to deprive half of the tribe members - ie the women - from their fundamental human rights.

Japan: There are no programs at present which deal with human rights problems specially affecting women.

Malaysia: To my knowledge there are no consistent official programs in teaching and information of human rights to assist in dealing with problems specially affecting women. However there are many short term and ad hoc programs being run by certain non-governmental organisations, professional bodies and certain individuals.

New Zealand: Five of the seven universities in New Zealand offer courses in women's studies. At Auckland University the law, history, English and anthropology departments each offer one course relating to women. At Waikato University a Women's Studies Programme has been developed and includes the following: an introductory course in women's studies; women: activities, status, consciousness; women and work; psychology and women; women and education. An extensive library collection on women's studies is also held by the university. At Massey University the sociology department co-ordinates two courses: women and society, and feminist theoretical perspectives. Victoria University offers three courses including women and society, images of women in literature, and philosophy of the women's movement. Canterbury University is developing a comprehensive feminist studies programme involving both new and existing courses eventually leading to a masters degree in feminist issues. The programme currently includes an introductory course, a literature course on cultural silences, an integrated course on feminist perspectives, a masterate programme, and a range of related courses offered in the departments of sociology, political science, and psychology. There are a number of additional programmes taught within the continuing education departments of various universities, by community colleges and polytechs, teachers colleges and the Advanced Studies for Teachers Unit. Community groups and organisations such as the YWCA, Workers Education Association and Women's Centres also offer courses and discussion groups.

2. Can human rights teaching for women or concerning their special problems be separated from wider issues?

Australia: See the New Zealand answer, which is equally applicable in Australia.

Fiji: These issues are inter-related, and can not be separated. The fight for women's rights is directly related to the struggle for human rights.

Indonesia: No, they cannot.

Japan: See answer to question 1.

Malaysia: They may not really be separate as many of the special problems affecting women have wider implications on the basic issues of human rights itself.

New Zealand: Ultimately the goal of women's studies is to integrate women's issues into all courses where they are relevant so that they are studied within their appropriate social contexts and related to wider issues. But until all teachers are sufficiently aware of the relevance of women's issues within their teaching programmes it is important to maintain special courses in women's studies. It is also suggested that there will always be a need for specific women's studies courses to explore the issues and experiences that are unique to women, to study them in a systematic and coherent manner, and to meet the special needs of women. Within this context, the teaching and learning styles and processes appropriate to such courses must also be considered. Issue-based approaches for instance, are preferred together with learning modes that are co-operative, integrated and involve group and peer teaching methods.

Papua New Guinea: not answered

Philippines: No. But they must be focused on sharply, without isolating them. For example, the question of the right of a woman to have control over her body relates to her health, her decision about child-bearing, her development as a person - all these are related to larger issues in society, larger or wider issues such as the conditions of poverty, availability of jobs and terms and conditions of employment as well as labor policies. The problem of child prostitution or exploitation of exported Filipinas as entertainers or domestics and the problem of birth control programs now being withdrawn by the government - these are all related to the economic conditions of the country. Thus, one must, of necessity discuss special women's issues in relation to wider issues. Filipina women in Japan, London, Rome, the Middle East, Hong Kong and even Singapore - have very special problems. In the case of Japan, the exploitation and abuse of Filipinas, especially if illegally recruited, has affected diplomatic relations. The exploitation of labor must be studied.

Sri Lanka: By implication, yes. Special training programmes are necessary, eg for law enforcement officers to deal with women (a) on arrest, search, remand; (b) in prison.

Thailand: For women's issues, they can be taught separately or as part of other courses. Look at your capacity first and capitalise upon the courses that already exist.

Tonga: Human rights teaching for women cannot be separated from wider issues.

Vietnam: Human rights teaching for women and education concerning their special problems cannot be separated from wider issues since women account for half the human race, and play an active part in all social activities. Hence this education must be closely associated with the solution of wider social issues, with State and Government policies, and with the responsibility of the society, and with reference to international circumstances.

cooking for women and carpentry for men. This sort of approach to education re-enforces discrimination both ways, male and female.

Sri Lanka: A Committee is sitting to examine personal laws. Some of these laws place women at a disadvantage. For example in any sale of property, the husband must join. On divorce and inheritance, a greater share goes to the man. Muslims may have more than one wife. The natural guardian of a child is the father. On marriage the woman takes the man's name. Women are at a disadvantage, due to identity problems (tradition, historical and cultural factors). Special education is required to meet this need. It could be pointed out how the idea originated and it is not relevant anymore. It should be emphasised that men and women play an equal part, their roles are different neither inferior or superior.

Thailand: Include women's rights education in national planning. Plan, implement and evaluate with the target groups. Don't superimpose.

Tonga: Education for human rights can best achieve the aim of Art 5(a) of the United Nations Convention on the Elimination of All Forms of Discrimination Against Women of 1979, by taking studies of various cultural groups and determining their needs before any constructive course of action can be decided upon. For example, one may state that there are no apparent problems specially affecting women in Tonga but before making such an observation, its accuracy needs to be ascertained through specific study, then a determination should be made as to how the aim of Art. 5(a) can best be achieved.

Vietnam: To best achieve this aim, education for human rights must focus on the encouragement of publicity for the Convention, and on the activities of women in all fields of society. Priority must be accorded to the education about the role of women, their contribution to society, and about the legal instruments and standards relating to the rights and duties of women. Human rights education should help upgrade the understanding of the principles of equality between the sexes. The State and society should work to constantly raise the cultural, professional and living standards of women. Efforts should be made to elaborate programmes to assist in dealing with human rights problems affecting women.

Session 9: Special Problems of Human Rights Teaching and Information in Situations of Conflict

1. Is it desirable to focus on particular situations of conflict in human rights teaching? If so, how can this best be done?

Australia: Australia is a multi-cultural society, and the diversity of backgrounds of people in this society can, in themselves if not properly understood and respected, give rise to conflict. It is essential therefore that information concerning these differing cultures be disseminated so that the different groups may learn to understand, respect and value the offences, rather than be fearful or critical of them. This kind of teaching should be carried out from the earliest ages in the family, in church groups and in early years of primary school education, it is not necessary to label this teaching as human rights education, rather it should be incorporated, whenever there is an opportunity, into other courses and in the general attitudes and values inculcated by and in families, churches and classrooms.

Fiji: It is highly desirable that certain aspects of the issue be taught. Citizens should be taught to understand the sources of conflicts, so that whenever conflict occurs they can resolve it at its initial stage in a democratic manner, which will benefit everyone.

Indonesia: Yes. In countries like Indonesia, where the potential for conflicts is maybe not as great as it is at present in Sri Lanka, it would still be wise if various different conflict issues be tackled by different organizations, eg inter-ethnic conflicts where a very dynamic and aggressive migrant group tends to deprive the host/indigenous communities of their basic human rights, could be taken up by organization A; while conflicts between the military and the civilian populace, would be taken up by organization B, and conflicts between

2. What precautions are necessary to avoid exacerbating problems, to protect teachers, to protect those taught?

Australia: See answer to question 1.

Fiji: The subject should provide a balanced view of rights, indicating the extent of the rights and their limitations and illustrating what will happen if these rights are abused.

Indonesia: Forming some coalitions with government officials who do sympathize with human rights issues, explicitly or implicitly, and widening one's own popular support base. The next step is to link-up with international NGO networks, who would be able to pressure the authoritarian rulers from the international scene. And finally, to take up the defence of human rights teachers or activists on national and international level, if anything adverse happens to those individuals. This also applies to the 'target' groups.

Japan: See answer to question 1.

Malaysia: Precautions necessary would include encouraging Parliament to pass laws allowing freedom of expression information and association instead of systematically reducing them. Even if conflicts have already broken out, the teaching of human rights must be continued.

New Zealand: See answer to question 1.

Papua New Guinea: That sensitivity be exercised, especially dealing with governments.

Philippines: Techniques used when we were under martial rule include the following: (1) Use constitutional rights and duties instead of human rights terms; (2) be frank and discuss the risks together with techniques of avoidance; (3) teach human rights in relation to laws issued by authorities, such as the Presidential standards (luckily, dictators usually use democratic jargon); (4) emphasize procedural aspects of human rights so teachers know the elements of due process; (5) provide an active human rights teachers legal aid network; (6) use a "Rule of Law" focus together with rights and obligations.

Sri Lanka: A carefully planned approach is necessary. Ways of speaking must be found that are not threatening, that are constructive rather than condemnatory. The emphasis must be on easing tension, on mediation and an appeal to common values.

Thailand: Networking between teachers, NGOs, international organisations, Government and target groups may help to protect teachers and those taught.

Tonga: Enacting laws to protect teachers and students involved in human rights education is a necessary precaution in those countries where such laws do not already exist.

Vietnam: not answered

Session 10: Human Rights Teaching and Information: Special Problems of Cultural, Linguistic and Religious Minorities

1. What differences in human rights teaching are there/should there be, in the context of cultural, linguistic and religious minorities?

Australia: Not enough human rights teaching in Australia is directed specifically to the problems of cultural, linguistic and religious minorities, but there are exceptions(especially the work of the various anti-discrimination bodies to combat discrimination against migrants). It is important that such material be prepared in the relevant community languages, and this is done through the ethnic broadcasting services ansd in other ways.

Fiji: The subject should be taught in the minority society's own language.

2. Are there useful lessons to be learnt from your own country's experience in this field?

Australia: See answer to question 1.

Fiji: The general elections held in 1987 indicated that our country is a democratic one. The last PM stated "Democracy is strong and alive in our country". People have exercised their rights to vote for the party they wished. [Editor's note: this was written before the coup of May 1987.]

Indonesia: Yes, especially in the field of nature conservation, in relation with cultural survival. Various NGOs in Indonesia have campaigned intensively for the last 7 years to conserve "traditional' or "indigenous" food species, such as sago and the *Bonassus* sugar palm, not only for the worth of these food palm species, but also to preserve the cultural foundation of the indigenous people who depend on these palm species.

Japan: See answer to question 1.

Malaysia: When economic disparities have been neutralised, any affirmative action or policies of "separate but equal" should eventually be abolished to ensure a true and meaningful existence of the different cultural, linguistic and religious minorities. There should eventually be equal opportunities for all in terms of political, civil, economic, social and cultural rights.

New Zealand: See answer to question 1.

Papua New Guinea: In a limited way, yes.

Philippines: Yes, in the case of Muslims in the Southern Philippines and the peoples of the Cordilleras. But right now, the emphasis of their problem is on the group or people's right to self-determination. We have yet to solve this within the context of human rights and also of sovereignty and territorial integrity. This is one of those difficult situations which call for balancing of rights.

Sri Lanka: In Sri Lanka, we focus on the teachings of the major religions on self-perception and perception of the other. The thrust of the programme is to point out that there is a diversity of approach in the various religions; but this diversity does not preclude diverse ethnic groups living in harmony with one another. Again the thrust of Human Rights teaching is to point out that a nation where ethnic groups live in harmony is always fragile and can be maintained only by constant care, effort and vigilance.

Thailand: Yes. Some textbooks for Muslims in Southern Thailand have been produced for the Muslim population using the Thai Language and the local language. This alleviates linguistic differences by adopting bilingualism.

Tonga: See answer to question 1.

Vietnam: not answered

Sessions 12 & 13: Dissemination of Human Rights Standards in a Culturally Diverse Region/What is to be Done? The Need for a Regional Impetus

1. What problems for human rights teaching and information are presented by the enormous cultural diversity of the region? How can human rights teaching and information be made culturally relevant within a particular society?

Australia: Human rights teaching in the region is difficult as there is such a diversity of cultural, social and religious traditions and also a tremendous diversity of languages. In order to be effective human rights teaching has to be conducted in a manner which is easily

Declaration, and the negative values fall short of some of the concepts. It would be necessary therefore to research the prevailing notions of rights and duties existing in a particular country, and to develop a human rights teaching programme to meet the needs revealed in the survey. Hence the teaching of Human Rights should be geared to and not diverge widely from cultural and material ideals.

Thailand: Let us learn cross-culturally. Train teachers. Work with target groups. Don't forget evaluation in quantitative and qualitative terms.

Tonga: The enormous cultural diversity of the region should not present any major problems for human rights teaching and information. The basic principles of human rights is common to all cultural groups. The form of teaching and provision of information, to be effective, would necessitate an intimate knowledge of each cultural group.

Vietnam: not answered

2. To what extent should human rights teaching seek to transcend cultural or national barriers?

Australia: As the difficulty with international human rights norms is often not so much with their content as with the interpretation given to them, there is need for comparative research to be carried out of human rights within the different cultural contexts of the region. With this background it should be possible then to teach about human rights as proclaimed in the major international instruments.

Fiji: Since human rights deals specifically with individuals as they are and not in terms of their cultural group or nationality, then human rights teaching should go beyond cultural national barriers. On the other hand a person does belong to a culture or to a nation and from these he/she draws his/her identity. Hence it is essential that the teaching human rights makes the individual aware of his/her role within the cultural and national boundary. What is needed is a balanced approach to the issue.

Indonesia: Human rights teaching and information (dissemination) can only be made culturally relevant within a particular society if and only if it draws upon the historical, cultural (in terms of the perceived values) and contemporary (day-to-day) experience of that society. But human rights teaching should seek to transcend cultural and national barriers to the extent permitted by the societies we work in, with the aim of gradually bringing together those societies or communities towards a mutual understanding, comprehension and empathy of each other's experiences.

Japan: See answer to question 1.

Malaysia: Human rights teaching should go hand in hand with cultural and national aspirations. They should only transcend cultural and national barriers when the cultural and national barriers are in direct conflict with human rights. In such instances, human rights teaching can be influential in changing the attitude of the society.

New Zealand: Not answered.

Papua New Guinea: General values and principles should be emphasised at the outset.

Philippines: Human rights teaching by its very essence should transcend cultural or national barriers. That is the only way to effectively communicate the messages, ie equality, non-discrimination, freedom of expression, etc. Besides, crossing national or cultural boundaries fosters tolerance among teachers, and this is the essence in promoting respect for human rights. Besides, sharing experiences is always enriching.

Papua New Guinea: Yes, through the adoption of a charter and the establishment of a Human Rights Commission.

Philippines: A regional or sub-regional impetus to human rights teaching is the next logical step to the UN efforts in the area of human rights. Unless these UN efforts are brought closer to the Asia-Pacific region, human rights programs would remain theoretical, sporadic, and ineffectual. The centers of human rights activities, whether governmental or NGO are in the USA and Europe, where the institutions with the major function to foster respect for human rights by governments are much more in place. For Asia and the Pacific countries, the US and Europe, the United Nations for that matter, might just as well be in the moon or farther. The Regional Office of UNESCO in Bangkok has to more actively play a role - even to the point of being an advocate for human rights teaching. How? Create a regional center, not necessarily intergovernmental. Perhaps a foundation or something in the nature of the United Nations University. Thus, the actual work can be done through a consortium of relevant institutions in the region. My institution, the Academy of Asean Law and Jurisprudence, has already a modest project called Asean Human Rights Project. It is doing comparative law on human rights in the Asean countries; preparing a directory of legal scholars in the area together with bibliography and identifying legal aid/services programs. UNESCO (regional efforts) should support translation efforts of primary documents.

Sri Lanka: See answer to question 2.

Thailand: Don't centralise in one documentation centre. Use the mass media. Examine existing institutions and propel them to do more. We need a strategy on human rights teaching and documentation including: teacher training; evolve Human Rights materials with target groups; evaluate work with target groups; teach potential violators of Human Rights as well as those whose rights may be violated; establish local committees with NGO, governmental and target groups' participation to promote; teaching and documentation; identify existing materials and capitalise on them; promote more bilingual materials; promote non-formal materials eg tapes, cartoons etc for illiterate groups; use mass media more; bolster existing libraries; encourage national studies and bibliographies on Human Rights in the vernacular and international languages; network between different catalysts.

Tonga: There may be some need for regional or sub-regional impetus to human rights teaching and documentation, but it may be more desirable at this stage to start at the national level before determining regional or sub-regional impetus.

Vietnam: not answered