



ARRC

Asian Regional Resource Center  
for Human Rights Education



ARRC CELEBRATES 10<sup>th</sup> YEAR  
of service in human rights education  
in the year 2002

# Report on the Asian Human Rights Education Trainer's Colloquium

Chiang Mai, Thailand  
April 1-6, 2001

Organized by ARRC  
In support of the following  
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- Norwegian Human Rights Fund (NHRF)
- Southeast Asia Fund for Institutional and Legal Development (SEAFILD)
- United Nations Office of the High Commissioner for Human Rights (OHCHR)



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Asian Regional Resource Center  
for Human Rights Education (ARRC)  
Bangkok, Thailand, December 2001





# Asian Human Rights Education Trainer's Colloquium: A Report of the Proceedings (Thailand, April 2001)

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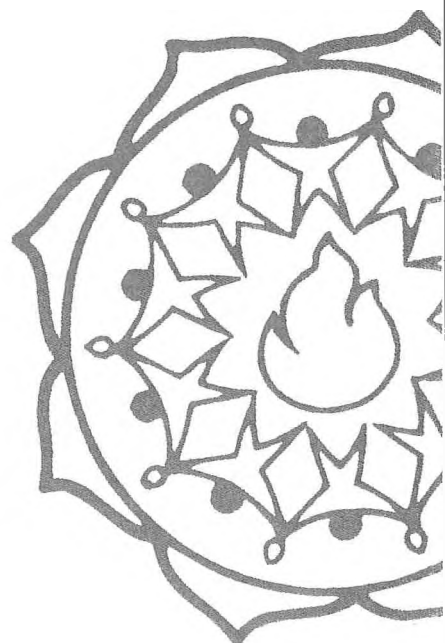
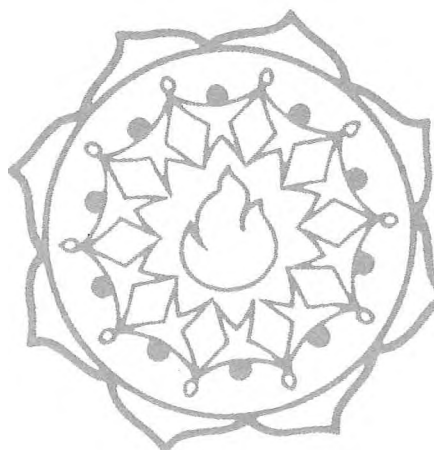
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# contents

	Page
Acknowledgment	1
Introduction	3
Opening ceremonies	4
Chapter One - Stories of human rights education	7
Chapter Two - Human rights education issues and challenges	32
Chapter Three - Suggestions for HRE Pack	44
Chapter Four - Colloquium papers	46
Chapter Five - Evaluation of the Colloquium	139
Epilogue	143
Annexes	144
Small group discussion reports	144
Colloquium Program	152
Goodwill messages	162
List of Participants	166

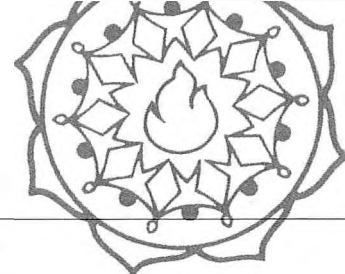




Participants of the Asian Human Rights Education  
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Asian Regional Resource Center  
for Human Rights Education ( ARRC )  
Bangkok, Thailand  
December 2001



# Acknowledgment

**W**e would like to express our heartfelt thanks to all the participants in the Asian Human Rights Education Trainer's Colloquium who gave precious time and energy to share their artistry, creativity, and camaraderie, skills and kind words. Their unpretentious giving of one's self, which led to the success of the Colloquium, will always be appreciated. We believe that this initiative is a concrete contribution to a more enhanced human rights education work in the region.

Credit is due **Ms. Tamzin Robertson** for the initial documentation work of this report.

We thank **SEAFILD** for the valuable financial support, which made this Colloquium possible.

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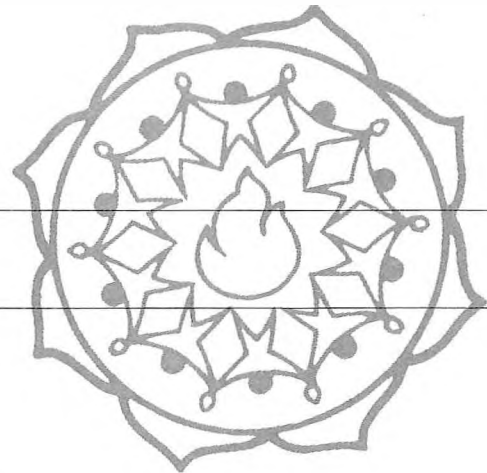
For the logistical and human resource support given by the Human Rights **Education Institute of Burma/Myanmar (HREIB)** our all time thank you for your help. For the video documentation of the event special thanks to **Mr. Jong Calderon and Ms. Ces Millado**.

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Last but not the least, our deepest gratitude to **Mr. Jefferson R. Plantilla** of HURIGHTS OSAKA for his patience and extra time in editing this report.

We express our gracious thanks to all our supporters, friends and colleagues. May we all continue to work with the same cooperative and collaborative spirit in the frontlines of human rights education throughout the region.

# Introduction



**F**or five days in April 2001, thirty-two educators from twenty non-governmental organizations in twelve countries met in Chiang Mai for a regional gathering on pedagogy for human rights education.

These educators shared, reflected on and synthesized their field experiences. In their usual creative way, experiences were told in various forms - songs, dances, plays, drawings and other visual aids. Cultures mixed in the same way as ideas jelled.

The Asian Human Rights Education Trainers Colloquium was organized by the Asian Regional Resource Center for Human Rights Education (ARRC) with the cooperation of the Human Rights Education Institute in Burma /Myanmar(HREIB). It was conceived as a venue to:

- a. Further enhance and develop knowledge, skills and attitudes in the use of creative participatory processes in human rights education;
- b. Bring together Asian trainers for consultation on the HRE Pack, and for discussion of experiences in human rights education work;
- c. Reflect on and further develop participatory methodologies and frameworks based on the use of the HRE Pack and other experiences throughout the region; and
- d. Gather suggestions on the production of a second edition of the HRE Pack.

The five-day program consisted of the following:

- a. Sharing of experiences in using the HRE Pack;
- b. Presentation and analysis of various human rights education methodologies employed throughout the region;
- c. Identification of difficulties that non-governmental organizations experience in dealing with human rights education issues;
- d. Discussion of recommendations for the second edition of the HRE Pack; and
- e. Planning for the production and testing of the new training manual.

This report presents the highlights of the Colloquium with emphasis on the experiences relating to pedagogy, insights on the use of different pedagogical forms, issues confronting human rights education, and challenges of the future.

# Opening Ceremonies



The Colloquium opened with symbolic activities. The first activity is a ritual consisting of prayer offerings to the basic elements of life-water, soil, air and fire. The second is a Burmese welcome dance performed by two young Burmese women.

The symbolic activities set the tone for creative and reflective recollection of human rights education field experiences. The prayer ritual captured this idea.

## OPENING RITUAL

Today we are gathered in this historic moment of coming together as educators, activists, learners and as people. Take a pause to celebrate life and hold onto the energy that binds and connects us as people. Take a pause to pay tribute to the heroes of our past, to the people who became victims of pain and inhuman wrongs, to the nations that are struggling to survive, and to the people like us who remain in the theatre of war defending a life of dignity and respect. As we pay tribute to them and to ourselves, we are also paying tribute to those elements that sustain life.

**WATER:** Water is life! It is the blood that runs through the veins of mother earth - giving her vitality and making her fertile so that she can provide for her children. Water cleanses and revitalizes - giving new life to all creatures of nature.

**SOIL:** Soil is life! Brown, red, black and moist. Soil is the earth. We take it in our hands to feel its warmth and boundless energy. We feel that deep inside, in its safe embrace, lie seeds waiting to grow into the tree of life....that day of freedom.

**AIR:** Air is life! It is also freedom. It represents unbounded space and in that respect, absolute freedom. We feel it on our skin, invisible yet filling us with its sweet breath and the rhythmic pulse of life.

**FIRE:** Fire is life! Fire brings heat and provides warmth through which the raw becomes cooked. Fire, however, is a paradox. It can ignite disaster, destruction and death. It can also foster unity, generate growth and inspire love. What we do or do not do with it is our choice. So choose LIFE.

And therein lies the challenge for all of us in this gathering .... to secure life in a space where people embrace love for humanity. Where we can be productive and where we can learn from others....to discover the joy that comes from our own experiences and learning. Let us transform this space into a place where individuals become part of a collective. A collective turning into a movement, a movement towards learning, reflecting and acting for a culture of human rights.

Several goodwill messages were read out congratulating the organizers for holding the Colloquium and expressing confidence that the participants would have fruitful discussions.

Mrs. Mary Robinson, the UN High Commissioner for Human Rights, stressed that *"increased mobilization of concerted effort is needed, in order to make this UN Decade for Human Rights Education a successful event. I would therefore encourage all of you to continue your important work, and in particular to contribute to the establishment of partnerships, among and within your respective countries, towards the realization of the Decade's objective: to make human rights education, everywhere, a life-long process by which all people learn to respect and defend the rights and the dignity of others."*

## Other messages have equally encouraging words :

"You all have worked tirelessly to educate our communities in the region on human rights. The vast experiences and methodologies used by you are immensely important to be shared with one another. It will not only enhance capacities, but will also provide an opportunity to explore new approaches and methodologies collectively. This type of collective sharing would pave the way to strengthen our future strategies."

*Upali Magedaragamage  
Coordinator  
ACFOD Foundation*

"In view of the many challenges facing the people in this region, appropriate human rights education training is needed. We also believe that the role of national groups is indispensable in developing an Asian response to the call of the UN Decade for Human Rights Education (1995- 2004). This is the reason why the work of the Asian Regional Resource Center for Human Rights Education is important as a support structure for national groups."

*Shinichi Maeda  
Secretary General  
HURIGHTS OSAKA*

"As a sponsor of human rights work we are expecting this Colloquium to be a venue of development and exchange of human rights methodologies. We are eagerly awaiting the outcome of this training, and we do hope that it will give new inspiration and input to the day-to-day work with difficult tasks of human rights in your respected organizations."

*Trond Skarpeteig  
Senior Executive Officer  
Norwegian Human Rights Fund*

"I feel very fortunate to be present, however briefly, in the company of so many distinguished human rights educators as you gather to revise this influential book. When many of us began to work in this field there were few practitioners and few materials. As our numbers grow, let us continue to learn from each other. However different the circumstances of our work and the populations we reach out to, we hold in common the same principles of human rights and the same purpose to build a culture of human rights for the whole human family."

*Nancy Flowers  
Director  
Human Rights USA Resource Center*

# Chapter One

## Stories of Human Rights Education



Stories about human rights education field experiences were told through testimonies on the use of the Human Rights Education Pack (HRE Pack) and presentations on organizational programs and activities. The stories brought out reflections on the current state of human rights education work in the region.

The participants used a variety of ways in presenting their programs and activities. Video films, posters and photographs were used as visual aids. Games and role play were also employed in introducing the presentations.

## The HRE Pack<sup>1</sup>

ARRC published the HRE Pack in 1995. The need for a training manual was brought out way back in 1992 when ARRC had just started to operate. Regional meetings organized by ARRC from 1992 to 1994 showed consistent affirmation of the importance of a “complete” training manual. Eventually, when the HRE Pack was published it contained the following parts :

- a. Discussion on human rights situation and human rights movement in the region;
- b. Discussion on participatory educational framework;
- c. Human rights education modules; and
- d. Reference materials (commentaries and human rights documents).

**The HRE Pack is actually one component of a set of human rights education materials consisting of the following :**

- a. Training material (now called HRE Pack),
- b. Annotated human rights education resource materials catalogue (ARRC Resource Material Collection on Human Rights Education),
- c. Report on national surveys on human rights education programs (Human Rights Education - A Survey of Ongoing Initiatives in the Asia-Pacific Region), and
- d. Directory of organizations related to human rights education work.

It was formally introduced to educators in the region in 1995 in a regional workshop. Since then, copies of the HRE Pack were distributed in many human rights workshops and conferences in Asia. Copies were likewise sent to educators outside the region.

**Many participants in the colloquium shared their experiences in using the HRE Pack. It was revealed that HRE Pack was widely circulated and used in a variety of ways. Following are the reports :**

- a. It was translated in whole by an Indonesian NGO (Pusat Informasi dan Pendidikan HAM - PIPHAM) into Bahasa Indonesia (Paket Pendidikan Hak-Hak Asasi Manusia) in 1996 and in part (human rights concepts and educational framework) by a South Korean NGO (Sarangbang Human Rights Center) into Hangul (Inkwon Kyoyuk Giljabi - Human Rights Education Guide) in 1999 respectively. The Korean publication has already been reprinted because of its popularity especially among high school and university students;

- b. It became a model for some groups in the US (Human Rights USA Resource Center, Amnesty International USA, and Stanley Foundation) in producing a training material <sup>2</sup>;
- c. It was used as a reference material to clarify legal jargons, philosophy of human rights education, among others, in a youth festival as well as in developing other human rights education modules by a Philippine theater group (PETA);
- d. It was used by the NGO (Human Rights Education Institute in Burma) in training Burmese refugees because it is participatory (learning from each other), builds self-confidence (thinking/speaking, taking action), builds team-spirit (willing to work collectively) and leads to action (highlights possible ways to take responsibility in a community or camp);
- e. It is used as material for students not just for members of the community and other groups; and
- f. The modules are found to be easily adaptable to the thinking and situation of students.

**The experiences likewise showed some limitations of the HRE Pack. They are the following :**

- a. Since the HRE Pack uses the participatory approach, the problem of making people participate comes up. This is found to be a problem among Burmese refugees who have become accustomed to a "culture of silence." At the same time, breaking the "culture of teaching" is also difficult since trainers may not be comfortable with the informal setting for an educational activity;
- b. The present form is not user-friendly. There is need to have more illustrations and colorful design;
- c. "Taking action" is missing in the discussion of the educational framework (though it is included in the modules);
- d. Some words used in the HRE Pack are difficult to translate into other languages and thus hard to understand for the participants;
- e. In places where security is a problem (such as refugee camps), sounds made doing participatory training activities expose the participants to the notice of the police (who make arbitrary arrests);
- f. There is no consistency in the contextualization of human rights concepts. ■

<sup>2</sup>The following materials were produced: Human Rights Here and Now - Celebrating the Universal Declaration of Human Rights, Topic 1: Economic and Social Justice: A Human Rights Perspective, Topic 2: Raising Children With Roots, Rights & Responsibilities: Celebrating the UN Convention on the Rights of the Child, Topic Book 3: Lesbian, Gay, Bisexual and Transgender Rights: A Human Rights Perspective, Topic Book 4: The Human Rights Education Handbook Effective Practices for Learning, Action, Action, & Change

# Human Rights Education in Different Forms and Contexts

The participants presented their experiences in the session called "Showcase of Human Rights Education Methodologies." The presentations represent various types of organizations, educational programs and subregional contexts (South, Southeast and North-east Asian). They reviewed an array of human rights education approaches and methodologies, illustrating their general characteristics. The presentations were grouped into sectoral categories.

# women

## Project Against Domestic Violence (PADV)



*Oeurn Un, Trainer of PADV.*

The Project Against Domestic Violence (PADV) is a Cambodian NGO established in 1995. A research study entitled, "Plates in a Basket Will Rattle" contends that domestic violence is a serious problem in Cambodia. PADV thus responds to the need for education, public awareness, advocacy and services for domestic violence victims in the country.

Its Education Program caters to NGO staff, members of the police, judges, local government authorities and government personnel. It offers general and specific training courses on domestic violence. It also has a Public Awareness and Information and Support Programs.

Participatory learning approach is employed in training, education, and awareness raising activities. Role play, video showing, use of case studies, story telling, brainstorming, games and mixed methodologies are done in the workshops. With adults, a certain approach is used to deal with participants who dominate the discussions, interrupt the sessions, or feel shy in participating. Since the issue is domestic violence which is a form of abuse of power within the family, the facilitators make sure that the participants are comfortable, the discussions relevant and useful, and the program flexible.



*Lea Espallardo,  
Trainer artist  
PETA.*

## Philippine Educational Theater Association (PETA)<sup>3</sup>

The Philippine Educational Theater Association (PETA) is an old theater group in the Philippines that educates the public on many social issues through theater. In 1997, it developed the PETA Women's Theatre Pedagogy (PETA WTP) "to serve as a potent agent and instrument towards personal, social and cultural transformation and to bring forth new 'consciousness' that tries to address women's invisibility not just in the arts but in the larger society as well. It is a venue for women to tell their stories and a tool for empowerment to fully realize a life of dignity and respect." PETA WTP developed a human rights education curriculum and started to do specialized trainings, workshops and informances (information dissemination of significant social issues through theater performances).

PETA actors explored and developed new modules for women on nine major issues. For the new modules, the actors undergo debriefing as facilitators. Movement workshops concentrate on the personal body politics for women. Partner-learning profiling, consultation on the philosophy of educational framework/pedagogy, and facilitator orientation have been included in the whole program.

After each informance, PETA actors dialogue with the audience to help process their reactions to the play. In order to fill the gap of understanding human rights concepts that are difficult to express in informances, they perform in school classrooms focusing on carefully chosen human rights subject.

<sup>3</sup> For more information on PETA's WTP refer to Ms. Lea Espallardo's report in Chapter Four.

# Children

## Concern for Children and Environment (CONCERN) in Nepal

The Concern for Children and Environment (CONCERN) is a non-profit-making, non-political Nepali organization established in March 1993. CONCERN's main objective is to advocate for the rights of the child and the improvement of children's social and natural environments.

It actively participated and collected over one hundred fifty drawings for the "My Drawing, My Rights - Children's Arts Contest" that ARRC organized a few years ago. Drawing is found to be a very useful medium to teach about human rights because the children could internalize human rights ideas even though they might not be able to verbally articulate all the issues they face. Children express human rights in their own way.

Different human rights education methodologies are also used to get children to express themselves. Children are invited to join human rights events, rallies, walking around the city with placards promoting the Convention on the Rights of the Child (CRC), campaigns to raise the issues of CRC, school and community visits to discuss issues such as child labor. Children rarely get a chance to participate, especially girls, in these activities. CONCERN involves more girls in human rights activities of various children's clubs. CONCERN believes in the concept of "Learning by Doing."

Parents and other adults are also part of the program by inviting them to the community centers to talk about human rights and getting them to participate in art exhibitions and other events. There is a need to define, however, the meaning of children's participation when promoting child rights activities.



*Bijaya Sainju, Director  
CONCERN, Nepal.*

## Center of Concern for Child Labor and Human Rights Education (CCCL) in India



*Joseph Gathia, Director CCCL.*

The Center of Concern for Child Labor and Human Rights Education (CCCL) is an Indian NGO focusing on child rights and human dignity for all children. The organization aims to build a peaceful society. It focuses on 'value placed education' with an emphasis on human rights education. It initially tested human rights modules in its non formal education activities in a few places and then adopted them into the formal education system. It works with the National Human Rights Commission (NHRC), and the National Council for Educational Research and Training (NCERT) in India. Using materials obtained from NGOs active in child rights issues, it developed materials focusing on five main human rights issues. It uses these

materials to lobby for the inclusion of human rights education in the Indian national school curriculum.

There is another program called "Fathers for Daughters' Education" where males identify female role models from their early childhood (e.g., mother or aunt) to break the sexism that is prevalent in society. In still another program, pictures of famous women (e.g., women prime ministers) are shown and discussed with groups in the community (on how women could be in positions of power). It also promotes the idea of equal celebration of the family for the birth of girl and boy babies.

### **It follows a set of guidelines in doing human rights education activities :**

- 1) There should be a specific target audience and message;
- 2) Local examples are necessary when conducting human rights education to make it relevant to the participants;
- 3) NGOs are the point of an arrow of change, thus they need larger support. This means that a political process has to be involved. The political system and/or political parties are needed because NGOs cannot effect change by themselves alone.

## Asian Regional Resource Center for Human Rights Education (ARRC) <sup>4</sup>



*Theresa J. Limpin, Coordinator ARRC.*

The Asian Regional Resource Center for Human Rights Education (ARRC) launched in April 1998 a regional art contest on the rights of the child. The contest involved fourteen countries in Asia. The aim of the contest is to learn how children view their rights and express insights on these rights through drawings. The contest is named "My Drawing, My Rights - Children's Arts Contest." Six hundred

fifty drawings were collected. But many more drawings remained in the countries.

The contest aimed at raising awareness about the UN Convention on the Rights of the Child (CRC). ARRC believes that this is the key to the promotion, protection and fulfillment of child rights. In order to more effectively create awareness about the CRC, and where necessary to mobilize people to pressure their governments for its complete implementation, child rights advocates must consider creative alternatives which will reach those who have previously been marginalized by traditional methods of information dissemination.

ARRC believes that art, in various forms and methodologies, has long been recognized as a medium that transcends language barriers and conveys feelings which cannot be expressed in words. It is identified as a particularly potent tool for children to express their awareness of their own rights.

The children's drawings entered in the contest are both "disturbing and inspiring." As explained in a report :

Some children produced optimistic views of the world, whilst others used the opportunity to address their trauma. Many children divided the page in two in order to show the stark contrast between the child rights standards set in the CRC, and the reality they were being subjected to. For example eight-year-old Hasini Anupama Wellangiriya's drawing entitled "Good Luck & Bad Luck" depicts two groups of children; on one side the children are playing basketball, on the other they are working on a construction site. Economic exploitation of children and the way in which it deprives children of education, security and playtime was a common theme throughout the region. Other prominent themes include children's right to health, to family, to play, to protection, to be free from war and landmines, and to be free from all forms of abuse.

<sup>4</sup> For more information on the project, see *My Drawing, My Rights - Children's Arts Contest Report*, ARRC (Bangkok:1999).

Article three of the CRC is based on the principle that children are able to identify their best interests. The content of these drawings and children's willingness to produce artworks in response to "My Drawing, My Rights" demonstrate that children have a clear understanding of their best interests. The CRC contains four major categories of rights; survival rights, development rights, protection rights and participation rights. All categories of rights are represented in the artworks produced in response to "My Drawing, My Rights". However, many artworks go beyond the rights defined in the CRC to make broader social statements. Some are country specific, such as Bhutanese and Burmese children's desire to return to their homelands, Cambodian children's longing for a country free from landmines, or South Korean children's eagerness to obtain reunification. Others show concern for the gap between rich and poor, international solidarity and the environment.

## Grassroots Communities



*Armando L. Paragat, Trainer TFDP.*

### Task Force Detainees of the Philippines (TFDP)

The Task Force Detainees of the Philippines (TFDP) is one of the oldest human rights organizations in the Philippines. It was formed in the early seventies when Martial Law had just been imposed in the country. It focused for a long time on civil and political rights issues especially on arbitrary detention cases. Starting with the new government in mid-80s, it began to develop a program on economic and social rights issues. Now, it has a program on development and human rights.

TFDP developed a draft module, which has only been tested internally and not with the general public. TFDP believes that 'no education is ever neutral'. The modules focus on forms of social change that deal with the relationship between development and human rights, and other issues. Due to limited resources the modules cover only eight areas (human rights concepts and principles, economic, social and cultural rights, human rights standards and indicators; the right to development; gender vis-a-vis development; globalization and human rights, Philippine economic history and current situation, alternative development agenda and advocacy). It employs participatory methodology.



## South East Asia Popular Communications Program, Malaysia (SEA-PCP)



*Johan Tan, Coordinator SEA-PCP*

The South East Asia Popular Communications Program, Malaysia (SEA-PCP) is a group of key leaders and organizers from the indigenous peoples communities, urban poor, youth, women's sector and NGOs. During the last ten years, SEA-PCP put a major focus on supporting and strengthening women's organizational skills. It promotes the popular communications approach to community development.

It has several education activities in various communities as part of its community organizing program. In the case of indigenous peoples, it uses landmapping as a tool to educate people. By mapping their traditional land, the people discuss their own history and other knowledge passed on by their elders. They realize that any development program or project should always consult the people affected and consider their needs. Human rights education should therefore be based on the situation of the people themselves so that it reflects their reality.

It was found that when people understand their own human rights and resources, they could confidently negotiate with the government or companies.

Role-play is used in activities with youth groups. It is important and effective when organizing urban youth. Group work is beneficial because peers learn from each other. They learn from their own and others' mistakes.

Peer education is used for sex workers, drug users and HIV positive. It is found to be important because it makes human rights relevant, useful and interesting for them.

Videos, books, songs and jokes are used. Sitting on the floor in an informal style is good for group work and activities because people support and relate to each other in an easy manner.

Popular communication is very effective. It provides an opportunity for people to believe in themselves and develop their potential. Visual forms for popular communication (e.g., posters) and a lot of workshops and training are often used in visits to communities by SEA-PCP staff. Popular education is the tool needed to build an improved society. The organization might not employ the term human rights, but they practice human rights education on a daily basis.

SEA-PCP's module is not 'dead', it is 'alive' and 'dynamic'. It can be adapted to meet various situations. Elements in popular media are like cooking ingredients, they can be cooked in different ways. It also provides guiding principles on how trainers should use popular media education. People are taught to decide on the type of media to be used, and to identify the needs to be served and process to be used in defining objectives.






## Institute for Social Transformation (INSIST) in Indonesia



The Institute for Social Transformation (INSIST) in Indonesia is involved in a movement called 'policy advocacy by farmers' in Indonesia. Various methodologies including use of the media are employed in its activities. A community action research project is an example of this kind of policy advocacy. The research activity has five stages :



*Anton Idrianto, Trainer INSIST.*

-  Preparation and planning
-  Information collection
-  Community data compilation and analysis
-  Identification of resources and issues
-  Action planning.

This type of research is called participatory research action (PRA). Its methodologies and techniques made an impact in the farmer's advocacy work in some places in Indonesia. The first step is to identify who are the actors in the issues and who are part of the changing social process. Examples of these actors are the farmers, government officials, students, or other people in the community. These actors are formed into "local learning groups." The second stage is to identify the methodology to draw out knowledge, skills, attitudes, techniques and values. The methodology aims to make people realize what happened in the community, why did it happen, and who are the actors involved. INSIST emphasizes that community organizing is very important in community human rights activities because it helps people gather needed information. The moment the people understood the link between data gathered on an issue, they proceed to the next step, Action Methodology.

INSIST trains its members (who are all volunteers) on how to work with people in the community. The work does not require the use of human right language. It also does not involve the usual human rights work like fact-finding and monitoring or making reports to the UN. The approach consists of responding first to the needs of the local people or the community. The work can then be easily connected to human rights, gender, and social analysis perspectives. The activities involved in responding to the needs of the community vary depending on the situation. An effective use of the approach leads to an advanced level of liberal and critical analysis.

There is not much difference between community organizing and human rights education. And human rights education is not different from action research.

## Yayasan Lembaga Bantuan Hukum Indonesia (YLBHI)<sup>5</sup>



*Arief Patra, Trainer  
YLBHI.*

The Yayasan Lembaga Bantuan Hukum Indonesia (YLBHI) is a pioneer human rights organization in Indonesia. It was established in 1971. It provides legal assistance and education in its eleven offices all over the country. It deals with the problems of both rural and urban poor communities. Its lawyers help mobilize people in mass protests against the government on human rights violations issues (such as military abuses).

For its legal education program, YLBHI adopts a variety of ways. It holds paralegal training, essay writing contest, print media promotion of human rights, among others. Its education and legal assistance activities are linked. One method employed is the so-called "home stay approach." A lawyer handling a case stays in the home of the people involved for a certain period of time (such as two weeks) to find out what the prob-

lem is all about. During this stay, the lawyer learns about the problem much more. A report on the home stay includes suggestions on the next steps to take. Education activities follow.

The education program caters to different groups - sectoral groups, rural and urban poor communities, people's organizations, and law enforcers. It covers different levels of the issues: people/community, state, and market. Each level and group has its own legal education curriculum.



<sup>5</sup>For more information on the activities of YLBHI, refer to the paper of Mr. Arief Patra M. Zen in Chapter Four.



## Legal Resources for Social Action (LRSA) India

The Legal Resources for Social Action (LRSA) is an NGO doing human rights education work among Dalit communities in Tamil Nadu, India. It started with literacy and numeracy programs in these communities. In 1990 it was declared a human rights organization. The change of status was demanded by the staff (due to harassment they have faced) and by the people they work with. The organization was turned into an 'official' organization and a legal component was created to protect people and staff when they get arrested.

The organization focuses on the rights of the Dalits, a community of people who are generally perceived as 'untouchables'. As a group they are denied many of their human rights. They comprise a large population. One out of every five persons in Tamil Nadu is a Dalit.

LRSA provides school and community-based human rights education programs. The school-based program is done in the 9th grade/standard (fourteen year old students) in rural schools. The education program takes about forty five minutes and is divided into three parts: 1. right to life; 2. right to dignified life; 3. right not to be discriminated (untouchability). The organization employs tested methods of using charts, role plays and other creative forms to make the students attentive and interested.

LRSA uses a variety of activities at the community level. It holds mass meetings, demonstrations, "human chain," cultural action, legal training on regular intervals for selected village leaders, paralegal volunteer training, training for the volunteers of Dalit movements and networks, training for the staff of other small NGOs, human rights orientation to "Panchayat" personnel, lawyers, college students, and trade unionists.

It is the belief of LRSA that both the Dalit and non-Dalit communities need to be educated about the rights of the Dalits.



*Gilbert Rodrigo, Director LRSA.*



## Institute of Human Rights in Sri Lanka (IHR)



*Tahiri Q. Qyr, Trainer IHR.*

The Institute of Human Rights (IHR) in Sri Lanka started as a legal assistance organization providing service to poor communities. Recently, it established a rehabilitation unit that provides psychosocial and health rehabilitation services. The rehabilitation unit implements two programs :

- a. Community-based rehabilitation program for women-headed households and other caregivers in conflict zones in the western provinces of Sri Lanka;
- b. Community-based rehabilitation for unsupported mothers in the southern provinces.

IHR sees the need to address psychosocial problems at various levels. While it considers legal education important, IHR combines it with psychosocial healing to complete the process of empowerment. Both come together naturally.

IHR also has a training program for community catalysts. Selected participants from its previous workshops, a mix of female and male and no more than thirty people, discuss and address the needs of the communities.

## Cambodian Human Rights and Development Association (ADHOC)

The Cambodian Human Rights and Development Association (ADHOC) was founded by former political prisoners in 1991 and focuses on the promotion of human rights and defending against human rights violations. ADHOC is the first neutral, non-profit and non-governmental organization established in Cambodia. In 1992, ADHOC increased the number of its activists and became an active partner of the United Nations. The Cambodian government subsequently permitted ADHOC to teach human rights in the provinces. ADHOC has offices in seventeen provinces in Cambodia. All except 4 of these provinces are difficult to access.

The target groups of ADHOC are the grassroots people, university students and sometimes the civilian and military authorities.

ADHOC has five main programs relating to monitoring, education, lobbying and advocacy, and the issue of women. Activists conduct workshops on human rights and domestic violence. Sometimes ADHOC invites the "abusers" to attend the training.



*Ponn Ryna, Trainer ADHOC.*

ADHOC facilitators are required to dress up very formally. This subscribes to a saying in Cambodia that the 'teacher is the second father'. ADHOC emphasizes the idea that education is in the heart and mind, no one can ever take it away.

The participatory teaching methodology employed by ADHOC includes role-play, brainstorming, use of case studies and round-table discussions.

# Students/ Youth

Justice and Peace Commission of  
Thailand, Amnesty International  
(Thailand) and  
Forum-Asia

The Justice and Peace Commission of Thailand (JPCT) is a Catholic Church-based institution established to address social justice issues. It works with church-related institutions such as schools.

JPCT and Amnesty International (Thailand) have separate programs on human rights education in the formal education system. The former concentrates at the moment on Catholic schools while the latter on both private and public schools.

JPCT produced a manual on teaching human rights to students. It consists of 6 lesson plans. The manual was produced with the help of thirty-seven Catholic schools.

It holds four-day training workshops for teachers. One major aim of the workshop is to clarify the meaning of human rights. To do this, they employ group activities.

Teachers are initially asked to draw or write their own concept of human rights. After they have drawn or written their own ideas, they are divided into several groups where they share their views. After the group discussion, all are asked to make a bigger drawing that combines all their ideas. This bigger drawing affirms what they understand as human rights. It is then used to discuss the international human rights standards. Finding that their



*Left to right : Rungtip Imruangruang, Coordinator JPCT; Sarawut Pratoomraj (playing guitar) Trainer JPCT; Siriporn Nuanyong, Volunteer trainer AI Thailand; Sunsanee Suthisunsanee, Trainer Forum-Asia.*

own collective ideas are similar to the international human rights standards, they realize that human rights are not foreign or western ideas.

To teach the value of life, a game using the story of a sinking boat and the need to decrease the number of passengers is used. This game makes the teachers appreciate the importance of each person's life. Case studies are also used in the training activities.

JPCT aims to include human rights education in the school curriculum. This is the reason for the workshops for the teachers. But since it has limited resources, it is focusing on Catholic schools at the moment.

Amnesty International Thai section holds activities for teachers from various schools to train them on how to integrate human rights into their own lesson plans. They are encouraged to teach human rights by telling them that it is not necessary to create new lesson plans. They can add concepts of human rights in the lesson plans of related subjects. They are provided sample lesson plans as models.

Due to the negative view on human rights in the Thai society, an appropriate teaching method is employed. The use of stories that illustrate cases of human rights violations is found to be effective.

Forum Asia is a regional human rights organization with thirteen member-national organizations. It has an annual extensive, three-week human rights course in addition to local human rights education activities.

It uses a methodology that challenges the participants' perspective on human rights. Participants are asked to draw pictures that express their idea of human rights. These drawings are then discussed to find out whether or not they conform with the international human rights standards.

Skills are also taught in the training activities. Interviewing human rights violations victims is one example. Participants are brought to the refugee camps where they employ their skills.



*Marco Gutang, Teacher at FEU.*

## Peace Education Program (PE) Far Eastern University (FEU)<sup>6</sup>

The Department of Literature and Human Rights Studies of the Institute of Arts and Sciences implement the Peace Education Program (PE) of Far Eastern University (FEU) in the Philippines. It was launched in 1998. It has been offered for three semesters since then.

The program uses peace education modules which includes discussion of human rights.

The method used is participatory, which is good to break the 'culture of silence'. Field trips, presentations by guest speakers and videos are used regularly.

## International Young Christian Student Movement (IYCS)

The International Young Christian Student Movement (IYCS) is a church-based movement of secondary school students. It operates in schools and parishes in thirteen countries all over Asia. It has a program on formation of students to increase their social responsibility, leadership and involvement in the spirit of faith, hope, and love. Human rights education has become an integral part of the movement since an IYCS working group was held in Hong Kong in 1998. It held workshops on human rights education after the Hong Kong meeting such as the Peace (Human Rights) Education Workshop (co-organized with ARRC) for youth animators of Southeast Asia (September 2000) and the IYCS South Asian Session on 'Students Moved With Faith, Protect Environment-Promote Human Rights' (October 2001 in Bangladesh).

IYCS tries to integrate human rights issues in its programs, although it is not a human rights organization. It uses various methodologies in its education programs. One of its modules has the following components:

1. Reality (analysis of their school life)
  2. Dream (how they would like their school or life to be)
  3. Integration (what action can they take to bring the two - reality and dream - together?)
- The importance of integrating the two concepts is emphasized.

Games, videos/movies, songs (traditional and modern) and newspaper articles are used to start the activities.

In other cases, a variety of activities are employed:

1. Student gatherings (such as seminars and workshops)
2. Regular gatherings in schools and villages (such as as cell group reflection on issues concerning schools, student life, etc.)
3. Peer group gatherings
4. Discussion of local issues as priority issues
5. Cultural actions such as drama and drawing workshops. ■



*Ruki Fernando, Trainer IYCS.*

# Synthesis

## of the presentation on field experiences<sup>7</sup>

"I don't do human rights education but I teach human rights." This is the theme that has been regularly surfacing in the presentations.

Group use different human rights education approaches to realize human rights. Some use an approach focusing on culture, or on economic, social and political rights, or on UN conventions, national constitutions and laws. Others use the psychosocial approach or a holistic approach. Others focus on the formal education system, government institutions, the media, grassroots communities and church-based institutions.

<sup>7</sup> This portion is based on The session synthesis made by Mr. Jerald Joseph, the facilitator of the experience presentation session, and the discussions that followed the presentations.

The human rights education programs use many types of methods and modules. Various 'how to' teach human rights education methods include role-play, the use of landmapping, case studies, play/theater, games, group dynamics, brainstorming as well as different materials like cartoons, videos, posters, visual arts and brochures.

Issues raised relate to human rights education in the formal and non-formal school settings, use of human rights language, experts and para-experts, government and community, and innovation of methodology (how long do we use the same songs?). Also discussed were human rights theories and concepts, human rights action in the context of society and the state, and gender and cultural values.

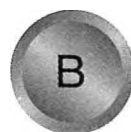
In addition, some issues arose during the question and answer periods after each presentation of field experiences. The issues can be categorized into the following:



### Working for change/justice

Human rights education is a non-violent form of working for justice. It clashes with the idea that change in society can only occur through armed struggle just like the case of Burma. But human rights education nevertheless is needed because it not only facilitates dialogue and negotiation but also finds relevance to the ordinary lives of people. Human rights problems relating to family matters (domestic violence for example) can be properly dealt with in human rights education activities. Through these activities people are empowered to solve the problems themselves and with others. They learn the possible steps that can be taken to solve problems in society (such as by networking with various people who can help).

Human rights education therefore is not about understanding abstract concepts but knowing what can be done to solve problems.



### Relevance of human rights education to the youth

Human rights education for youth groups has to be clarified. It must change the common idea that human rights is only about big demonstrations in the streets. It must be shown also as relevant to the family, school and work environments. This is the key to getting the youth involved in human rights education. Without an appropriate answer to the question on relevance of human rights, young people may simply respond with "So what?" At the same time, strategies for attracting attention appropriate to the present situation of the youth must be employed. Pressure on the youth does not only come from the government but also from the family, school and religious institution (such as the church). Thus their concerns must be addressed using the many resources available today.

## C

## Human rights education for leaders

Human rights education is also for those who take leadership positions in the community of oppressed people. They need to understand how to respect the rights of the members of the community (such as listening to differing opinions) in solving problems.

## D

## Necessity of time

Human rights education does not happen by holding one-off activities. Building trust between the participants and the educators requires time. Participatory methodologies do not work without the trust between them.



## Multi-level education

Those who undergo human rights education activities may ask what else can be learned. They may look for more advanced levels. It is a challenge for participatory methodology to adjust to the other levels.

## Participatory methodology

The use of participatory methodology in human rights education may either be easy or difficult. Unless the “culture of silence” is broken, the use of participatory methodology is difficult. But there are people who enjoy being given the chance to express themselves, become “heroes and heroines” as they realize their own strength and power. In this case, the employment of participatory methodology is easy. This is based on a view that people already have ideas about human rights but they have not been given the chance to express them. Thus, given the opportunity to express themselves, people enjoy participatory methodology.

In the case of a training program for sex workers in Cambodia, the empowerment approach allows the sex workers to identify their own needs and devise their own relevant solutions to deal with human rights issues affecting them.

## Arts as method

Human rights education can make use of different forms of art as methodology. Artwork, for example, is an important tool to present child rights and a healing tool for children who are victims of war and violence. Theater can provide the stimulus for people to react on issues. They may laugh at serious problems presented in a play because they are nervous (nervous laughter) about the issue or are denying the reality shown (laughter of denial). The educator must therefore maximize art forms to help people analyze and understand human rights. Art forms should not be used as mere decoration in educational activities.

There are limitations in the use of arts as educational tool. There is need to have supplementary activities. A dialogue between the audience and the actors to clarify issues and concepts follows each informance.

H

## Entry point for human rights education

Human rights education cannot be simply started in a community without considering the needs of people. Thus human rights educators may have to talk about the issues in the community before relating them to human rights. They may start their program on practical training (such as sewing skills and other economic activities). Also, human rights can be understood without necessarily using the human rights language. This depends on the context of each group or community.

I

## Shift to human rights education

Educational programs (such as community education, paralegal training) can be shifted to human rights education without much problem since the underlying principles are the same. They all talk about human dignity and respect.

J

## Role of facilitator

Every facilitator must believe that there is a hidden 'something' in every person that comes out when the right condition exists.

K

## Educator as agitator

Every educator is believed to be a catalyst of change. But in performing this role, the educator is mistaken for an agitator, instead of being appreciated as a facilitator. ■

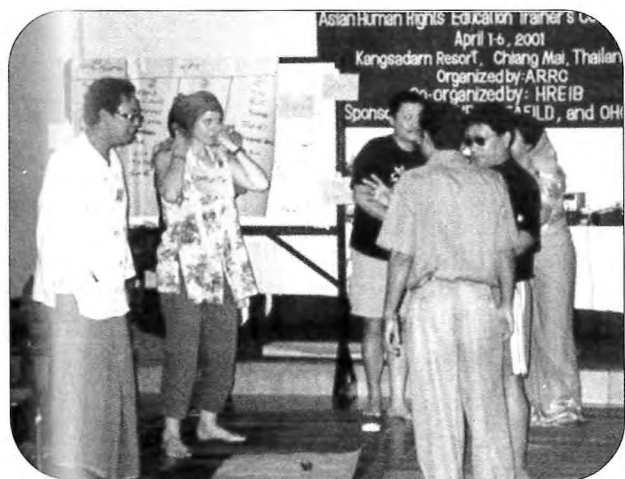
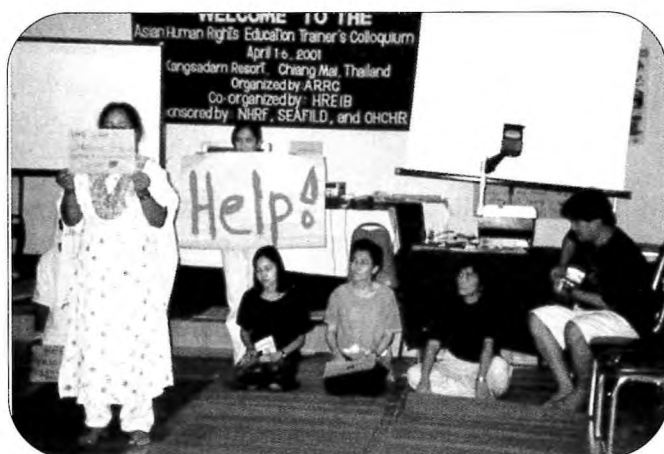
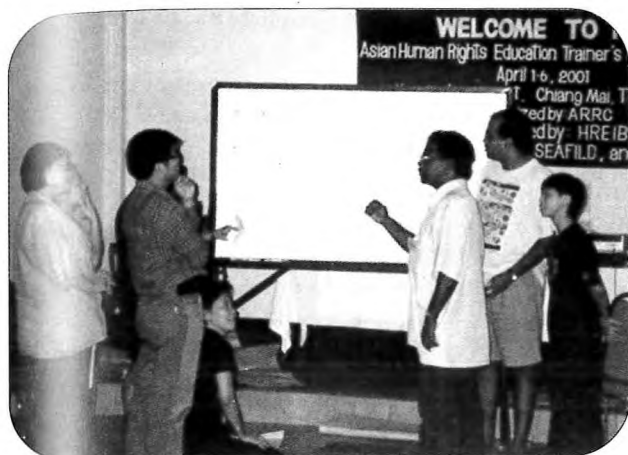
# Chapter Two

## Human Rights Education Issues and Challenges

While there are many achievements in the human rights education field, there are likewise many issues that have persistently remained unresolved. There are also changing situations that define the new challenges facing the educators. These issues and challenges affect the growth and spread of human rights education as a whole.

The participants were divided into three small groups to discuss the issues and challenges affecting human rights education in the region. Two groups discussed the non-formal human rights education system, and the third group discussed the situation of human rights education in schools.

Prior to the small group discussion, two inputs on human rights education methodologies raised questions on methodologies.



*Groups creative reporting of the workshop result.*

## Methodologies in non-formal education system<sup>8</sup>

The experiences of many NGOs on human rights education methodologies are largely unwritten. The richness of the experiences are not well documented. At the same time, the methodologies being employed are misunderstood in many cases. Many people would consider participatory, creative methodologies as :

- only good for fun
- time consuming
- shallow
- insensitive
- dangerous
- lacking in follow-up.

These comments consider participatory, creative methodologies as important for the initial introduction of the participants, to break the ice, or keep participants awake. But beyond these, there is no other role for these methodologies.

Many see participatory, creative methodologies as unnecessary because they only take time and can offend the sensitivities of the participants.

These comments are not giving participatory, creative methodologies a positive image. They limit them to a minor role in the educational process or judge them as hardly useful.

This shows that participatory, creative methodologies are hardly understood. A few of the mistaken notions about participatory, creative methodologies are explained in the following manner :

### a. Dangerous

There is a prevalence of “politicized human rights education in the non-formal education system.” This means that human rights education is used more as a political education program to advance political/ideological agenda rather than human rights principles. In such activities, the emphasis is for participants to understand the economic, political, and social conditions of society. But it is equally, if not more, important to understand one’s personal struggle. This is left out in “politicized” human rights education programs.

### b. Insensitivity: The issue of “breaking the culture of silence”

It is not enough to be a good animator, capable of understanding the UN human rights instruments, laws and tools, etc. In difficult situations, such as situations of armed conflict, participants just look at the educator and listen. Doing activities is an ineffective approach because they only address a superficial need to satisfy the participatory approach to human rights education. Psycho-social healing is important in addressing the need of people in situations of conflict and in making human rights education become an empowerment tool for people.

c. No follow-up

ARRC is equally guilty of not providing a follow-up activity or a ladderized training-for-trainers program in the region because of lack of resources. Only a few funding partners support training and education as a continuing program. Trainings should not stop in a "one shot TOT." It should be ladderized to equip people in the second line with appropriate knowledge and skills and to develop an independent pool of trainers. Many partners feel neglected, abused, or "used" by other partners because of lack of follow-up activity in the region.

## *Some reflections*

*Lack of evaluation and documentation :*

*There is a need for more research on creative pedagogy. At the same time, there is also a need for practitioners to critique and theorize about their experiences, and document them as a collection of experiences that have been applied, tested and modified in other parts of the region.*

*Varying roles :*

*It is difficult to combine the roles of an animator and a resource person. Are we anti-knowledge because we do not do both roles at the same time? We may have to understand that, unlike in schools where professionally trained teachers teach, in the non-formal education system the educator is a NGO worker, community organizer, lawyer, activist, and artist, among others.*

*The question as well as the challenge is this: what is the minimum qualification needed to be considered a good human rights educator? Unfortunately, the necessary qualification that a person has to have to be able to perform his/her duties well is still unsettled.*

*Action points :*

- 1. There is a need to involve as many as professionals as possible to experiments on different approaches to human rights education.*
- 2. Psycho social healing is human rights education. But it is not often viewed as such.*
- 3. The language of rights should not always be used. The use of everyday language is preferred.*
- 4. Dialogue among human rights education practitioners must be sustained to ensure a holistic approach to social transformation.*

## Methodologies in schools<sup>9</sup>

Human rights education in schools is not new in Asia. In early 60s, the Japanese government introduced a program in schools that aimed to eliminate discrimination against a group of Japanese called Burakumin. This program called Dowa education<sup>10</sup> enabled discriminated children to realize their right to education and taught the idea of equality among all human beings to the students.

At present, human rights education in schools is not well accepted in many countries in the region. Though there may be laws and policies supporting the teaching of human rights in schools, they are not yet translated into school curriculums. This led to the development of human rights education programs as extra-curricular activities.

To be able to teach the concept of equality, under Dowa education, schools in Japan use a traditional writing exercise method (tsuzurikata) to enable students to express their ideas and experiences on discrimination. Victims of discrimination usually do not speak about their experiences, but in this case they are encouraged to express them. This exercise helps discriminated students heal their trauma (just as their classmates begin to understand their problem).

Not every teacher however is creative in teaching students about equality. Some would simply tell the students not to discriminate rather than let them understand what the problem is all about. This did not yield the desired result of making students understand human rights.

There are other experiences in the region that follows the participatory methodology.

A program in one group is based on the belief that adults teach children to discriminate. Children have no concept of discrimination. To counter the prejudice that has already developed at home, the human rights education program has activities that mix underprivileged with privileged children. These activities provide the space for children to interact and discover each other. In this program, the teachers follow several steps: orientation session, action session, post-interaction session (to make students reflect on their experience) and feedback (evaluation by the children of the program and formulation of suggestions for improvement).

In another experience, community service (part of the program for girl guides) is used to understand human rights issues (such as the discrimination against Chinese migrants in Hong Kong).

Participatory methodology is a well-accepted concept among those who imple-

<sup>9</sup> This is the presentation of Mr. Jefferson R. Plantilla and the discussions during question and answer session that followed. For more information on the presentation, refer to Chapter Four.

<sup>10</sup> Dowa education is not however implemented in all schools in Japan. It is widespread in the western side of the country where there are many Buraku communities.

ment human rights education programs in schools in many countries in the region. They fully understand that human rights cannot be learned except through interactive and creative methodologies.

The experiences are diverse. Some are done as part of the formal school curriculum, others are done as extra-curricular activities. Some activities are done within the school premises but many are undertaken both in school and in the community.

There are experiences where knowledge and skills are synthesized and turned into action within the schools, inside the family and in the community.

In Japan, very few NGOs deal with schools on human rights education. While in many countries, majority of the initiatives on human rights education in schools are those of NGOs.

The thirty-year experience in Dowa education in Japan is long enough to provide a basis for evaluation. And it is being evaluated as far as its teaching/learning methodologies are concerned, the failures as well as successes of their use.

Most programs, however, in many countries have not reached the stage of long-term implementation to justify thorough evaluation and critiquing. Some are still in the experimental or developing stage.

Education reform is certainly necessary to be able to have an effective human rights education in schools program. But it is not easy to have education reform that will fully accommodate human rights education. Within the limitations of the reformed educational system or the existing system, human rights education is therefore integrated as much as possible.<sup>11</sup> ■

<sup>11</sup>A comment on this point was raised. It is contended that human rights education is not just about curriculums, methodologies and strategies. It is confronted with the larger context of the education system. Unless there is education/school reform, it is bound to fail. It is also very important to develop indicators for human rights, and share the experiences of practitioners. Practitioners need to describe and reflect on their experiences.

# Small group discussion

## Identifying and Overcoming Difficulties in Human Rights Education Work

**To help discuss the main issues in the small group discussion, the following guide questions were provided :**

- a) As a practitioner of human rights education give the major issues and needs that you want to address. Why?
- b) What are the difficulties you have experienced in conducting participatory methodology in teaching human rights? How did you overcome these difficulties?

**The following is the summary of the discussions of the four groups :**

**There is a need to take action on the major issues and needs facing human rights education practitioners. There is a need to :**

- \* develop a holistic educational/overall program approach
- \* develop more training programs on specialized areas
- \* provide human rights education only to seriously committed groups
- \* adopt participatory methodology that suit the needs of target groups in terms of time and space
- \* use creative methods at appropriate time and for different target groups
- \* develop orientation and perspective on participatory methodology
- \* raise awareness of professionals
- \* plan ahead to overcome the difficulties.

**To overcome the difficulties, several measures can be taken :**

- \* develop a regional curriculum
- \* exchange/circulate materials and experiences between and among the groups in the region
- \* facilitate the translation of human rights education materials into other languages in the region
- \* plan the programs with the participants
- \* develop ways of making participants become comfortable with participatory methodology
- \* train committed trainers at the local level
- \* develop sensitivity to ethnic, religious and other cultural issues
- \* find ways of responding to the negative views of conventional human rights education trainers about participatory methodology
- \* develop follow up/post-training programs
- \* develop program for phase out of intervention to allow growth of the trainees
- \* maximize limited opportunities within the formal education system for the teaching of human rights.

# Synthesis

## of the three days' session<sup>12</sup>



*Felicia I. Yeban, Director, Gender and Human Rights Education (PNU).*

Following is the summary of the discussions during the first three days of the colloquium.

<sup>12</sup>This is the summary presentation of Ms. Felice Yeban and the discussions during the question and answer session that followed.

# Spectrum of human rights education practices

There is a continuum of the different practices, appreciation and understanding of what human rights education and participatory methodologies are.

Human rights education is variously defined as:

- Teaching human rights knowledge, values and skills.
- Enabling people to use human rights standards in assessing and transforming their personal and social lives and experiences
- Teaching UN conventions on human rights but linked to the transformation of society and thus the content includes social analysis, state of children and women, contexts of participants, etc.

## The aim

The emerging concept of the aim of human rights education is based on the premise that we cannot engage our audience in social transformation unless they undergo their own personal transformation and rebuilding within themselves. This is the only way that they can meaningfully participate in social transformation. It is enabling the person to meaningfully participate in the collective effort of taking claim to their human rights. Practice must be enhanced by personal transformation.

## The approach/focus of intervention

A more holistic approach/multi-level approach to human rights education has emerged through the years.

There is a broadening/widening of the concept of human rights education to include education programs that do not directly deal with human rights. Educating our participants in influencing the State to respond to human rights issues is seen as human rights education.

## Formal/non-formal human rights education divide

There is still a gap existing between formal and non-formal human rights education programs. Little effort is made to close this gap.

## Philosophy of and approach to participatory methodology

There is still a confusion between processing concepts and processing experience. The process starts with experiences of people, making them reflect on their experiences that does not necessarily lead to a discussion of human rights. Still it is human rights education.

The approach to participatory methodology is basically concept to context. And now there is the psycho-social strategies. One emerging trend in our practice is the enriching of conceptual strategies by psycho-social strategies

What concrete indicators are there that would lead to better understanding of human rights?

Why do human rights education practitioners feel that psychosocial strategy is important to be integrated into the program?

The experience in Sri Lanka in using psychosocial strategy in their legal education program is striking. It addresses the psychological trauma of the victims that may block their understanding of the law. Sometimes when participants are so traumatized, they are not able to depart from what they are feeling at that moment. "We cannot make them participate if they are broken themselves." There is no dichotomy between psychosocial strategies and human rights education. The experiences of those who employ psychosocial strategies in human rights education deserve attention.

#### Psychosocial strategy and legal awareness experience of IHR.

In the experience of IHR in implementing community development program in the communities, it realized that what it is doing is not enough to make the people empower themselves. It does legal awareness and economic rehabilitation activities in the community but to its disappointment the issues remain the same. The issues would always come back and raise the same problems again and again

An example of this with a group of widowed women in a community were widowed women are supposed to get 50,000 Rupees as compensation from the government because their husbands died in the war. IHR believes that the widows have the right to get the amount, but they do not know how to go about it and most of them just take tranquilizers when depressed. IHR therefore helped them undergo psychosocial healing first to help them out of depression. Afterward they underwent the empowerment process which included legal rights awareness. After going through both these processes, people became not too dependent on lawyers anymore. They became more dependent on themselves. It was an intervention that they believe shows how psychosocial and legal processes go hand in hand. The women began to lead their own lives.

Must people know psychology to be able to use psychosocial strategy in human rights education? Technically no. When one tries to ask people how things happened, there is already group therapy. When drawings or any form of art are used to make people express their experiences, the psychological tool of gathering unconscious data from the people is already employed.

There must be caution though in equating psychosocial strategy with human rights education. Group therapy brings responsibility to the trainers to be aware of the nuances of trauma. The usual psychological theories are based on the premise that there is something wrong with the individual, rather than that a wrong was done to her/him.

There are different understandings of participatory methodology depending on practices and contexts. Some believe that participatory methodology is animating - games, activities to get people's attention, experiences on the different concepts being shared. The underlying assumption is that participatory methodology ensures people's participation. In more complex practices, such as basic human rights education, learning can start with different pictures showing the Universal Declaration of Human Rights (UDHR). Some start with that activity, some do not. Some start with specific issues that the participants are confronting at a certain moment in their lives. Some practice concept processing, making understanding of otherwise difficult concepts easier. But some others practice experience processing. It is not just an issue of methodology but about the knowledge to be discussed, expert's knowledge or people's own understanding of their situation.

Different strategies are used to address different needs, each to its own context.

## Object and medium of human rights education

How should human rights be learned? Must it strictly be through the use of human rights language? Or, must it be in another way? There seems to be some gaps between human rights language and the people's language.

In the present practice of human rights education in the region, there is a certain level of comfort in using and integrating human rights language with people's experiences. Or, using people's experience in expressing human rights concepts, or vice versa. The trend is to integrate, a continuum, not an "either or" situation (in terms of language).

Rights language/people's language - involvement in alternative media and the grassroots - ideas will always have to be simplified when they are discussed with ordinary people. The legal language adheres to the system of legal-based types of objectives. But there are some countries where the legal systems that protect human rights are not in place. In this case legal language may not be effective.

There are times when the same words mean different things to different people like the words empowerment and community organizing.

In relation to building or evolving a human rights culture, language is so much a part of any culture. People's language and human rights language should not be seen as two different things. Appropriating the language of outsiders is aimed at helping people demystify the concept, making the language less intimidating. It is not meant to make them feel threatened, rather to enable them.

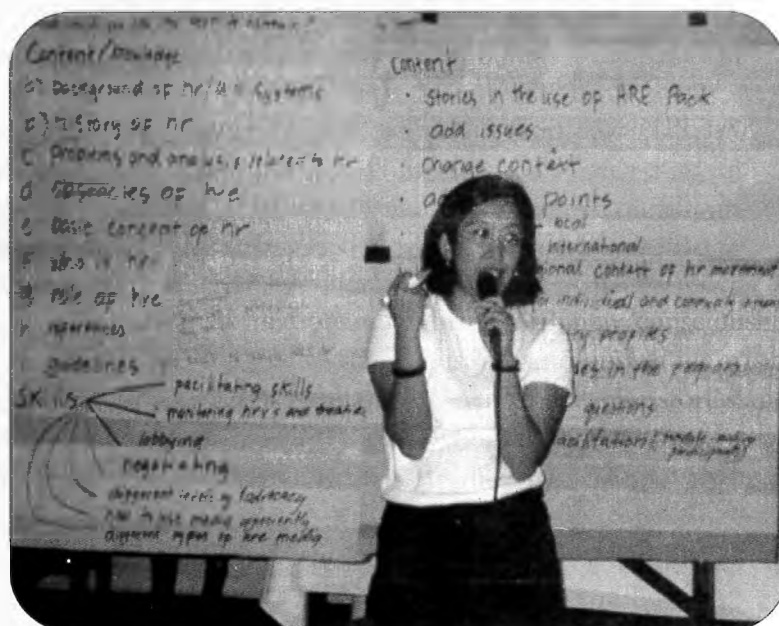
What is the starting point: the law, the peoples' experience or the international standards? Use the law and international standards to uplift people's experiences.

## End goal

Human rights education, training or any kind of orientation alone will not lead to the ultimate goals. Social transformation goals can only be achieved through various measures over a long period of time. ■

# Chapter Three

## Suggestions on Contents of HRE Pack II



*ARRC Coordinator facilitates the plenary.*

Before the workshop began, clarifications, discussions and debates on how to go about making HRE Pack II arose. Questions on whether it should be a new edition, or an expanded version, or a new volume were raised. There were options and frameworks shared. There were also some reservations by other participants on the idea of HRE Pack II. Others were suggesting to come up with a manual of their own.

It was agreed that the issue is not so much about the making of HRE Pack II. Rather, the question is, if a training manual would be made, what would be its appropriate content? The review of HRE Pack is just a means to think of ideas for the content of a training manual. This approach made the discussion more beneficial to the participants.

Nevertheless, the participants (divided into three small groups) discussed suggestions for the HRE Pack II. Below is a summary of the suggestions :

## Background content : (Knowledge)

1. Background information about UN human rights instruments, e.g., history of the development of human rights
2. UN human rights mechanism
3. Human rights situationer in the region, e.g., regional context of the human rights movement
4. Obstacles to human rights promotion
5. Concept of human rights education
6. Philosophy of human rights education
7. Who is human rights educator?
8. The functions of human rights education (emphasize that human rights education should make people become aware of government accountability. Psychosocial activities should support efforts to make governments accountable to human rights.)
9. Stories on the use of HRE Pack in the past
10. How to use the HRE Pack II
11. Additional articles about refugees, migrant workers, trafficked women, sexuality, political detainees and child labor
12. Discussion on liberating spirituality vis-a-vis human rights should include discussion on inter-religious dialogues and indigenous spiritual practices
13. Globalization and human rights
14. Ethnic conflict from a rights perspective
15. Environment and human rights
16. Class, caste, gender and human rights.

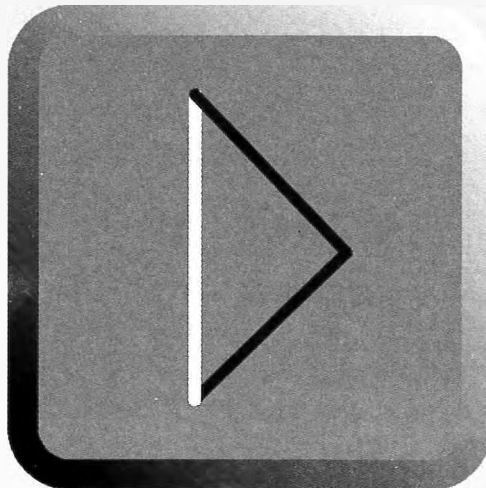
## Modules on Skills

1. Facilitating skills
2. Monitoring human rights violations and fulfillment of treaty obligations
3. Lobby work
4. Negotiation skills
5. Advocacy work
6. Making use of the media effectively
7. Different types of human rights education media
8. Module-making
9. Creative and participatory methodologies
10. Activities appropriate for specific target groups (e.g., women, refugees and children)
11. Skills in conducting training (e.g., trust building exercises, training needs analysis, evaluations, questionnaire, reflection frameworks, and suggested modules for specific timeframes)
12. Immersion and integration activities as one learning method in human rights education.

# Chapter Four

## HRE Pack : A Brief History








Jefferson R. Plantilla



The Asian Regional Resource Center for Human Rights Education (ARRC) as its name states has to function as a source of information and materials on human rights education. It is meant to become a "repository of human rights education materials from the different countries of Asia."<sup>1</sup>






## Origin of the idea

It was originally agreed that it would collect from and disseminate information and materials to as many groups as possible in the region and beyond. It planned in 1991 to do the following:<sup>ii</sup>

-  a prepare a directory of human rights organizations doing human rights education work;
  -  b prepare a list of resource persons, groups or institutions;
  -  c link up with groups and individuals actively involved in the field of human rights education or those with keen interest in the work;
  -  d identify needs of groups in the region for human rights education and provision of assistance to them;
  -  e collect human rights education materials for reference and practical application, and preparation of catalogue, bibliographies, etc.;
  -  f organize consultation meetings; and
  -  g identify and link up with national liaison persons and groups.
- One may note that in this list of activities, there is no clear mention of training manual.

As the culminating activity of ARRC in its first six months of operation, a regional consultation workshop was held in August 1992. This workshop was the first major regional activity of ARRC with participants coming from NGOs from 12 countries in Asia and the Pacific, and representatives of 7 regional and international organizations.<sup>iii</sup>

One of the items discussed in the consultation workshop was human rights education materials. The guide questions were the following:

-  a What form(s) of materials must be produced to suit the differing situations of countries in the region?
-  b Must the materials be for trainers/resource persons, for the actual target groups, or both?
-  c Must materials from the other regions especially from Europe and North America be disseminated also?
-  d What must be the specific contents of the materials (training modules, basic human rights principles, commentaries, etc.)?
-  e Is there a need to prioritize on the type of materials to be produced?



Should the materials be for the non-formal and formal education systems?

The idea of a training manual was not a very prominent suggestion, nor considered to be an urgent task. Thus the draft plan for 1993 did not specifically name the training manual as one of the materials to be developed.<sup>iv</sup> The guideline for human rights education materials under the draft plan talks of developing materials that can help human rights education workers "by having simple, yet effective, materials (documents or systems/methods of education)."

The idea of a training manual on human rights was nevertheless suggested by the participants in the regional consultation workshop in 1992. The Monitoring Committee of ARRC subsequently adopted a plan based on the results of this consultation workshop. The idea of a training pack was included.

## The preparation

On December 18-20, 1993, another regional workshop was held in Bangkok which mainly discussed the contents of a training material now called HRE Pack. It should be noted that ARRC held national consultation workshops in the Philippines and Malaysia and the idea of a training material similar to HRE Pack was also raised.

*Reported in the December 1993 (No. 4) issue of ARRC POST, the HRE Pack*

The pack should contain a basic human rights education module that provides both knowledge on human rights and the methodology for transmitting it. This module is primarily for facilitators, involved in community education activities, who do not have broad human rights perspective. It was also argued that a major part of the module is on education methodology that follows the learner-centered approach.

The HRE Pack will contain samples of human rights education modules already being used. Teaching aids and reading materials will also be included to help the facilitators adapt the proposed HRE module more easily.

The 1993 regional workshop also discussed the involvement of the workshop participants in developing the material in order to reflect the various experiences as well as make it suitable to the variety of situations in the region.

It was announced that the HRE Pack would come out in 1994. But it did not. As per agreement, several persons were asked to prepare the different parts of HRE Pack. They come from various countries and experiences. They were Khursheed Erfan of Ain O Salish Kendro (Bangladesh), Rita Kwok Hoi Yee of

Hong Kong, Felice Yeban then of Amnesty International Philippine section, Charles Hector of SUARAM (Malaysia), Arnan de Leon of PEPE (Philippines), and Nikhil Roy of Amnesty International-International Secretariat.

Actual work was started in mid-1994, the identified contributors were reminded to prepare their respective articles in the material. But it took more time than planned for the articles to be ready. Most of the articles were received in late 1994.

Felice Yeban prepared the part on the methodology and the sample modules. Additional materials were also added as reference materials. By early 1995, the final draft of the HRE Pack was complete with Felice Yeban doing the editing work. It only needed to be laid out and sent to the printer.




*It took the new ARRC Project Officer (Tarik Monem) to finally lay-out the material into its printed form. He also designed the material.*


## HUMAN RIGHTS EDUCATION PACK

The HRE Pack finally came out in print in mid-1995. It came out as part of a set of materials on human rights education. Almost simultaneously being done with the preparation of this training material were the national research on human rights education initiatives, and the collation, annotation and drafting of the bibliography on human rights education materials. A revised directory of organizations doing human rights education work was also started. Thus the HRE Pack actually consists of the training material (now called HRE Pack), the annotated human rights education resource materials catalogue (ARRC Resource Material Collection on Human Rights Education), the report on national surveys on human rights education programs (Human Rights Education - A Survey of Ongoing Initiatives in the Asia-Pacific Region), and the revised directory of organizations related to human rights education work.

The “pack” actually meant a set of materials that comprise a training material, an annotated list of reference and other useful materials, a report on existing human rights education programs, and a directory of relevant groups. This set of materials is considered ideal for those who want to engage in human rights education work.

**But HRE Pack is itself designed to be a “pack.” It has several major parts which can stand on their own, namely :**

-  Discussion on human rights situation and human rights movement in the region;
-  Discussion on participatory educational framework;
-  Human rights education modules; and

-  References materials (commentaries and human rights documents).

It is the belief that each training or education activity on human rights should consist of these parts. There should be a process of understanding existing realities that paves the way to understanding human rights concepts. Thus the modules are meant to help the process of understanding concepts, while the reference materials are meant to provide needed information on human rights ideas and issues.

### First regional training

In September 1995, ARRC held again another workshop.<sup>v</sup> This time it was a subregional training workshop (this is for Southeast Asia but participants from Northeast Asia were also present). This workshop was designed to promote the participatory methodology in human rights education using the HRE Pack as a basic material.

This was the first introduction of HRE Pack to the human rights practitioners in the region.

A few of the workshop participants saw the idea of translating the HRE Pack into other languages as a necessity.

### International debut

The HRE Pack however was not to be restricted to the Asia-Pacific region. A copy was sent to New York (to the People's Decade for Human Rights Education) and was later on brought to Beijing for the 1995 Fourth World Conference on Women. Its introduction to the international scene occurred through the international media, which reported a Beijing airport incident involving the Director of PDHRE.<sup>vi</sup> She was asked to leave behind a human rights material that contained a caricature of a Chinese leader. She steadfastly refused. The problem was resolved when the Chinese customs official agreed to rip off the page with the caricature. *That was page 66 of HRE Pack.*

### Last note

The HRE Pack is one example of a material that tries to cover a regional audience. Its value lies on how it inspires others to either translate/adapt it to local conditions or directly apply it in training activities.

As reported in ARRC POST (June 1995, issue no. 9), which announced its availability, the HRE Pack is not intended as a comprehensive polemic on HRE in the region, but is designed to foster and promote grassroots HRE initiatives through the suggestion of some practical ideas and methodologies for effective educating in human rights.

The HRE Pack brings this message to all. ■

# The Project Against Domestic Violence (Cambodia)

By Un Oeurn

The Project Against Domestic Violence (PADV) is a local non-governmental organisation founded in January 1995 to confront the problem of domestic violence in Cambodia. It is a resource, research and advocacy organisation that emerged naturally after The Asia Foundation research study "Plates in a Basket Will Rattle" and the National and Regional Conferences on Domestic Violence that followed.

PADV's work is based on the belief in human rights, in particular the right to life; the right to security of person; the right to be free from torture or cruel, inhuman or degrading treatment; the right to be free from arbitrary detention; and the right to freedom of opinion and expression. Victims of domestic violence enjoy few, sometimes none, of these basic rights. PADV sees domestic violence as part of the wider issue of violence against women and consider it an abuse of power within the family.

The qualitative research "Plates in a basket will rattle" and the Household Survey established that domestic violence was a serious personal, familial, social and developmental problem in contemporary Cambodia. The research and the public discussion that it generated clearly established the need for education, public awareness, advocacy and services for victims.

PADV created its programmes and activities to respond to these needs: three activity-based programmes and a General Programme responsible for the overall operation and administration of the organisation. The three activity-based programmes are the Education Programme, the Public Awareness Programme, and the Information and Support Programme



## Activities

The Education Programme conducts training courses on domestic violence with NGO staff, the police, judges, local authorities and staff from different ministries such as Ministry of Women's and Veteran's Affairs (MWVA), Ministry of Education, Health, Rural Development, etc. It conducts both general and specific training courses, such as Domestic Violence and the Law, and the Domestic Violence training course for health practitioners.

The Information and Support Programme aims to increase the number of service providers who assist women victims of domestic violence, to encourage sensitive and professional assistance, and to improve co-ordination between services. It conducts a Practical Skills Training Course to individuals who deal directly with victims.

The Public Awareness Programme aims to raise awareness of domestic violence amongst Cambodian society by conducting public awareness campaigns through TV, radio, printed materials and live presentations.



## Education Methodology

The Project Against Domestic Violence uses a Participatory Learning Approach in its training, education and awareness raising activities. Examples of methodology used are :

Brainstorming;  
Focussed Discussion;  
Explanations;  
Question and Answer Role Plays;  
Posters and Videos.



## Some key ideas about learning

Everyone responds to encouragement and praise; use wisely and be sincere. The way material is presented is as important as the actual information people learn best when they are actively involved; relating own experiences, role play, etc.

Learning is enhanced/made easier when it is the result of direct experience - demonstrations, small group discussions, visual aids, films etc Diagrams can help explain complex ideas with adult learners

Adults :

Need to validate the information presented based on their beliefs, values and experiences (both personal and professional);

Have a lot of past experience upon which to draw and may have fixed viewpoints;

Choose for themselves what is important to be learned;

Have significant ability to serve as very knowledgeable resources to the trainer and other group members;

Are problem centered and actively participate if their opinions are listened to and respected;

Function most effectively in a collaborative environment.



## Things to be aware during the session

People who dominate the discussions.

We suggest that you acknowledge their willingness to contribute and share but remind them of time limits. If they wish or need to discuss this issue an alternative time can be agreed.



## People who interrupt

We suggest you set clear ground rules about not interrupting others at the beginning of the course - it may be necessary to remind participants that when someone is speaking it is time for everyone else to listen.



## Shy people

Some participants will be very shy and will need to be invited to speak. Make

sure they are included in all discussions - use the person's name and ask if they would like to contribute. Gentle verbal encouragement will help them to feel more comfortable when speaking (e.g. ask them a question in relation to their profession - thus acknowledging their professional skills and knowledge). Do not force anyone to answer.



## Trainer's role - some guidelines to help

- Prepare your training session plan well. Read through the session several times - make sure you know it well.
- Be very clear about the aims of your session. Tell the group clearly what they are and check during the session that they are being achieved.
- Try to vary your session - use visual aids e.g. diagrams, pictures, lists of words, etc. - to enhance learning.
- Make sure that your voice can be heard - ask at the beginning "can you all hear me clearly?" Make sure that any visual aids being used are visible to the whole group.
- Establish a friendly rapport/relationship with the group - introduce yourself before beginning and make time to learn names and use them (acknowledging with the group that this will take time).
- Involve the group actively in the session. Adults learn best by relating learning to experience. Use examples, ask participants for examples and their opinions.
- Have ideas ready for "prompts" to facilitate discussion e.g. "What do you think we mean by the term social abuse as a form of power and control?" (Power and Control - Orientation).
- Try to anticipate questions that may arise - have some answers ready. If you don't know - say so, but that you will find out the answer and do so. Or ask if anyone in the group can answer.
- Be relaxed and establish a friendly atmosphere so that people feel free to ask questions and involve themselves in discussions.
- Use plain language. Explain the use of any terms that may be unfamiliar to the group; write unfamiliar words on the white board.
- Be flexible, listen to everyone's contribution, be tolerant and understanding, accept varying points of view - you do not necessarily have to agree with them.

*NB-Be open to learning as you go through the session the participants attending the training have many years of experience (both personal and professional).  
You are not expected to know every thing about everything (No-one else does!). Cash in on the group's experiences and use their combined knowledge to highlight and demonstrate further.*



# Towards The development of a creative pedagogy for women's Rights Education (Philippines)

**By Lea Espallardo (PETA)**

Founded in 1967, the Philippine Educational Theatre Association (PETA), Inc. is an independent non-government organization, a community of theatre artists dedicated to the development of Peoples Theatre that mirrors Philippine social realities; a theatre that serves as a potent agent and instrument towards personal, social and cultural transformation.

It has mounted more than 300 original productions and performances of socially-relevant plays, helping enrich Philippine contemporary theatre through the study and use of various theatrical forms to ventilate local, national, and international issues. It has espoused the re-orientation of establishment and elitist values of art and culture and succeeded in advocating a more liberating and people-oriented theatre through performances, research & publications, workshops and training, curriculum development, theatre organizing and networking in schools, parishes, communities, sectors, regions, and even overseas. It has assisted the birth of hundreds of drama groups here and abroad, and has been very successful in popularizing the use of theatre as a potent and dynamic vehicle for the peoples education in raising their awareness and consciousness of their condition, needs and aspirations.

## **The PETA Women's Theater Program : A Review of the Past**

PETA embraces various themes of issues on human rights, development and most especially gender-related issues not only in its repertory but also in its workplace. Through its Women's Theater Program, PETA was able to bring forth a new consciousness" that tries to address women's invisibility not just in the arts but in the larger society as well.

The development of PETA's Women's Theater Program rooted out from the initial efforts by a very few, PETA women artists who have been involved in working with other progressive groups working specifically on women's issues and concerns. It was first established as a Collective in 1994 and was later on redefined as a Program in 1997.

The effort to establish a women's theater collective vis-a-vis a comprehensive program was more like an attempt to address basic issues and concerns of women, tackling the issue of gender inequality and violence through theater workshops and performances.

In its early stage, the primary objective was mainly to establish a women's program within PETA with integrated components of education and performances done through partnership with other organizations and the overall women's movement in the Philippines especially those working with and from the disadvantaged sectors of society.

PETA unites with other groups and organizations that aim not only for the upliftment of women, but also for women's deeper involvement in the upliftment of people in general using theater and related art forms as a tool and as an approach in the advocacy for gender equality and a gender violence free society. It provided venue for women's expression to tell their stories and aspirations as a tool for empowerment to fully realize a life of dignity and respect.



### **Women's Rights As Human Rights: Looking at All Women's Issues from a Human Rights Perspective**

The PETA Women's Theater Program adheres to the fundamental principle of the universality, interrelatedness, and interdependence of the human and peoples rights. And these cannot be realized without the recognition of women's rights as an integral part of the whole discourse on human rights.

For the past two decades now, women ail over the world have been working on particular concerns that affect our daily lives. These are issues and prob-

lems that were viewed as matters of private affairs and were treated by many as lesser than questions of peace, democracy, human rights, and development. Despite clear records of deaths and gender related abuses, women's issues were considered to be a separate concern from the mainstream agendas and were not considered as main priorities. A number of excuses have been provided by governments and other **human rights organizations** :

- 1) that sex discrimination is too trivial, or not as important,
- 2) that abuse of women is a cultural, private, or individual issue and not a political matter that requires state action;
- 3) that women's rights are not human rights per se,
- 4) that the recognition of the abuse of women will overwhelm other human rights questions.

These responses speak of a sizable gap between men's full enjoyment of their rights than that of women.

In the past years, these responses have been challenged. Many NGOs have worked to redefine the meaning of human rights to reflect the specific experiences of women at all stages of their lives. And this brought about remarkable advances in the whole women's human rights movement :

*The approval of the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) in 1979 became the landmark in the history of women's human rights. This Declaration set out measures aimed at achieving substantive equality between men and women, regardless of marital status, in all fields of political, economic, social and cultural life.*

*In June, 1993, the United Nations World Conference on Human Rights has reached to its full recognition that women's rights are human rights and affirmed that the "human rights of women and the girl child are an inalienable, integral and indivisible part of universal human rights".*

*They called for the integration of women's human rights throughout the UN system.*

These breakthroughs became the touchstone for women to reclaim their lives and reverse a pattern of neglect of women's human rights by the local and international community. They have become the engines of social movements. They are now taking the leadership to prevent injustices committed against humanity. These advances have shown both the potential of the human rights framework for improving the status and condition of women and the potential of a gender perspective for strengthening the human rights framework in general.

However, the gains and breakthroughs cannot be fully realized if we will continue to work as separate movements. The reality is that there are a lot of women's movements -the feminist movement, the women's health movement, the movements: to protect migrant women, to eradicate prostitution and trafficking, to fight poverty, etc. Some refuse to look at their issues from a human rights perspective for fear that it will weaken their arguments, confine them to the issues of violence, deem them confrontational, narrow their mandate, or box them into legal paradigm. PETA believes that whether we are fighting against violence against women (VAW), poverty, or working on the issues such as reproductive health, prostitution and trafficking, etc., we must realize that we should find our interconnectedness and become indivisible in our pursuit for social justice. And we believe that the human rights ideology can weave all the issues together.

Moreover, we must also begin to develop the argument that equality of women is in the interests of men as well and therefore of society as a whole. We must have the energy for changing the world with the men who wish to join women as equals.



## Towards the Development of a Creative Pedagogy for Women's Rights Education

One of the main areas for concern of the WTP (Women's Theater Program) in its initial formation was to address the issue of women's representation and visibility in the arts and in society, in general. It began to question the current status quo of women as merely subordinates, which resulted to gender-based discrimination and biases. We saw the need to assert and question the current societal norms that put women to extreme margins and vulnerable positions and conditions. This reflected in our theater and education work.

Theater is our medium that eventually became our weapon. We used theater to present political commentaries about women's situations and conditions. We used theater to give more depth and deepen our understanding of our rights as women and as human beings.

While these processes continue to evolve, our education program also evolves. We came to our own realization that in the process of institutionalizing the women's rights agenda within the human rights education movement, we also need to upgrade ourselves in terms of philosophy and praxis therefore our pursuit for a creative pedagogy for women rights education. This is done through a process of continuous education through informances and workshops or by creating venues for interaction with other women from the communities. In a sense, we are also able to develop and evolve different forms and methodologies in theater and education calling for societal transformation. What went on in the process of creation and theater education work is a conscious political agenda -that is to utilize theater in organizing women for the advocacy of women's human rights taking on as priority issues, violence against women, poverty, and reproductive rights. An action plan has been adopted which sets out the holistic view of women's human rights as they relate to VAW, poverty and reproductive rights. This became our commitment and our own contribution to the global call for a women's human rights movement.

The education activities that were set out intend to enable individuals, organizations, and communities to place social, economic, and cultural injustices against women in a human rights context. It is vital that experiences on the ground such as injustices related to gender violence, poverty and reproductive rights be linked and be put into the whole framework of women's human rights issues as affirmed by international documents (e.g. Beijing Platform for Action, CEDAW, ICPD/Cairo Declaration, etc.).

Putting into its core the thematic thrusts identified and mentioned above, The Women's Theater Program has formulated the following thrusts and objectives:

#### **Education Thrusts**

Deepen our understanding of women issues especially VAW, poverty, and reproductive rights as issues of women's human rights through in-house training and education series;

Define and strengthen PETA-WTP's creative pedagogy for women's rights education through faculty fora, documentation, and manual production.

#### **Performance Thrust**

Develop, mount and produce plays and informances that would serve as education and advocacy tool tackling issues of VAW, poverty, and reproductive rights;

#### **Partnership Thrust**

Build and strengthen community, institutional, and regional partnership with organizations that gives direct services to women whose focus is on women's rights education;

Extend direct services (support and assistance) to groups and institutions

in their education and issue advocacy work using theater as tool/medium;  
link-up, build and expand its network of community educators, activists, advocates,  
and community-based theater groups that would serve as local educators and advocacy  
group for women's issues and women's human rights;  
Assist partner institutions and community-based organizations in their community  
organizing, education, and issue advocacy work through research, curriculum develop-  
ment, outreach workshops, and repertory theater guidance.

Building a Structure for Creative Women's Expression : What Has Been Done So Far?

### Curriculum Development & Conduct of Specialized Trainings & Workshops

For the past years, the PETA Women's Theater Program has been exploring and working on the development and facilitation of several training modules in partnership with diverse women's groups working on specific issues such as VAW, sex-trafficking, poverty, women's health & reproductive rights, integrating the creative pedagogical processes and methodologies. To mention a few of these modules, these are:

Theater for Women Organizing & VAW Issue Advocacy

Theater for Women's Rights Advocacy

Dance/Movement Workshop on Sexuality, Bodily Integrity and the Politics of the Body

Creative Pedagogy for Feminist Education

Creative Pedagogy for Women's Health & Reproductive Rights

Theater & Therapy for Abused Women & Girls

All of these modules use PETA's integrated theater arts approach to education which includes visual arts, creative drama, creative movement, creative sounds and includes, creative writing, and group dynamics.

### Theater Workshops

A series of theater workshops were conducted with several women NGOs and community-based organizations which led to the formation of their own theatre groups and the development of their own plays and/or informances that were toured around local communities as part of their education and advocacy activities. To name a few:

BATIS Center for Women, an NGO working on issues of migrant women specifically former Filipino entertainers in Japan.

LAGBA Women's Theater Group, a community-based group of indigenous mothers from the north (Benguet, Cordillera)

KABBULE, a province-based theatre group of students, GO, NGO workers from the north (Ifugao, Cordillera)

NAPIKA, a community-based group of women survivors of gender violence in Mt. Province

## Repertory Theater - Guidance

It is a mechanism whereby the artistic and theater management capabilities of the partner organization will be enhanced and developed to effectively reach its desired impact. PETA offers artistic assistance in directing, playwriting, production design, production management, music and stage management.

## Women's Healing (Art) Camp

A culminating activity for our theatre & therapy program which will provide venue for dialogue and interaction between women survivors of sexual abuse and the social support system to include caregivers, relatives and friends. This will be done in the year 2002.



## PERFORMANCES

### Informances

The whole concept of informance was coined as a result of PETA's 30 years experience of utilizing popular theater and creative pedagogy to bring out relevant issues for education, advocacy and campaign. It has dual goals: to inform using the creative pedagogy and to perform. PETA, through the years has developed a curricular framework making use of various participatory theater art processes in bringing out issues relevant to particular audience groups and sectors. To inform is to issue educate through creative participatory workshop processes. The informance is an artistic performance that deals on a specific issue (e.g. VAW, reproductive rights).

Using a small group of mobile theater performing artists, this method combines drama performance with participatory and evocative pedagogical tools to draw out critical views and opinions from the audience. It became a powerful tool for issue advocacy. It aims to stimulate the audience to start discussing the issues they confront in a manner that is artistic and creative. Followed by a workshop or a short discussion, the audience is given the chance to process their thoughts, feelings and insights on the performance, thereby creating a process of interactive discussion between the actors, partners, and audience. The workshop also aims to further elaborate and validate the points and issues tackled in the performance that will call for actions needed on the part of the community or the audience. It is usually done in partnership with a larger alliance of women's groups that focus on the issue of women's rights.

When we did the first informance, it had 5 major components :

### The Nationwide Informance Tour Post-Informance Workshops

The formation and/or strengthening of a community-based Women's Human Rights Action Team (WHRAT) that would localize actions to address the issue  
Production of a Video Version and a Documentary complemented with a Dis-

cussion Guide that will be used as material for continuing education in the community/locality

Publication of a Book that sets out the overall experience of the Nationwide Informance Tour

## International Performance Festival on Women's Human Right

To showcase the works of the network-partners of WTP, a Women's Performance Festival shall be organized in March 2003. PETA is organizing this festival to draw wide public awareness on the rights of women. The festival shall showcase the creative talents of women and girls who will perform their original productions, resulting from the series of trainings, which they have experienced with PETA. However, groups from the ASEAN region and other international women's network shall also be invited to initiate dialogue among women artists and advocates. This will be 5-day activity of women's performances, games, fora, conferences, workshops, art exhibits, video showing and discussions on issues of women's rights.



## Some Methodological & Pedagogical Reflections

### Education Work as a Process of Discovery

In the course of our education work with women, PETA facilitators were faced with the difficult task of exploring and developing new modules for women. One specific example was the course on Dance/Movement Workshop on Sexual Politics & Bodily Integrity. One facilitator accounted in her evaluation the following realization/insight:

*"My experience as facilitator is not far from that of a new participant. Discovery is the word. As facilitator and a novice. I cannot deny that I was really groping. That's why in every session. I become a student first before becoming a facilitator or a teacher. I enjoy this process of discovery. I never thought I can do it. Its very empowering. I am so grateful that I learned so many things in the process especially, getting in touch with the woman's body, my body and other bodies through movement plus of course the fulfillment that you get each time I see that we can actually, or we actually made these women move ... perhaps, because the experience also "moved" them in one way or another."*

*Reggie Lasam  
Facilitator*

Faculty debriefings after every workshop sessions also contributed in the learning process. It became a way to check, clarify, and process viewpoints, goals, direction methods, and philosophy of women's education. A process observer annotator (POA) is usually a part of the Facilitators' Team to note the facilitation aspect and help in setting the directions towards the development of a women's pedagogy.

The different workshops conducted and its contexts provided the challenge to the faculty to move away from usual workshop outline/design giving more importance on exploration, experimentation, the process of creation and evolving, new techniques and forms.

In the conduct of workshops, the different issues and processes that emerged and created with it have posed major points and questions that should be considered in the process of developing a creative pedagogy for women both at the program level and that of the individual PETA artist-teacher. These are grouped in random based on the following categories and/or issues:

That in pursuing for a creative pedagogy for women's rights education, it is very important to put into consideration or to put into the agenda the following major concerns, contents, and issues:

- women's ways of knowing, learning & producing knowledge;
- the sexual politics and/or the politics of the body;
- the cultural politics and/or the politics of gender;
- recognizing bilinguality (language of patriarchy & human rights) as a major feature in women's rights education;
- methods, forms, and approaches to be used are critical in setting the conditions for participation, learning, and interactions;
- issues of power & control in the construction of knowledge (women as active constructors of knowledge);
- from womanness to humanness as our ultimate goal;
- that women's education is a human rights education: an education for the exercise of her will and her rights as human being;
- that as political media women education and art need to develop from women's expression to confidence-building and on to influencing, impacting and/or action.

That our personal politics as woman starts with owning the body, internalizing what we intimately hold in our minds. How we can start winning the politics of the body is so important. All attacks are directed to it. Therefore, awareness building should start from here. And this idea/theme should always be incorporated in every workshop and process for women and be able to come up with a curriculum focusing strongly on sexual politics or the politics of women's bodies.

The movement workshops also opened the discussion on confronting personal beliefs on bodily integrity. In the exercises, it became obvious that the artistic body reflects norms and conventions whether conscious or unconscious. Some felt uncomfortable in moving their body and the self-imposed inhibitions while others felt at ease with the process. From the workshops, body movement was seen by a lot of women as healing, as confronting self towards empowerment. The woman should choose how to use the body; how to negotiate. Control is the key.



## Emerging Challenges In Curriculum Building Process

At the debriefing sessions, certain issues were raised by the POA and have been noted for further discussion.

In curriculum building process, it would be important to undergo the following steps not necessarily in this order:

### Partner-Learner Profiling

This has always been our shortfall as trainer-educator in conducting workshops with different groups. We tend to generalize characteristics of learners based on presumed assumptions about a specific target group. Knowing the profile of both the partner organizations and the workshop participants is necessary in curriculum development for every workshop to ensure appropriateness of the module. As in any learning process it is necessary to know where the learner is at - what they already know, what have they been through and how. The knowledge and process undergone by the learner informs the next educational activity for its starting point, highlights and background. Therefore the need to always incorporate in the module a design or diagnostic exercises to get their profiles not just in terms of personal information but also that which will somehow give us brief picture of their SPEC conditions that are gender-based in nature. This is very important especially if there is a long-term and sustained partnership with a specific group or community. Each trainer must develop or be provided with a tool for Partner-Learner Profiling.

### Consultation for Philosophy of Education Framework/Pedagogy

As a learning experience in its partnership program (e.g. CTFVAW, WCC, Woman health), WTP came to its realization that it is very important and critical to discuss and level off with the partners our educational/pedagogical framework. They may be at the level of appreciation of our own philosophy as educational theater artists/group but they lack the better understanding and the internalization of its principles that hinders the full realization and actualization of the creative pedagogical approach in their respective institutions. Application and appropriateness are two indicators that will measure the impact/success of our education work to fully realize our vision.

As a service institution, PETA came to realize that it is our responsibility as artist-educators to provide the tools and venues for our partners to have a dialogical, consultative, and evaluative processes that is constant. This can be done through capability-build up training programs for both (PETA & the Partners), activity and/or program-based evaluation, etc. We should not only unify in terms of issues and strategies but also in terms of our own philosophy of empowerment & development that is holistic (be it through education, organizing or advocacy).

It is also possible that through a deeper discussion of the experiences and activities of the program, those involved in it as conduits and beneficiaries will form an observation about its content and process. The emerging framework, thrust and objectives will eventually give color and contour to the body of knowledge and process that will be developed. A philosophy of the whole experience may be tentatively described as a way to level off that will eventually be our basis of unity.

### Facilitator Orientation

Ideally a defined philosophy or framework of women's rights education becomes the focal point of orientation at the very start of the education process. But since the reality is that the framework will still have to be identified as it takes shape, the facilitators are faced with the challenge of reflecting on their experiences creating opportunities in defining as well as naming and questioning those educational experiences. Processes like faculty conferences, workshop debriefings, facilitators' fora, and capability build-up training programs are needed to address this need.

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### ***Sources & References Used :***

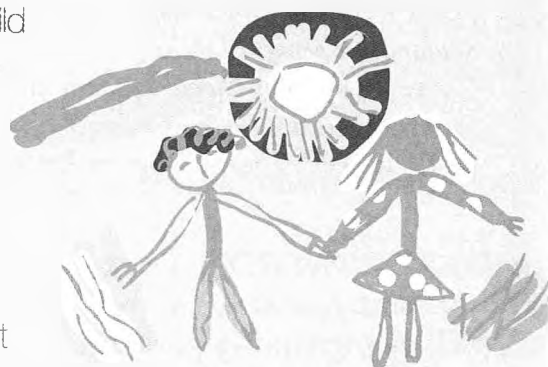
*PETA Workshop Annotations Faculty Papers*  
*Shulamith Koenig, PDHRE*  
*Center for Women's Global Leadership*  
*Penny Sarmiento, Process-Observer-Annotator*  
*PFTA-Women's Theater Program Reports*

# Concern For Children and Environment-Nepal (CONCERN-Nepal)

By Bijaya Prakash Sainju

## Personal Profile

I completed a Master in Business Administration (MBA) in 1986 from Tribhuvan University of Nepal. Soon after the completion of my master degree I started to get involved in social activities and the Human Rights movement in Nepal. My areas of work specially concern with the exploitation of children and child labor problem in Nepal. I'm trying to complete a Ph.D. course in child labor management in Nepal and its implication in national economy. I hope my Ph. D. research on child labor management will help protect the rights of children in Nepal. In my opinion educational deprivation among children is the main barrier to for their overall development. Even government figure entails that at least 55% of the total population are illiterate in Nepal. Hardly, 20% of children under 18 years are literate. Only 12% of all Dalit people are literate in Nepal. So, to uplift the educational status of children and to combat the child labor problem in Nepal, Concern for Children and Environment Nepal (CONCERN) was founded in 1993. I'm the founder president and executive director of CONCERN-Nepal. I have been working in fund raising activities, development work policy, human resource development, etc. I have been also involving in training activities for grassroots level human rights activists working in rural and urban sectors.





## Involvement in Network Development

Since the very beginning I have been engaging in network development and capacity building of NGOs both in national and international level. Following are few NGOs network groups in Nepal that I'm affiliated with:

### **Consortium for Child Clubs of Nepal (Consortium)**

Consortium is the group of 22 local NGOs and INGOs in Nepal specially focusing on children's participatory rights in implementing UN Convention on the Rights of the Child. It was established in early 1999. I'm founder member and present steering committee member of Consortium for Child Clubs of Nepal. It is being supported by several INGOs such as Save the Children Norway, UK, and US etc.

### **Children at Risk Network Group (CAR-Network Group)**

CAR-Network Group consists of 27 Child focused NGOs in Nepal. It has launched several human resource development programmes, NGO capacity build, child education program, skill training activities for adolescents, etc. I've worked as President of this network group.

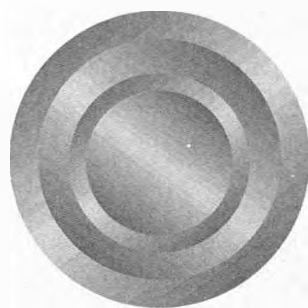
### **Nepal Rugmark Foundation (NRF)**

NRF is the coalition of 14 NGOs and 40 carpet factory industrialists dedicated to eradicate economic exploitation of working children in carpet factories. I worked as General Secretary of NRF and at present as Executive Member.

### **Human Rights Promotion Centre (HRPC)**

HRPC is working for the protection of cultural and ethnic minority rights in Nepal apart from civic and political rights.

# Organizational Profile of



## **CONCERN-Nepal Introduction and Overview of the Organization**

### **Introduction of the organization**

Concern for Children and Environment Nepal (CONCERN - Nepal) is a NGO established in 1993 whose principal purpose is to be an advocator for underprivileged children and their social and natural living environment in Nepal. It helps and protects underprivileged children and working children living in very difficult circumstances. Presently, CONCERN is working within ward No. 13 and 15 of Katmandu, implementing various action programs for underprivileged, urban migrant children and their environment. CONCERN was officially registered at Chief District Office of His Majesty's Government in 1994 and in the same year it was affiliated with Social Welfare Council, under the Women and Social Welfare Ministry. CONCERN action started with a research activity in 1994 by conducting a survey on the situation of Child Porters in Katmandu Valley with the support of Child Workers in Asia (CWA). Presently, CONCERN is carrying out different supportive and preventive programs for the development of the children with the joint support of Save the Children - Norway, Save the Children - UK and ILO/IPEC

## CONCERN Vision and Mission Statement

### Vision

CONCERN believes that all forms of exploitation over children can be completely abolished and that the empowerment of underprivileged children and working children in particular is a dire necessity.

Through community awareness and different child-related development activities, these affected children can become self-reliant and independent.

Overall development of these children can be achieved through the preservation and protection of their social and natural environment.

### Mission

The mission of CONCERN is to facilitate a process that helps to protect the Rights of the child in general, and in particular it acts to abolish all sorts of exploitation of children by supporting underprivileged children and their families. It also works to achieve a better social and natural environment in which they live.

### CONCERN Objectives :

To advocate child rights within the community.

To alleviate child exploitation by reducing the number of child laborers.

To promote and preserve a healthy social and natural environment.

To empower children living in high-risk conditions.

To assist in the economic development of underprivileged children and their families.

To provide current child related information to relevant organizations and individuals.



## Current Running Programs

### Children's Socialization Center

Every year the local children from the community who are not enrolled in the school will be looked after. They learn and participate in various activities such as: NFE classes, kitchen gardening, classes on personal health and hygiene etc. After that those who are good in studies will be admitted in different schools for further education.

### Removal and rehabilitation of child porters

With the aim of removing child porters from exploitative and hazardous condition CONCERN is running removal and rehabilitation center since 1996.

### Emergency shelter for children at risk

CONCERN is running an Emergency Shelter home for the displaced children. It supports children who are in crisis situation, potential to victimize.

### Advocacy, work on the educational rights of children

Since the literacy rate of Dalit population is very low i.e. 10 percent of 40, 000 total Dalit population are literate, CONCERN is doing advocacy work both at local as well as national level to create awareness among general public and the

policy makers as well to enhance the school enrollment and lessening the drop out rates.

UOSP in affiliation with Katmandu Metropolitan City

Recently, from the month of July, CONCERN has started 5 OUHP -centers within ward No. 13 and 15 of Katmandu Valley.

### Action Research

CONCERN is in the process of completing research report on Stone Quarry Child Labor and is doing research on Child Laborers working in Tea Stall and Restaurants.

### Child Participatory Forum Activities

With the aim of promoting children's participation, giving opportunities to the children to express their feelings, CONCERN has started working with children's clubs. It has formed children's clubs in different schools as well as in NFE classes, Dalit children.



## HRE Methodologies

*How are we doing it in our fields of Profession? What methodologies are we using?*

Nepal is a multinational country. There are 66 officially recognized minority groups in Nepal. The present figure of population is 23.9 million out of which 52% are children under 18 years of age. The average number of children in a family is 5. The educational status of the country is appalling, only 45% of total population is literate. This is even worse among Dalit people the so called untouchable people. Only 12% of Dalit people are literate. The per capita GNP is \$210, which is one of the lowest among least developed countries in the world. The World Bank estimates that 60% of total people live under absolute poverty line. In such a condition, the Human Rights education promotion of children's rights in Nepal is a challenging task. Nepal government had ratified 18 different UN Conventions including Universal Declaration of Human Rights and Convention on the Rights of the Child. However, the violation of Human Rights and Child Rights in Nepal is an every day reality.

Considering the challenges of Human Rights education in Nepal, we have been promoting Children's Rights through using some methodologies, which are related with child participatory approach.



Such as :

### On the Spot Art Competition:

It could be spontaneous,  
Could be thematic, or Could be mobility mapping. Role Play or drama  
Public speaking competition  
Group discussion on a given theme  
Children's clubs meeting  
Rally and campaign  
Parliamentarian lobby; Formation of Dalit Parliamentarian Forum

### Others :

School visit programme; interaction with students  
Community meeting  
Field visit: Discussion  
Home village visit: Discussion Etc.

# Human Rights in the EYES of the Child

## *My Drawing, My Rights*

Theresa J. Limpin  
ARRC, Coordinator



*"To educate the young about their rights in their early years is an investment in a culture of peace, justice and human rights. Human rights education is noteworthy for both its remedial qualities, and in the prevention of human rights violations in generations to come."* Ms. Theresa J. Limpin, Coordinator of the Asian Regional Resource Center for Human Rights Education (ARRC). In 1998 ARRC, a regional NGO working for the promotion of human rights education in the region, sought to raise greater awareness of the CRC by hosting the Asian Visual Art Contest for children entitled "My Drawing, My Rights". This project was an initial attempt by ARRC to come up with an activity as a contribution to the promotion of the CRC in the region.

Visual art has long been regarded as a powerful medium to express ideas and emotions that can not be expressed in words. It can provide outsiders with real insight into the way that individual perceives their world, and how they hope to change it. For children, visual art is particularly significant creative outlet through which they can express themselves, address traumatic experiences and learn from each other.



Partner organizations in fourteen counties ran the competition at a national-level, whilst ARRC co-ordinated the regional-level activities. Children throughout the region produced images for this contest, and a total of 650 entries were sent to ARRC's office in Bangkok, Thailand for judging. On December 10th 1998, the 50th anniversary of the Universal Declaration of Human Rights, "My Drawing, My Rights" was judged by a panel of children from Moo Baan Dek, and representatives from NGOs and UNICEF. Three criteria were used for judging the entries: the artwork must clearly express the rights of the child, it must clearly show the cultural heritage of the artist and it must be child sensitive. Winning entries received a trophy cup and cash. When six-year-old U. Myagmarsuren discovered she had \$500 she told the local press in Mongolia "I will buy a car and drawing supplies because my mother and father said drawing requires more supplies!"

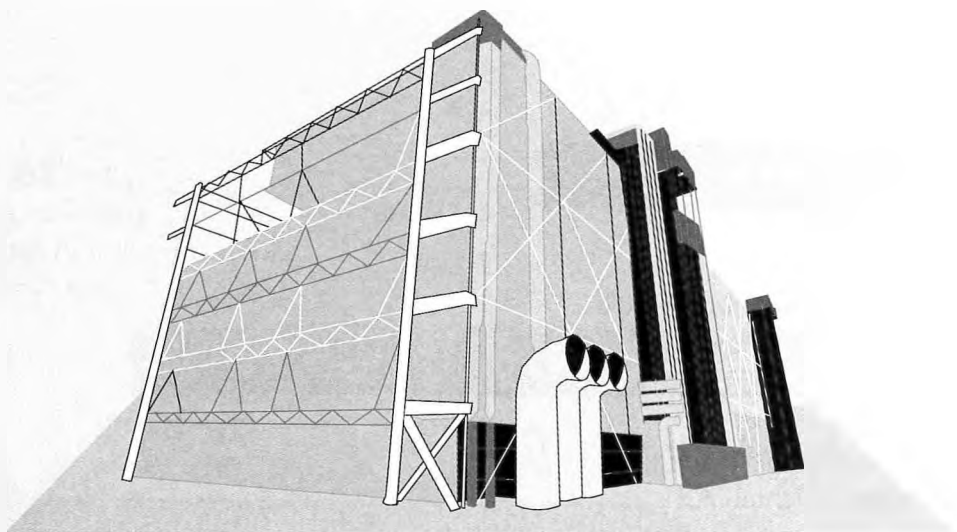
Children's artworks were both disturbing and inspiring. Some children produced optimistic views of the world, whilst others used the opportunity to address their trauma. Many children divided the page in two in order to show the stark contrast between the child rights standards set in the CRC, and the reality they were being subjected to. For example eight-year-old Hasini Anupama Wellangiriya's drawing entitled "Good Luck & Bad Luck" depicts two groups of children; on one side the children are playing basketball, on the other they are working on a construction site. Economic exploitation of children and the way in which it deprives children of education, security and playtime was a common theme throughout the region. Other prominent themes include children's right to health, to family, to play, to protection, to be free from war and landmines, and to be free from all forms of abuse.



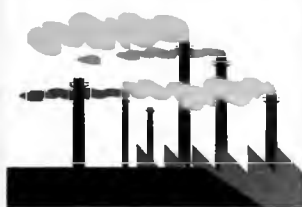
Article three of the CRC is based on the principle that children are able to identify their best interests. The content of these drawings and children's willingness to produce artworks in response to "My Drawing, My Rights" demonstrate that children have a clear understanding of their best interests. The CRC contains four major categories of rights; survival rights, development rights, protection rights and participation rights. All categories of rights are represented in the artworks produced in response to "My Drawing, My Rights". However, many artworks go beyond the rights defined in the CRC to make broader social statements. Some are country specific, such as Bhutanese and Burmese children's desire to return to their homelands, Cambodian children's longing for a country free from landmines, or South Korean children's eagerness to obtain reunification. Others show concern for the gap between rich and poor, international solidarity and the environment.

Since December 10, 1998, "My Drawing, My Rights" continues to raise awareness of the CRC at a regional and international level. These works have been exhibited at United Nations conferences in Switzerland and Thailand, at a Global Education workshop in Hungary, at a couple of national and international conferences in Thailand, and in Huay Kaloke refugee camp on the Thai-Burma border.

This year the Asian Visual Art Contest will be run at a national level by fourteen partner organizations, rather than at a regional level by ARRC. ARRC will continue to raise awareness of the CRC and child rights issues using the mobile gallery and establishing a website gallery.



Only for TFDP Staff Internal Use



## Human Rights and Development

By Armando L. Paragat

### Historical context of the module

- Expansion of TFDP's mandate, from Civil & Political to include Economic, Social & Cultural Rights

"At its National Convention in September 1996, TFDP members agreed to expand the mandate of the organization to meet the challenge of the death dealing effects of development aggression. Building its expertise around civil-political rights for more than two decades, TFDP has risen to the challenge of addressing the economic, social and cultural rights that are being made casualties in the government's in the government's fast track agro-industrialization drive..."

- Increase in ESCR violations brought about by development aggression
- The need for capability building among staff & members of TFDP (framework & VASK needed to work with communities)

## Target Participants :

### Internal

- Was not written for public use
- Those who will understand are those who have undergone the training

### Focus areas

- Manicani Island (Mining)
- Mindoro oriental (AR)
- Baviera, Sagay (Mining)
- Module was adjusted to the needs of a particular community
- Hence TNA is very important

## Methodology applied :

### Participatory approach and dialogical ADIDS

## The Module :

### Content :

- Review of Basic HR concepts and Principles (framework)
- The Economic, Social and Cultural Rights (rights involved - legal bases)
- HR Standards and Indicators (skills)
- The Rights of Development (framework)
- Gender vis-a-vis Development (framework)
- Globalization and HR (situation)
- Philippine Economic History & Current Situation (situation)
- Alternative Development Agenda (skills)
- Advocacy (skills)

## Objective / Thrust :

### Expansion of knowledge on ESCR

#### Appropriate view on development pushed by the government in the context of globalization

- Framework
- Programs
- Projects
- Context of historical inequalities as a result of our colonial past up to the present (globalization)

#### Merging of both HR & development frameworks to meet needs of local communities

**Develop skills on :**

- Agenda making
- Standards & indicators setting
- Advocacy work

## Human Rights and Development

### Session 1

#### Course Orientation, Expectations Check, Knowing the Participants

**Activities :**

**1. Level off on course background, objectives, flow**

- Course/Workshop Orientation
- Expectations Check

**2. Break the ice**

- Getting to know each other (creative)
- House Rules

**3. Tasking / Setting up committees**

- Timekeeper
- Recap, Icebreaker, etc.

### Session 2

#### Review of HR Concepts and Principles

**Objectives :**

- 1. Level off on basic HR concepts and principles**
- 2. Have an initial discussion on the concept of development and the rights to development**

**Activity and Discussion :**

The participants will be divided into five groups. They will be assigned one of the five topics below for discussion. Each group will choose a facilitator and a reporter among themselves. Each group will be asked to draw an object (or person) that they think best captures the essence of their topic. Ask them to report after ten minutes. Their report should revolve around the main points and key ideas of their topic. The facilitator will stress on the relation of each topic to the rights to development.

#### **1. Diokno on HR**

Life Liberty and Development  
Individual and Collective Rights

#### **4. State and HR**

Obligations  
HRVs

#### **2. HR Principles**

University/Inalienability  
Interdependence/ Indivisibility

#### **5. Remedies**

Legal  
Meta-legal  
Extra-legal

#### **3. Legal Bases**

IHRI  
DHRL

### **3**

## **Economic, Social and Cultural Rights**

#### **Objectives :**

- 1. To deepen understanding of economic, social and cultural rights**
- 2. To familiarize participants with present ECOSOC issues and debates**

#### **Input :**

##### **1. ESCR**

- Definition, features, characteristics
- As compared to civil-pol rights

##### **3. The International Covenant on ESCR**

- Content
- Analysis

##### **2. Historical background**

- Historical struggle for ESC rights
- Philosophical development
- Precursors in Domestic and
- International law

##### **4. Present issues and challenges**

- Progressive realization
- Violations approach
- Justiciability
- Standards and indicators setting

### **4**

## **HR Standards and Indicators (Optional)**

#### **Objectives :**

- 1. To show the importance of HR standards and indicators**
- 2. To give the participants an overview of the TFDP process on standards and indicators setting**

#### **Input :**

- Human rights versus human needs
- Human rights indicators
- Human rights standards
- Concepts and principles underlying HR indicators
- Phases of indicator setting
- State responsibility

### Objectives :

1. To deepen participants' understanding of the Right to Development
2. To familiarize the participants with development principles, criteria, and approaches

### Activity :

Group the participants into three. After choosing their facilitator and reporter, assign them a topic for discussion:

1. Development, Why?
2. Development, What? For whom?
3. Development, How? What kind?

### Discussion :

1. Let the first group report. Follow up with an input on the evolution of the concept of the right to development. Open the topic for discussion.
2. Ask the second group to report, then follow with a discussion on the human person vis-a-vis development using the UN Declaration on the Right to Development as the reference and starting point then open the topic for questions and other ideas.
3. Let the third group start the discussion on what kind of development is it that the group wants. Open the topic for discussion. Share input on development principles, criteria and approaches, then synthesize.

### Input :

#### Evolution of the Legal Right to Development

- UN Charter
- UDHR Art.28
- 60s > peak of decolonization
  - > led to elevation of economic development into international agenda
  - > First development decade Overall targets were few, simplistic, general/universal terms; not reflective of regional conditions and failed to indicate means.
- Proclamation of Tehran 1968 World Conference on Human Rights
  - > Pinpointed structural problems as root causes of HRVs
  - > Cited ever widening gap between economically developed and developing countries
- Declaration on Social Progress and Development
  - Adopted by UNGA December 11, 1969
  - > First instrument to provide guidelines for integration of socio/economic action for improvement of social environment and well being of individuals
  - > Objective of social progress/development set as : continuous raising of the material and spiritual standards of living of all members of society with respect for and in compliance with HR and fundamental freedoms

- UNGA Resolution 32/130
  - > Adopted same conceptual approach as Proclamation of Tehran and DSPD
- Report of UN Sec.Gen. to the UNGA 36th session;

#### Highlights :

1. **Patterns of inequality, racism, racial discrimination & apartheid;**
2. **Patterns of alien subjugation, domination & exploitation perpetuating ties of dependency dating from the past;**
3. **Threats or use of force to establish new ties of dependency or to extend existing ones;**
4. **Existence of the unjust system of international economic relations;**
5. **Obstacles to the establishment of the new international economic order;**
6. **The arms race**

#### Recommendations to help eliminate massive and flagrant HRVs :

1. **Correcting inequities**
  2. **Redressing injustices**
  3. **Accelerating socio-economic development**
- 1973-75 UNCTAD Program in achieving NIEO endorsed by UNGA

#### Program deals with :

1. **Question of stabilizing commodity prices at an equitable level**
  2. **Question of changing the international division of labour in order to give a greater opportunity for industrialization to the less developed countries and a greater share in international trade to their industrial or manufactured products**
  3. **Question of transfer of technology**
  4. **Question of redirecting the monetary and financial flows in a manner more compatible with the imperatives of development**
- 1977 Human Right to Development recognized by UNHCR
  - 1981 UNCHR Working Group of Governmental experts on the Right to Development
  - 1986 Declaration on the Right to Development adopted by UNGA
  - 1990 Global Consultation on the Realization of the Right to Development
    - > Creates criteria for development
  - UNDP starts publishing Human Development Report
  - Rio Summit on Environment & Development
  - 1993 Vienna HR Summit
  - 1994 Cairo Conference on Population and Development
  - 1995 Copenhagen Summit on Social Development
    - > Obligates governments to set commitments & courses of action to address poverty, unemployment and social disintegration
  - 1995 Beijing Women's Conference
  - 1996 Istanbul Conference on Shelter and Human Settlements

## Session 6

### Gender vis-a-vis Development

#### Objectives :

1. To acquire an overview of the various development approaches regarding women and gender
2. To acquire an overview of the different analytical frameworks regarding gender in development projects

#### Activity 1 :

##### Caselets

Each one will be asked to read 3 short case studies illustrating WID, WAD and GAD. Then as a group, they will answer questions, through the help of a prepared table on Craft paper. Input-discussion on WID, WAD, and GAD will follow, as well as with Moser's summary-explanation of the various policy approaches.

#### Activity 2 :

Input - discussion and caselets on analytical frameworks

1. Moser's Triple Role Framework  
(Caselet : a woman farmer in Sorsogon)
2. Kabeer's Social Relations Framework
3. Longwe's Women's / Gender Empowerment and equality framework  
(Narrative illustration: Longwe's sharing of her own experience)

## Session 7

### Globalization and Human Rights

#### Objectives :

1. To show the prescription for development under the present capitalist system and its effects on human and people's rights
2. To familiarize the participants with the framework and features of globalization and its effects on the people's right to development

#### Activity :

##### The "Trading Game"

#### Discussion :

- On the relationship between accumulation of wealth and power
- On the creation and perpetuation of the "have" & "have not" situation, and its effects

#### Input :

1. Capital accumulation > Growth > Eventual overflow > development
2. From monopoly capitalism to globalization

**3. Globalization > eradication of national boundaries e.g. information superhighway; global market; international division of labor, global politics**

**4. Borderless economy**

- Free flow of products, investments, and services
- Open access to resources; raw materials and labor
- Characterized in the 3rd world as the utilization of labor and resources for global luxury production and dependence on trade for basic necessities
- Pushed forward by IMF/WB & GATT/WTO through privatization, liberalization and deregulation
- The'97 Economic Crisis

**5. When corporations rule the world**

- Restructuring society towards corporate ends
- Establishing of the consumer society
- Corporate crimes

**Deepening / Synthesis :**

**Open forum**

- On the effects of globalization on human & people's rights
- On state accountability and corporate responsibility

**Discussion :**

- Looking at globalization through the lens of our development principles and criteria



**Session 8 Philippine Economic History & Current Situation**

**Objectives :**

- 1. To show our present level of development in the light of our economic history**
- 2. To have an overview of the present government's development program and show its effects on the Filipino people**

**Materials Needed :**

Craft paper or cartolinas, crayons, pastels, pen markers, colored chalks, masking tape

**Visuals :**

Poster (Phil. Economic History Time Line), Acetates (Econ Sit., Phils. 2000, trends & development on RICs, growth areas & corridors)

**Activity :**

*"Ganito Kami Noon, Paano Kayo Ngayon?"*

Depict the economic life of people in relation to the concept of development that prevailed during pre-colonial, colonial, and post-colonial era. This could be portrayed through creative presentations (e.g., poster, mural, skit, tableaux, dance-drama, etc).

Divide participants into 3 groups and assign each with a historical period to characterize. Give ample time for each group to meet and discuss their presentation with their respective facilitators. A summary statement should accompany every skit presentation (pantomime, tableaux, dance-drama, etc.). For groups that would opt for poster drawing (collage, mural, caricature, etc.), and assigned member should interpret their presentation.

### Discussion :

Solicit reaction and comments on the 3 presentations from the participants. Ask distinct features based on systems of economy of each era. Lead discussion to issues such as; alienation of the people from the fruits of development, the diversion of people's role in socio-economic progress as reflected in the actor & subject of development framework towards the people as object of development.

### Input :

Philippine Economic History :

#### Pre - Colonial

- Balanghais as an indigenous settlement defined the framework of indigenous government and economic life.
- Sulu & Maguindanao under the authority of the Sultanates
- Self-sufficient economy

### Economy Under Spain

- Pueblo-Parish became the basis of socio-economic system
- Introduction of surplus production & creation of poverty
- Tribute extraction from the natives to support the civil & military regime, religious establishment, and as rewards to the conquistadores
- Institutionalization of private ownership and birth of haciendas
- The Inquilinos (renters) as the first sharecroppers
- Rise of Galleon Trade & domestic trade
- Agrarian problems - land grabbing by the friars & usury
- Mid-1820's start of plantation and export agriculture
- 1835, Manila opened to trade of all nations

### US Occupation Period

- The Philippine (Export) Agriculture & foreign trade serving the US market in the name of "*economy of special relations*"
- Agriculture sector's dependence on the American market (1941)
- Rice farmers were neglected as the export oriented agriculture focus was meeting the demands of the US market
- Small-scale agriculture remained the dominant sector

### Post W.W.II

- The Import Substitution Strategy was set in motion in 1949 when import and

- foreign exchange controls were instituted as and ad hoc response to a balance of payment crisis.
- impulses behind the import substitution.

## Marcos Period

- Continued implementation of import substitution
- Import dependent & export oriented economy further developed
- Series of external crises
- Implementation of the first SAP & the resulting debt trap

### Current Philippine Economic Situation :

- Factors affecting the development of economy (SAP-liberalization, deregulation, & privatization, GATT, Phils.2000)
- Rapid Industrial Growth as the paradigm of development
- Philippines 2000 as the dominant model of development
- Implementation of Regional Industrial Centers (RICs) & Growth Corridors with special economic zones
- MTPDP as the blueprint of Philippines 2000 & MTADP for agricultural development
- Introduction of new types of sector development base on the strength & available resources in the region
- Market (world & domestic) as the means to define the use of local resources.
- Philippines 2000 molded in the "trickle down effect" development theory
- Growth as the basis of social safety nets in the market defined development
- "*Development Aggression*" the consequence of a market oriented economy in the form of rapid industrial growth

### "Erap Para Sa Mahirap"

- Espouses same type of development philosophy as his predecessor
- Objectives for the first 100 days of the Estrada presidency & its 10- point action program
- Pervading issues in the Erap administration; continuing arrest, detention, & criminalization of political prisoners, institutionalization of labor flexibility, land use conversion, displacement, demolition, environmental destruction, state terrorism, coddling of the Marcoses and their cronies

### Deepening :

#### Open forum

- > On the role of Filipino masses in tracking their course towards development
- > On the perpetuation of the "haves & have-nots"
- > Were the constituent active participant in the planning and implementation of development endeavors?
- > How did the economic programs of the government improve the quality of life of ordinary people who are the majority stakeholders in development?

## Synthesis :

For the Philippines to begin the road back to real progress, to the quality of life it had before the advent of western social & economic ideology with the coming of the Spaniards and the Americans, it has to begin practicing Area not Sectoral concepts of development. Local communities and local governments must be empowered to create their own local economies the way it would benefit the families and ecosystem best.



## Session 9 Alternative Development Agenda

### Objectives :

1. To level off on the state's obligations regarding development
2. To familiarize participants with formulating alternative development agenda for development

### Materials :

**Sheets of cartolina in 3 colors, marker pens, masking tape, chalk (colored)**

### Activity :

#### "Spider's Web"

Divide the participants into 3 cells. Each group will be provided with strips of cartolina in 3 different colors to write their answers. The 1st cell will be asked to identify 6 major social & economic problems in their area/village. Second will draft policies / legislation / ordinances, that would answer the socio-economic woes (problems) in their area. The last group would be tasked to design & identify development projects and how these will be implemented to address the needs of the community.

The three groups will report their respective output and post these on the board. Participants will try connecting and matching a particular problem to specific policy & project with the help of the facilitator. Issues with more connections should be analyzed and explained with regards to its implications.

### Discussion :

- On the importance of analysis as a tool to be used in plotting peoples' alternative development agenda
- Participatory approach primary method in all development undertakings

### Input :

#### 1. State Obligations

(Art. XII, Sec. 1 - Phil. Charter, ICESCR, Declaration on the Right to Development)

- Asset reforms / development of domestic market
- Food security



- Production of basic commodities

- Sustainable development

## **2. Three Development Cycle**

- Social Development

- > household income

- > access to basic needs (food & nutrition, health services, water & sanitation, clothing, shelter, family care, education & literacy, transport)

- Economic Development

- > economic growth

- > access to productive assets (land & capital), support services (techno transfer, credits & markets), employment & livelihood opportunities

- Sustainable Development

- > government policies & programs

- > socio-cultural-religious, civil & political institutions, civil society (people's participation, peace & order, ecological concerns, agrarian reform, & population growth)

## **3. Agenda Setting**

- People themselves have the prerogative to take steps to pursue their own path to development in a situation where the state clearly fails to promote their well-being.

- Ideals of democratic participation and empowerment of the people in development affairs

- Provision of social-economic needs through organized strength and self-reliant efforts

- Achievements

### **Deepening :**

This portion could either be an open forum or workshop drafting of people's alternative development agenda. Consideration regarding the participants need & situation should be noted by the facilitator.

### **Synthesis :**

The people is the means, cause, and end for development, otherwise development is futile.



Session

Advocacy

### **Objectives :**

**1. To familiarize the participants with the steps and designing an advocacy plan in pushing for their development agenda and appropriate people's interventions on different development situations**

### Activity :

Participants will be formed into groups. Each will be given situations to analyze. They will be asked to layout a campaign plan based on the situation given. Output will be presented during the plenary.

### Input :

#### **1. Arena/level for intervention in advocacy work :**

- Framework level
- Policy level
- Program
- Project

#### **2. Situations where interventions are needed:**

- When there are no development programs/projects
- When there are development projects but with unintentional effects
- When there is development aggression

#### **3. Various methods/forms/strategies to employ in advocacy work :**

- Legal & Para-legal
- Meta-legal (pressure tactics)
- Lobbying (legislative)
- Mass education
- Mass campaign

#### **4. Venue for embarking advocacy efforts**

- International field
- Domestic field (National & local arena)

# Human Rights Education in the Five Provinces in Indonesia\*

A.Patra M. Zen\*\*



## General description of the Human Rights Education Conducted by the LBH

Since 1970's, besides conducting the litigation activity<sup>1</sup>, like giving assistance the client in conducting the legal proceedings at the court, the LBH Offices had conducted the human rights education, the material on human rights was given in the educational program conducted by the LBH. for example, the LBH gave material on the human rights theme in Indonesia during the Law Faculty Students Training conducted by the LBH Jakarta in 1978; Upgrading on the Junior Advocates and the Labour Training in 1980, and during the Legal Training through the radio (1981). Besides that, during this era, the LBH Jakarta begins to conduct essay writing competition on human rights and the report organization, make publication (poster, sticker, bulletin, magazines) on the human rights, particularly on the human rights development and situation in Indonesia. The activity like that continues till now.<sup>2</sup>

Viewed from the material point, the human rights material given during the human rights education conducted by the LBH Jakarta can be classified into two categories:

1. The human rights material in the training: Litigation, Training Works on Legal Aids (Kalabahu)<sup>3</sup>, Training on the Labor Association; the Agrarian Training, Natural Resources Division, Research Division.<sup>4</sup>
2. The material especially designed for the training in the theme of human rights like the Documentation Training on the human rights violation, Training on the Fact Findings on the Human Rights for the PBH, LBH and the students. This training is generally conducted by the Civil and Political Rights of the YLBHI.

Except the Litigation training and the Training Works on the Legal Aids, the training was conducted in the form of Training for Trainers (TOT) and the participants were derived from the organization invited by the LBH.<sup>5</sup> The Human Right Training Curriculum's organization is based on the category of participants involved, and in reference to the main curriculum followed by the participants derived from the LBH Offices, covering:

1. The Human Rights phase development;
2. The UN System;
3. The UN System at the domestic level;
4. The political interest and the Interest on Politics beyond the Human Rights Instruments.
5. State and Democracy.

This curriculum is organized in reference to the material and training material on human rights conducted by the human rights organization. In general, the material is derived from the Workers of the Legal Aids taking part in the human rights education conducted in the country and overseas.

On every training conducted for the first and second category, we always presented the case study. The participants are divided into several groups to discuss the cases they are facing and/ have just read/seen about in the media. Then they discuss three matters:

1. Type of the human rights violation that has taken place, on going, and the one predicted to take place;
2. Conduct the social analysis on the cases;
3. Plan Action: Solution and Problems.

The facilitator/trainer for the human rights training are derived from the Workers of the Legal Aids, Academicians and NGO's activists. The training of the first category, the LBH, involves the expert sources from the government institution, legal institution and the professionals.<sup>6</sup>



## The Human Rights Education in the Five Provinces

During the period of 1998-2001, the YLBHI and LBH Jakarta conducted several human rights training in 14 of the LBH offices.<sup>7</sup> In order to give clearer picture of the human rights training, the writer took five samples of human rights training conducted in 5 provinces, in Banda Aceh, Jayapura, Makassar, Palembang and in Jakarta.

### The Human Rights Training in Banda Aceh, West Papua, South Sulawesi, South Sumatra and in Jakarta

Participants	Individual Motives	Institutions regarded as significant	Material needed	Action Plan
Laborer Farmers	Could finish the cases	Police, military institutions, law enforcer, the government, media	Strategy for the case handling	Report the case to the working network of the LBH
NGO's activists	Concept and the Human Rights theory, the regulation and legislation, domestic and international	UN, International NGOs, media, people organizations	Documentation technique, reporting, campaign and UN System	Campaign, working network, lobby
Students activists	Concept and theory of Human Rights, Human Rights movement	People organizations, media	Documentation Reporting, Action strategy	Campaign of the working network

Source: Processed from the activity report.

The matrix is based on the opinion of the majority of the participants (above 15 people) involved in the human rights training.<sup>8</sup> The training was mostly attended by 30-40 participants. Of course, beyond the matrix, the participants disclosed the same opinions as the other participants. For example, the students activists said that it was important for them to know and study more deeply of the United Nations System and some of the NGO's activists said that they were interested with the topic of the human rights movement. And also, some farmers and laborers who said that they wanted to study more deeply on the regulations and legislation related to the Human Rights.

#### Interesting Matters

The majority of the representatives of the laborers and farmers said they expected that the human rights training would help them solve the cases they were facing, like the lands condemnations and the work termination;

The majority of the NGO's activists said that the government apparatus and parliament were not the important elements to promote the human rights, but on the action plan they were trying to organize, most of them said that lobby to the parliament and government were important to do, particularly in relation to the policy making;

The majority of the students were more interested in material on the Human Rights, particularly those related to the mass action;

The NGO's activists and student activists said that the people organizations were the main elements which influenced the human rights promotion;

The majority of the three participants said that media was an important element for the human rights promotion and the human rights monitoring. Besides that, they also said that forming the working network and communication one another continuously was an important work that should be done after training;

Accordingly, expressions uttered during the training by the participants were about the matters organized in the matrix as above.



## Hindrance and Solution

From the experience of organizing the human rights training, there were two kinds of problems often faced by the training organizers (LBH) and the participants, among others:

1. The training conducted outside of Java, terror from the military personnel and police still took place, like when the training was conducted in Jayapura (West Papua). The military personnel came to the hotel where the training was conducted. They committed the terror by asking training method to the local organizer and to the participants and they tried to grasp the material and enter into the training committee's room. Accordingly, the participants and the training organizer's concentration was disturbed.
2. There was a case where the training participants recommended by the organizer and who was invited by the LBH did not conduct their action plan they had organized together because they had a lot of routine work, some of them moved to other institutions, etc.

Based on the above facts, we should conduct very mature preparation for every training, particularly on the location selection and the training venue. The second thing that we should pay attention is the criteria for the participants and the invited institutions, written recommendation should be requested for the participants and that they should submit brief writing on their own experience. And of course, the commitment will all depend on each individual.



## Closing

In the 1980 era - mid 1990, the human rights training material was more focused on the civil and political rights. After the fall of Soeharto in 1998, the LBH tried to develop material related to the economy, social and culture. Based on the current situation and condition, the LBH now has the tendency to conduct training related to resolution of conflict and reconciliation, in consideration of the communal conflict taking place in Indonesia. Besides that, we also try to develop the educational material and promotion/campaign on the human rights in relation to the refugees and the Internal Displaced Person.

We continue conduction the evaluation on the human rights training curriculum. The consulting and evaluation process is conducted every year and is facilitated by the Indonesian Legal Aid Foundation - YLBHI. We may say that this program will produce more inspiration to perfect the curriculum, particularly those related to the organizing the human rights training activity conducted by the LBH Jakarta. ■

# End notes

\*Paper to be presented on the Asian Human Rights Education Trainer's Colloquium, Chiang Mai, Thailand, 1 - 6 April 2001.

\*\*Head of the Research Division, Publication and Education of the LBH Jakarta.

<sup>1</sup> The Legal Aids Foundation (LBH) receives thousands of legal proceedings every year. IN 1970's, number of the legal seekers coming to the LBH Jakarta was 5,706 persons. In 1980 this number was increased to 7,006 persons. During the 2000 number of clients coming to LBH Jakarta was 20,252 persons of the 1,026 cases, with the details of : Labour Division received 371 cases; Sipol Division received (232 cases); the Urban Division and the Urban Society (186 cases) and Special Division (237 cases). Since the Legal Assistance Divisions were limited, the incoming cases were selected with certain criteria.

<sup>2</sup> The LBH Working Report

<sup>3</sup> You can see attachment regarding the Kalabahu Curriculum for 2001 conducted on 19<sup>th</sup> March to 26<sup>th</sup> April.

<sup>4</sup> See : the LBH Organization Structure in the Indonesian Legal Aids Foundation, Hand In Hand With the People for Democracy, with no year, p. 12.

<sup>5</sup> The Litigation training is the training where the training participants were given the material related to the empowerment of the legal proceedings as one of the advocating media. And the Training Works on Legal Aids is one of the processes which must be passed by the LBH Jakarta volunteers.

<sup>6</sup> See : attachment

<sup>7</sup> See : the LBH Offices in the Legal Aid Foundation, Op. cit., p. 14.

<sup>8</sup> This matrix is organized based on the experience and the report by the writer when he was the organizer and facilitator in various trainings on human rights and during his working period at Palembang LBH, the Indonesian Legal Aid Foundation and LBH Jakarta (1995 - now).



# The Kalabahu 2001 Curriculum

The Kalabahu material is organized for the participants who are interested to be the worker of the Legal Aid in particular and in general, the material is expected to be useful for those who will take part in the legal activities and the human rights. To reach that purpose, the Kalabahu material is organized with the following classifications:

General Material/Introduction  
Special Material  
Litigation Material  
Workshop/Training  
Simulation of Mock Trial  
Supporting Material  
Case Study  
Observation and Discussion on result

Intention for teaching the eight category of the material as above is as follows :



## General Material/Introduction

This material is the cultural theme in current. By teaching this material, the participants are expected to understand the problems being faced by the nation, by the society and by the members of society, in the international scale and in national and local scale.



## Special Material

This material is taught in relation to the YLBHI existence, LBH Jakarta and the Division existing in the LBH Jakarta:

(1) Civil and Political Rights; (2) Urban Division and Urban Society; (3) Laborer Division; (4) Women Division and; (5) Research Division, Publication and Education.

Litigation Material

**The participants will get understanding on:**

The case handling pattern with the public dimension interest

**Jurisdiction technical in handling the case covers :**

- the knowledge on the efforts used to defend the case, pursuant to the prevailing legal procedure.
- skill in analyzing the case as the consideration material in determining the strategy and tactic in handling the case comprehensively.

The concrete samples of the case handling by the LBH Jakarta



## Workshop/Training

The participants get the knowledge and skill by conducting the direct practice.



## Simulation

Introduce the participants to the legal practice by conducting the simulation of the Mock Trial.



## The Supporting Material

The material taught to the participants are in the action form so that the participants will get general picture of the material so that they will be able to make it as guidance in planning, organizing, actuating and in carrying out the actions needed.

## The Case Study

The participants are expected to be able to analyze the cases in the concrete manner in the manifested form and the case that will take place (latent) and then they will be able to apply the prevailing provisions (in material and in formal way) and understand the way how to handle the case in the litigation and non-litigation manner.

### Observation and Discussion of the Result

The 2001 Kalabahu Curriculum Matrix

No.	Material	Scope of Discussion	Duration (In Hours)	Reference
I.	General Material/ Introduction			
1.	State and Neo-Liberalism	<ul style="list-style-type: none"> <li>• Theory, understanding, aim of the state establishment</li> <li>• History of colonialism till the Neo-Liberalism</li> <li>• The global impact and Neo-Liberalism toward the state building and citizens.</li> <li>• The legal position and legal aid in the context of state.</li> <li>• The legal role and the legal aid in the global era and Neo-Liberalism</li> </ul>	2	
2.	The Economic and Development Politics	<ul style="list-style-type: none"> <li>• The Indonesian economic politics</li> <li>• The industrial country economic and the third world economic condition</li> <li>• Development problem and its solution</li> </ul>	2	

3.	Corruption, Collusion and Nepotism in Indonesia	<ul style="list-style-type: none"> <li>• Theory and the interpretation of the Corruption, Collusion and Nepotism</li> <li>• Problem and solution for the Corruption, Collusion and Nepotism</li> <li>• Toward the clean government and clean apparatus</li> <li>• Devolution</li> </ul>	2
4.	Religion and the Social Reality	<ul style="list-style-type: none"> <li>• Religion and the Religion Ideology</li> <li>• The Violence of the Religious People</li> </ul>	2
II.	Special Material		
5.	Vision, Mission of the LBH and the Structural Legal Aid	<ul style="list-style-type: none"> <li>• Brief description of the background and development of the Ornop</li> <li>• Brief description of the history and development of the legal aid</li> <li>• History and development of the LBH</li> <li>• Vision and Mission of the LBH</li> <li>• Concept and Implementation of the BHS</li> <li>• Position of the LBH currently and in the future</li> </ul>	2
6.	The Human Rights	<ul style="list-style-type: none"> <li>• The understanding and history of the Human Rights</li> <li>• International law on Human Rights</li> </ul>	2
7.	Gender and the Structural Unfairness	<ul style="list-style-type: none"> <li>• Theory and the gender concept</li> <li>• The structural unfairness toward the women</li> <li>• Feminism movement</li> <li>• Legal protection</li> <li>• Morality offense</li> </ul>	2
8.	Militarism and Fascism	<ul style="list-style-type: none"> <li>• Theory and the interpretation of the militarism, and the similarity and difference of the two</li> <li>• Modus operandi of the military ideology</li> <li>• The military structure and the intelligent body</li> <li>• Form and danger and problem arise</li> </ul>	2
9.	The Urban Problem and the Urban Society	<ul style="list-style-type: none"> <li>• The taxation matter like the Tax on Land and Building (method/procedure in handling the tax on land and building and the problem that arise)</li> </ul>	2

10.	Law on Rights for Land, Land Reform and the Farmers Movement	<ul style="list-style-type: none"> <li>• Law on rights on Land and the rights for the State Control</li> <li>• The existing rules and in relation to the revocation and the freedom of rights for land.</li> <li>• Study on concept of revocation and the freedom of rights on land and the comparison of the two</li> <li>• Certificate program and profession on the Notarial Act/PPAT</li> <li>• Problems arise on handling the cases.</li> <li>• Interpretation, aim and things related to land reform in Indonesia</li> <li>• Farmers movement</li> </ul>	2
11.	The Life Environment and the Problems	<ul style="list-style-type: none"> <li>• Ecology and the life environment</li> <li>• Rules related to the life environment</li> <li>• The Business law and the characters of the capital owner versus - the sustainable of the life environment</li> <li>• Analysis on the Environmental Impact</li> <li>• Identification of the source of the pollution and damage of the environment</li> <li>• Environment movement</li> </ul>	2
12.	Rights of the Child : The Jurisdiction Study and Social	<ul style="list-style-type: none"> <li>• The child rights and legal aspect and social</li> <li>• Legal protection</li> <li>• State Role and Society Role</li> <li>• Problem and solution related to the children</li> </ul>	2
13.	The Labour Dispute in Indonesia	<ul style="list-style-type: none"> <li>• The business law and act in contradiction to law by the capital owner/businessman</li> <li>• Regulations related to the labour affairs</li> <li>• Political labour law in Indonesia</li> <li>• State role and law protection to the labourer : work agreement, wages, work safety</li> <li>• Basic law for the labour dispute and the work termination</li> <li>• Criminal resistance of the labour and dispute incurred in the efforts of seeking solution to the work relation and work termination</li> </ul>	2

III.	Litigation Material		
14.	Political Law	<ul style="list-style-type: none"> <li>• Theory, idea and practice of the Lawful State and Democracy</li> <li>• Constitution and Legal System in Indonesia</li> <li>• Law Enforcer in the public services and the Consumers Protection : Idea and Practice</li> </ul>	2
15.	Trial Advocacy	<ul style="list-style-type: none"> <li>• Interpretation, background and aim of the Trial Advocacy</li> <li>• Brief Description of the cases handled by the LBH</li> <li>• Target group identification</li> <li>• Case handling pattern and its application : litigation work relation with education, policy study, publication and documentation and the network</li> <li>• Problems that may arise</li> </ul>	2
16.	The Lawyer Ethical Code and Worker for	<ul style="list-style-type: none"> <li>• The regulations related to the lawyer profession and the worker of the legal aid</li> <li>• Background, content and aim of the ethical code</li> <li>• Comparison study of the advocate/lawyer ethical code and the ethical code for the worker of legal aid</li> <li>• Guarantee on the advocate/lawyer profession protection and the worker of the legal aid : theory, law and practice</li> </ul>	2
17.	Alternative of the Dispute Resolution	<ul style="list-style-type: none"> <li>• Theory, the ADR practice form</li> <li>• Consideration in conduct of the ADR</li> <li>• Requirements and skill that must be mastered</li> <li>• Problems arise and the solution</li> </ul>	2
18.	Theory and Practice of the Civil Case Decision by Court	<ul style="list-style-type: none"> <li>• Theory and practice of the decision by court</li> <li>• Problems arise</li> </ul>	2
19.	Theory and Practice of the Case Decision by District Administrative Court	<ul style="list-style-type: none"> <li>• Theory and Practice of the Civil Case decision by Court</li> <li>• Problems arise</li> </ul>	2

20.	Pre Judicial Review	<ul style="list-style-type: none"> <li>• Interpretation, background, aim and basic law of the Pre Judicial Review</li> <li>• Things need to be considered and paid attention in using the efforts of the Pre Judicial Review</li> <li>• Request procedures, organization format and preparation for probing in the request for the Pre Judicial Review</li> <li>• Problems arise during the process of the Pre Judicial Review</li> </ul>	2
21.	Theory and Practice for the Criminal Decision resulted in the detention in prison	<ul style="list-style-type: none"> <li>• Theory and practice of the criminal decision</li> <li>• Decisions on the political crime offense and subversion</li> <li>• Problems arise</li> <li>• Brief description of the prison : theory and practice</li> </ul>	2
IV.	Workshop/ Training		
22.	Strategy and Tactic of Litigation of the criminal case in the court	<ul style="list-style-type: none"> <li>• Legal efforts which can be done in the criminal case, like exception; defense; probe; in particularly in presenting the witness who may alleviate the case</li> <li>• Case analysis and things need to consider in organizing the strategy and tactic of litigation: concept and sample of cases</li> <li>• Investigation before the court</li> <li>• Legal efforts which can be done in case the judge's decision is regarded unfair/ inadequate, that is jurisdiction of the highest court and appeal to the supreme court</li> <li>• General format in organizing the exception, defense and combining the cases, and method for organizing the appeal memory and jurisdiction of the highest court</li> <li>• Jurisdiction review : method for organizing and considerations in requesting the review.</li> </ul>	2
23.	Strategy and Tactic of Litigation of the Civil Case in Court	<ul style="list-style-type: none"> <li>• Efforts which can be done in litigation of the civil case; suit; intervention; objection</li> </ul>	2

24.	Pre Judicial Review	<ul style="list-style-type: none"> <li>• Methods for organizing correspondences in the civil cases, particularly in organizing the suit and its relation with the provision and confiscation for guarantee</li> <li>• Stages in the court trial of the civil case : suit, response, counter plea, probe, conclusion and decision</li> <li>• Legal efforts which can be done if the judge's decision is regarded unfair/inadequate : appeal and jurisdiction appeal to the highest court based on the prevailing civil case procedure</li> <li>• Consideration which can be done in requesting the appeal and jurisdiction appeal to the highest court</li> <li>• Methods for organizing the appeal memory and jurisdiction appeal to the highest court</li> <li>• Jurisdiction review and considerations in requesting the jurisdiction review and its organization</li> </ul>	2
25.	Strategy and Tactic of Litigation at the District Administrative Court	<ul style="list-style-type: none"> <li>• Background, aim and basic law of the District Administrative Court</li> <li>• Provisions related to the object, conditions, reasons, and format in requesting the suit to the State Administrative Court and its request procedures</li> </ul>	2
26.	Interview Technique and the Organization of the Legal Opinion of the Case	<ul style="list-style-type: none"> <li>• Interpretation and interview</li> <li>• Technique, preparation and hindrance in interview</li> <li>• Format and organization of the legal opinion of the case</li> </ul>	2
27.	Technique in Preparing the Suit	<ul style="list-style-type: none"> <li>• Act against the law and the performance beyond agreed period: the legal theory which is often made as basic in requesting for the suit; the principle difference of the two; technique and method for the detection for the classification</li> <li>• Brief description of the trial and participation; insult and embarrassment act</li> <li>• Format in organization of the suit</li> <li>• Things need to consider in organizing the suit</li> </ul>	2

28.	Strategy and Tactic of Litigation in the Religious Court	<ul style="list-style-type: none"> <li>• Development and rules of legislation related to the Religious court</li> <li>• Things which can be lodged to the Religious Court in the request form and in the suit</li> <li>• Request procedures and suit procedures</li> <li>• Marriage procedures, Divorce and reconciliation</li> </ul>	2
29.	Strategy and Tactic of Litigation at the P4D/P4P	<ul style="list-style-type: none"> <li>• Development and rules of legislation related to the solution of industrial dispute</li> <li>• Background and basic law of P4D/P4P</li> <li>• Mechanism of P4D/ P4P</li> <li>• Strategy, tactic and things need to consider</li> <li>• Problems arise and to be faced</li> </ul>	2
V.	Simulation		
30.	Preparation for the Mock Trial	Discussion, preparation and instrument	8
31.	Mock Trial on Labor	Practice/Simulation	2
32.	Mock Trial in the State Administration Court		2
33.	Mock Trial in the Criminal Case		2
VI.	Supporting Material		
34.	History of the People Resistance	<ul style="list-style-type: none"> <li>• Theory and concept of the mass movement</li> <li>• History and forms of the people resistance</li> <li>• Revolution versus reformation</li> <li>• What lesson can be obtained?</li> </ul>	2
35.	Press and the Public Campaign	<ul style="list-style-type: none"> <li>• Interpretation and propaganda or publication and public campaign</li> <li>• Press ideology and reformation regime</li> <li>• Issue management</li> </ul>	2

36.	Organizing the Oppressed People	Interpretation, background and aim of organizing the people • Identify the aimed group • Forms and conditions for the people organization.	2
37.	Review of the Investigation Film	Presentation of the paper on medical and judicial affairs on forensic : the forensic science in helping the case solution	2
38.	Changes and the Social Analysis	• Theory of the social change • Law and the social change • Interpretation and method for the social analysis • Social analysis relevance for the worker of the legal aid	8(per group)
39.	Labor Case	• Problems identification • Organization of the position case • Determination and organization of the solution efforts • Organization of the litigation document • Organization of the action plan	
40.	Criminal Case		
41.	State Administration Court Case		
VII.	Observation and Discussion on Result		
42.	Civil Rights and Political rights cases	• Observation at the aimed target group • Case analysis • Investigation, interview • Organization of the plan action in the report form	8(per group)
43.	Urban Case and Urban People		
44.	Labor Case		
45.	Discussion on Result	Presentation of the observation result	4

# Curriculum of the critical Legal Education for the human resource of the LBH:



## Syllabus of the Human Right

Topic : The Human Rights Development Stages

### Aim

The participants shall understand the human rights development stages :

The participants will understand the human rights development through the religious perspective and the philosopher view before the era of "states - nations".

The participants will be able to analyze the dominant way of thought in the human rights implementation.

The participants will be able to understand the context of "the history of" the founding of UDHR. The participants will be able to know the international human rights instruments.

### Method

Brief Lecture

Discussion

Case review

### Time

180 hours

## Supporting Instruments

### The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
The Human Rights development stages	A The Human Rights Conception	A.1 Religious View and Philosopher on the Human rights	Human Rights is part of the natural law or the natural law as the basic for the Human Rights universal system. The individual Human Rights versus the group rights. and the people rights The local Human Rights versus Universal Human rights	
		A.2 Debate on the Human Rights Existence		
	B Content	B.1 First Generation : Civil Rights and Political Rights	Debate on the UDHR, Rejection by the Social States. The founding of the covenant document. The Economic Rights, Social and Cultural Rights. The Cairo Declaration. Position of the new actor in the Human Rights violators. The Cairo declaration. Position of the Human Rights Violators; household, political party, TNCs, etc ?	
		B.2 Second Generation : Economic Rights, Social and Cultural Rights		
		B.3 Third Generation : Conceptualization Again, the demand for values related to the two generations of the previous Human Rights		
	C The International Human Rights	C.1 The Human Rights in the International Law 1. Slavery 2. Humanity 3. Minority		
		C.2 The post era of the Second World War, the International Military Tribunal in Nuremberg (1945-1946)		

Topic	Sub Topic	Material	Discussion Material	Reference
		<p><b>C.3</b> The Human Rights at the United Nations</p> <ul style="list-style-type: none"> <li>• The San Francisco Conference</li> <li>• The General Assembly, the Economic and Social Board; the Human Rights Commission; Sub Commission, Prevention for the Discrimination and the Protection to the Minority</li> <li>• ILO, UNESCO, the UN Commission on the Women Status</li> <li>• Universal Declaration of the Human Rights</li> </ul>		
		<p><b>C.4</b> The Human Rights Beyond the United Nations</p>		
		<p><b>C.5</b> The Human Rights in the International Relations of the International Legal Instrument on the Human Rights</p> <ul style="list-style-type: none"> <li>• The International Convention on the Civil rights and the Political rights (together with the Optional Protocol, 1976)</li> <li>• Covenant of the Economic Rights, Social and Cultural Rights (1976)</li> <li>• The European Human Rights System</li> <li>* The Human Rights System of the inter Americans</li> <li>* The African Human Rights system</li> </ul>		

## Topic : UN System

### Aim:

- The participants will be able to understand the ECOSOC operations in supporting the campaign program of the Human Rights Violations.
- The participants will be able to know the national institutions, regional and international working to uphold the Human Rights in the world.
- The participants will be able to understand the International Human Rights Instruments working methods.

### Method :

Brief Lecture

Discussion









Case Review

### Time :

180 hours

Supporting Instruments

## The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
UN System	 ECOSOC Operations Mechanism	 Interpretation  Treaty Procedures  Non Treaty Procedures	Campaign of the Kidnapping case in Geneva, 1999	
	 The Human Rights Institutions	 Working Group  Special Rapporteur	The Arbitrary Detention	
	 Work Method and the Binding Power of the International Legal Instrument on Human Rights	The International Human Rights in the Domestic Court	Ratification and Trial in Indonesia	

## Topic: UN System at Domestic Level

### **Aim :**

- The participants will be able to map out the problems of the disability of the International Human Rights Instruments at the state level.

### **Method :**

Brief Lecture

Discussion

Case Review

### **Time :**

180 hours

Supporting Instruments

## The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
The Binding Power of the International Law Instrument on the Human Rights		<p>A Universality vs. Particularity</p> <p>B The Application Theory of the International Law into the domestic legal system</p>	The arms embargo to the South Africa by the Security Council in 1977 and the other embargoes	

## Topic : The Political Interest and the Interest of Politics behind the Human Rights Instruments

### Aim :

- The participants will be able to map out the interest which can share in the Human Rights.
- The participants will be able to uphold the Human Rights in the context of the North-South relations.

### Method :

Brief Lecture

Discussion

Case Review

### Time :

180 hours

Supporting Instruments

## The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
The Political Interest and the Interest of Politics Behind the Human Rights Instrument	A The Human Rights in the Conservative Paradigm, Liberal and Radical	The Human Rights viewed from the "Activist" perspective (This ideology, in principle attacks all the normative discussions of the Human Rights literatures and they see the Human Rights in the context of North and South) The Human Rights and the Neo Imperialism The Crime and the Human Rights Violations NGO's Roles and Position in the struggle for the upholding the Human Rights	Penetration by the developed countries to the third world through the Human Rights Issue, WTO, GATT, etc. Characters of the developed countries in attacking the third world countries. The Funding Agenda	
	B The Human Rights and Law			
	C NGO and the Human Rights			

## Topic: State and Democracy

### ***Aim :***

- *The participants will be able to analyze the Human Rights Problems taking place in Indonesia.*
- *The participants will be able to offer alternative solutions to the problems taking place.*

### ***Method :***

*Brief Lecture*

*Discussion*

*Case Review*

### ***Time :***

*180 hours*

*Supporting Instruments*

## The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
The Human Rights in Indonesia	A The Universal Human Rights in Indonesia	The debate took place when the 1945 Constitution organization took place, and in the Constituent era in 1956-1969, in the era of 1966-1968 when the Charter of the Human Rights and the rights and obligation of the citizen were designed to be put forward before the General Assembly of the MPRS (Temporary People Representative Assembly) The "Human Rights" position in the organization working groups	The Human Rights in the Indonesian Culture.  <b>Case study</b> The Book on Source of Lights (Simbur Cahaya)	
	B Assurance for the Human Rights Upholding in the Constitution			
	C The Reality of the Human Rights Upholding on : Laborer, Farmers, the Poor Urban People			

# Democracy

## Topic: State and Democracy

### Aim :

- The participants will be able to realize that state is a political organ
- The participants will be able to understand the basic concept of the democratic state

### Method :

Brief Lecture

Discussion

Case Review

### Time :

180 hours

Supporting Instruments

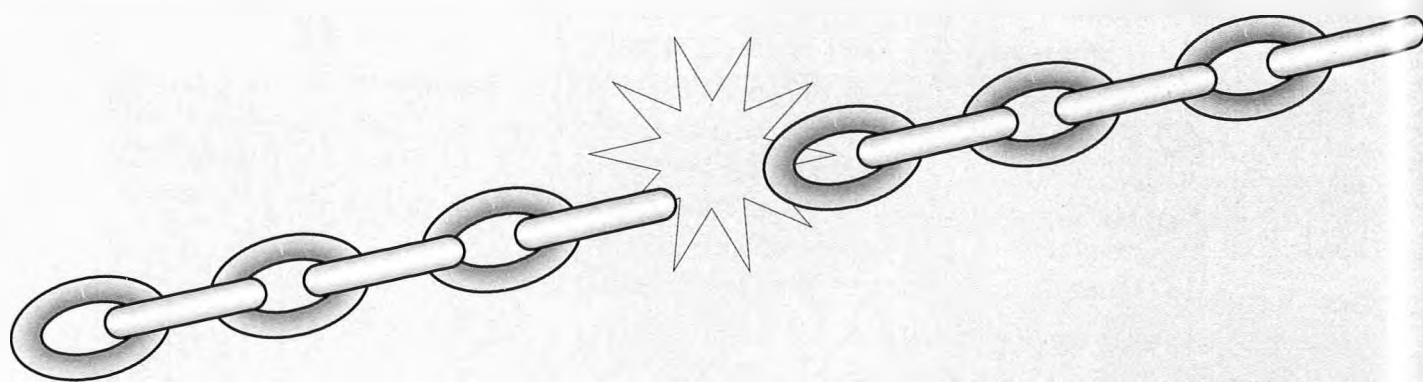
## The Plan Paper Writing Tools

Topic	Sub Topic	Material	Discussion Material	Reference
The State Theories	A The State Form	The State Subjugation Pattern The political Ideology The Administration System in the World		
	B The Political System			
Democracy	A Interpretation	A-Z Democracy Experience of the Totalitarianism State Toward Democracy The Indonesian Political System The Pro Democracy in Indonesia		
	B Practice of Democracy			
	C Democracy in Indonesia			

# Human Rights Education Among the Dalit Communities in India : **an experience in Tamilnadu**

Gilbert Rodrigo  
Director, LRSA

The need to address the issues of Dalits in India is to be presented first, to justify the activity of Human Rights Education among them.



## Who are the Dalits?

The definition that we derived in a ten days workshop on rights, would say:

Dalits are a whole community of people, surpassing administrative and religious classifications. They have been deprived by the Caste Hindu Society of their human rights for centuries by defining them as untouchables and they continue to be denied social, political, economic, religious, environmental, cultural, development and ownership rights.

However, to make it simple, many consider the castes that are under the list of scheduled castes and scheduled tribes as Dalits. Another classification is those castes, which are considered Punjamas. However, both are almost identical in many aspects.

## Why work among the Dalits?

Untouchability, which is the worst form of discrimination, though abolished by law in 1950, still prevails in practice all over the country. This is despite that there are some laws that have very strong punitive action against caste discriminative action. This happens so because the implementers are from the higher castes and to great extent they remain stuck with the idea of "pollution".

**The types of atrocities the Dalits suffer all over the country by and large are :**

1. REFUSAL TO COMMON RESOURCES
2. DENIAL OF VOTING RIGHTS
3. REFUSAL TO PARTICIPATE IN PANCHAYAT
4. USAGE OF SEPARATE TEA GLASS
5. BONDEDNESS
6. CONTROL OVER RELIGIOUS RIGHTS
7. SEPARATE CREMATION GROUND, ALIENATED HOUSING
8. REFUSAL TO EDUCATION
9. POLICE ATROCITIES

The economic status of the Dalits' communities remains by and large the same pathetic condition despite the little sanctions by the government by way of some reservation for education and job. Even when they are enjoying such privileges, they have to undergo humiliations by their teacher, classmates and co-workers.

The efforts of NGOs and other popular movements have helped to create a certain amount of awareness and action. But the backward communities who have become economically and politically powerful in the past two decades give stiff resistance to the efforts taken by the Dalits. This is the reason for the unrest in certain pockets. The oppressors have demanded repeal of SC/ST prevention of atrocities Act, even before it could be of much effect.

Hence the role of Human Rights NGOs in bringing Human Rights Education become all the more important, while difficult.

## Education for the Dalit's communities

**The many forms, that human rights education among Dalits takes, are :**

1. Mass meetings
2. Mass demonstrations
3. Human chain
4. Cultural action
5. Legal training at regular intervals to selected village leaders
6. Para legal volunteers training
7. Training to the volunteers of Dalit's movements and networks
8. Training to the staff of other small NGOs
9. Specific orientation in the need of the hour
10. Human Rights orientation to some special categories such as the Panchayat personnel, lawyers, college students trade union members etc.

We shall have a small explanation for these items and move to the area of providing human rights education for school going children.

## HRE for School Children

We have been involved for the past few years in providing human rights education for the students. We both provide a school based education programme and a community based education programme. The latter is done only for the Dalit children and also in a very informal way. What is done in the schools need to be formal and structured like the other classes to let it be accepted as lesson by the authorities.

We have selected for the programme children belonging to the ninth standard, that is students of the age group around 14. We do it only in the rural schools. In most cases, these schools do not have sufficient space, building and teachers. They even lack electricity in some schools. So we make sure that we avoid using electric/electronic gadgets. We use the tested methods of charts, role plays etc. to raise the class interest and to make the class attentive and interesting.

The education programme consists of three parts. Each is expected to take about one session: for 45 minutes. They are also supposed to be a continued series, as at the end of each session, some project work is suggested and the outcome is discussed in the next session, before going further.

**The three parts are :**

1. Right to life
2. Right to dignified life
3. Right against discrimination (untouchability)

It is been found that these sessions have altered the mentality of non-Dalit students towards the Dalit students, which has been very much tampered the recent past. Since, the relationship between them has improved.

The teachers in these schools are given orientation. But they are not expected to take the sessions themselves. This is because of two reasons: one, the teachers although they get an idea, find it difficult to apply because this is not their usual subjects. Also, the government schools where we do this are normally under staffed and so the teachers are only too happy to have someone who could take a class and let them be free. The orientation helps them to change their attitude somewhat, in cases where the teacher is known to be pro untouchability.

The programmes in the villages are more the type of informal education classes for human rights education.

By and large these various education programmes have had an impact, though in their own limited fashion. ■

# Cambodian Human Rights Development Association (ADHOC)



## Human Rights Education Methodology

By Ponn Ryna

### History

ADHOC was founded by former Political prisoners who met after their release at the time of the Paris Peace Agreement in order to promote and defend human rights in Cambodia. The Cambodian Human Rights and Development Association or Association des Droits de l'Homme et Developement au Cambodge (ADHOC) was based in Phnom Penh at the end of 1991 under the presidency of Mr. Thun Saray. It was the first neutral, non-profit and non-governmental organization.

After 20 years of war including the Khmer Rouge genocidal regime, concepts of human rights were and are hardly known or understood in Cambodia. As result, political authorities could deprived citizens of their rights much too easily. No human rights organization existed to speak for the victims and present their cases in a court of law. In April 1992, ADHOC was able to expand its activities and be an active partner of the United Nations on the implementation of countrywide human rights education. ADHOC began its own monitoring and defense activities in mid-1993.



## Vision, Mission, and Goals

### Vision

A society that respects human rights and law.

### Mission

ADHOC continues to educate and empower the people to realize and defend their rights and to advocate people in the state powers to work for better governance and respect for human rights.

### Goal

The ultimate goal is to bring about change in the behaviors, morality and action through the establishment of the rule of law and strengthening the civil side of emerging of the society.



## Organization's Target groups

ADHOC's Education Program is assigned to broaden and deepen the knowledge and understanding of the grassroots people, the civilian and military authorities and university students on human rights, the rule of law. Whereas, the Monitoring Program is tasked to monitor and investigate human rights violations and assists the victims with legal advice.



## Major Activities

ADHOC is encompassing five programs: Monitoring, Education, Women, Lobby & Advocacy.

The Monitoring Program is a curative program, which is intended to monitor and investigate the human rights violations;

As for the Education Program, this is a preventive program, which is assigned to broaden and deepen the knowledge and understanding of human rights of the beneficiaries' dignity as human beings. The understanding of their own rights help the people to defend themselves against any forms of abuses or violence attempted on them;

Human rights analyzing; the traditional solving problem related to human rights domestic violence carried before by people compare with law procedure and give them lesson paralegal. Combination of model or form of writing complains will be freely distributed to key participants for using in their villages;



Main elements of democracy; civil and political rights, economic, social and cultural rights, the freedom of the press, freedom of association, participation and assembly, free and fair election, peaceful transferring power, pluralism and tolerance, power separation, relationship between parliamentarians and people and rule of law ;

Commune council election in Cambodia, the essence of commune council election, possible obstacles during election, and commune administrative law ; and Rights of women, discrimination against women, women in decision making process, women in politics and social work.

## Teaching Methodology

The session will combine lectures with participatory discussions, role-play and case studies. Picture illustration will also be introduced in order to inspire their involvement within the process of instruction, especially for those who are illiterates.

## Brainstorming

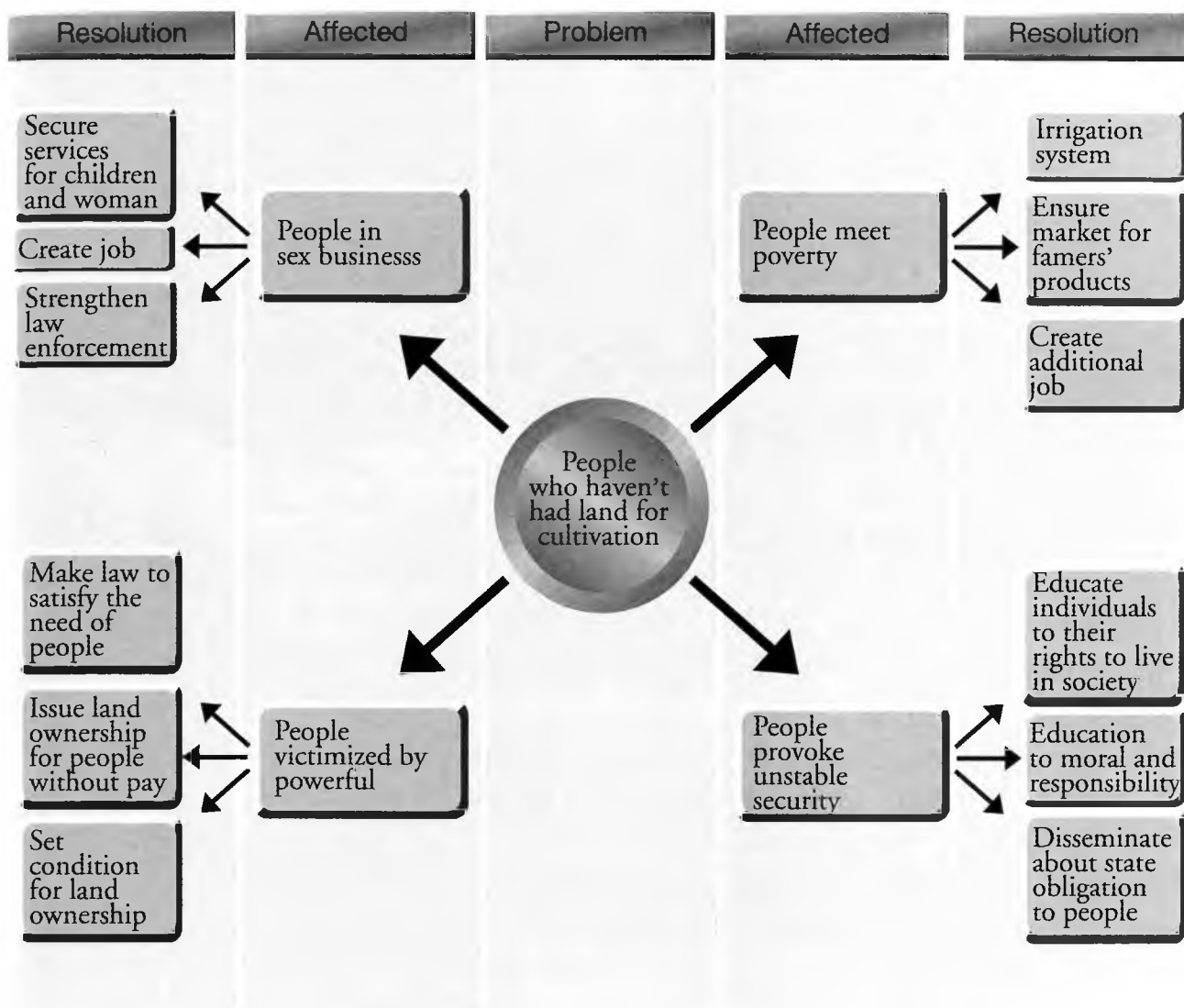
Brainstorming was used to define the meaning of human rights by questioning: "What are your needs in order to live as a human being?" The participants' answers were classified into two categories; Civil and Political Rights (CPR) and Economic, Social and Cultural Rights (ESCR).

The definition of human is synthesized from their inputs that **human rights is every thing necessary for a person to live with value and dignity as human being.**

CPR	ESCR
Freedom from torture Right to a fair trial Freedom from discrimination Right to equal protection of the law Right to vote and take part in Government Etc..	Right to have food Right to health Right to education Right to property Etc....

## Case study

Case study is based on credible and realistic scenarios which are not too complex and which focus on two or three main issues. Case requires participant to exercise their professional skills when responding to them and to apply human standards. ADHOC used this case study to explain universality and indivisibility.



## Round Table Discussion

Round table discussion necessitates the assembling of a diverse group of resource persons, representing a variety of perspectives on the subject to be addressed. The resource persons were invited from different fields of professions like Judges, Prosecutors, Lawyers, HR Experts, etc. the representatives were selected from previous trainees and involved institutional government officials were also invited to attend the discussion. The subjects to be addressed were from previous community's courses.

## Conclusion

ADHOC just carries out this new methodology. This methodology will be more effective to deliver human rights messages than the method used previously in the past. Participants have more opportunities to share their concerns and we hope that their problems will be solved and recommendations will be documented for a national workshop. Also the coordination among local NGOs is easier.

# Peace Education in Far Eastern University

By Marco P. Gutang



The Peace Education program of Far Eastern University (FEU) was launched on October 1, 1998 through the initiative of the Palanca Family in cooperation with the University in commemoration of the birth centennial of the late Don Angel C. Palanca, former Chairman of FEU.

Immediately after its launching, a core group was organized by the Dean of the Institute of Arts and Sciences composed of faculty from various disciplines such as Philosophy, Social Science, English, Filipino, Psychology, and Communication as well as representatives from the Palanca family. Its aim was to design a three-unit Peace Education course, based on Dr. Toh Swee Hin and Dr. Virginia Cawagas' holistic six-issue framework, that would be suitable to the context of the students of FEU. The six key issues are personal peace, structural violence, militarization, human rights, cultural solidarity, and environmental care.

After much deliberation and discussion by the core group, it narrowed down Dr. Toh and Dr. Cawagas' framework to four main subject areas mainly: Personal Peace, Peace Issues and Concerns, Cultural Peace, and Environmental Care. This modification by no means lessens or deletes any subject areas from the original six-issue framework. It is a modification believed by the core group to be more suited to the needs of inner city students. The course employs the use of the experiential (participatory) method and is offered in various courses under the Institute of Arts and Sciences such as Psychology, Medical Technology, Physical Therapy, Communication, Political Science, Computer Science, Social Science to name a few.

Part of the objectives of the core group was to come up with a comprehensive manual, containing all the participatory activities for all the topics to be taken up during the entire semester. After more than a year of meeting, the core group completed a fifty-five page module that contains 39 experiential activities. It is currently being tested by the current peace education teachers.

## **The General Objectives**

**(taken from the FEU Peace Education Module) :**

### **I. Knowledge :**

Awareness of the underlying dynamics for achieving peace, personal, societal, and environmental, and of the roots of conflict, intra personal, inter personal, societal and environmental.

### **II. Skills :**

Develop listening, reflective, critical thinking, problem solving, meditative, contemplative, negotiating, mediating, cooperative, nurturing and dialogue skills; assertiveness, feedback skills, and empathy.

### **III. Values :**

Cultivate self respect, self worth and self reliance, spirituality, respect for others, tolerance, mutual acceptance, social responsibility, global concern, sense of relatedness to others and to nature, strengthen bonds with classmates, school, community, country, and world.

## **Course Outline**

**(taken from the FEU Peace Education Module) :**

### **I. Personal Peace**

### **II. Peace Issues and Concerns**

- a. Family and other social units
- b. Gender sensitivity
- c. Human rights
- d. Structural violence
- e. Militarization

- f. Physical power
- g. Political power
- h. Power of authority

### **III. Cultural Peace**

### **IV. Environmental Care**

The experiential method employed by the program has been very effective in achieving the above mentioned objectives. It is a very empowering method that allows students to enhance their communication skills, develop their self-esteem, and train them for leadership. It has been a very good tool in breaking the culture of silence. It makes use of their own life experiences as a tool for learning and helps give meaning to them.

To prepare teachers for the implementation of Peace Education, a two-day seminar/workshop on facilitation was held in FEU participated in by faculty from the different departments. After this workshop working groups were organized to develop activities and compile readings for the various topics of the course. Aside from the seminars and workshops within the school, teachers are sent outside the school to attend various seminars and workshops on peace education and related topics for further training and development, enrichment and update on current trends, and to establish linkages with other peace institutions and organizations.

On June of school year 1999-2000, the first ever pilot classes were held in the university. Two classes were organized for this purpose and each one handled by two professors from the core group. Since then the number of classes in Peace Education and the number of professors handling them have multiplied. Its continuous growth has become a sign of hope that we are moving closer and closer to our dream for a more just and peaceful world. ■

# Human Rights Education and use of HRE pack

**Rukshan Fernando,**  
Former Coordinator of the International Young Christian  
Students Movement of Asia

## Framework of presentation What is IYCS?



A formative student movement -  
high school secondary school  
Church based - but works with  
students of other faiths  
Based in schools parishes  
Organized as cell groups - from  
5 - 50 members  
Also organized at diocesan  
national Asian and international  
levels present in 13 countries  
In Asia, coordinated by Asian  
Team, based in the Asian  
Secretariate in Manila,  
Philippines



## IYCS & HR & HRE

**Concerned with Human Dignity Always tried to integrate HR into reflections and activities specific attempts regarding HRE :**

- Working Group meeting on HRE in 1998
  - ARRC TOT in Nepal - 1998
  - Integrating TOT techniques into formation in IYCS
  - Human Dignity is highlighted in Asian Orientation 2001-2003
  - Peace Education Workshop for Youth Animators in SEA - 2000
  - Promote HRE at a consultation of Asian Bishops - 2000
- Help students link faith and life - reflections on Spirituality and HR



## IYCS & HRE Pack

**Approach is very suitable for students use of participatory dynamics: Simulation games, songs, theatre, role plays etc.**

Background information on the region especially regard to HR and HRE  
Modules could be adapted easily



## Responses / Feedback

Integration of HR relifted themes into some IYCS groups in some countries  
Emphasis in Human Dignity - protection and promotion in IYCS Asian Orientations Identifying and responses regarding HR in family, school and church situations  
Introducing HRE into IYCS and other Christian Youth groups in Asia



## Challenges / Concerns regarding the HRE Pack

All modules in HRE pack are not action oriented  
Contextualization is not consistent



## Generally

Traditional orientations of family, school, church and society regarding HR involvement  
Highly competitive and pressured students' realities does not encourage HRE and involvement in HR

# Notes on Methodologies in Schools<sup>1</sup>

Jefferson R. Plantilla  
HURIGHTS OSAKA



Teaching/learning methodologies constitute an important part of human rights education. Their role in determining the effectiveness of a human rights education program is well-accepted by educators everywhere.

Human rights education experiences in Asian schools reveal an interesting array of teaching/learning methodologies. Human rights education practitioners in the region all agree that human rights should be taught in non-conventional ways in order to attract the interest of students and to assure that they truly understand and practice human rights.

<sup>1</sup> This paper was presented in the HRE Trainer's Colloquium organized by the Asian Regional Resource Center for Human Rights Education (ARRC) in Chiang Mai, Thailand on April 1-6, 2001.

Based on a series of workshops in South, Southeast and Northeast Asia, it is said that the methodology in human rights education in schools should start with the real experiences of the children in the classroom, at home, in the neighborhood, and in the community. Such experiences should be facilitated to emerge.

**Process-oriented approach is the most appropriate methodology for effective human rights education. This approach is described as having the following characteristics :**

1. It focuses on the consciousness of the students in the learning process. The students' insights and feelings are important elements of the system;
2. It allows students the space to reflect on experiences and to see how to respond to those that violate human rights;
3. To assure that students are able to have a meaningful grasp of the learning rather than a superficial intellectual understanding, the methodology is self-pacing and recursive;
4. The learning process enables the teacher to determine the level of human rights consciousness of the students by understanding their beliefs, thinking, feelings, attitudes and habits;
5. The teacher, after drawing out insights from the students, helps them raise their consciousness of human rights to a higher level; and also helps them to think and discuss critically what they have and have not considered;
6. The learning process itself has human rights meaning; it also determines the human rights content to be learned. Thus the learning process itself needs to be reflected on by the students; and
7. It involves continuing qualitative evaluation of the students' improvement and not just quantitative evaluation (examinations). A right mix of the two types of evaluating knowledge learned will have to be adopted.

**The methodology may comprise of the following :**

1. Use of attractive, interesting materials including both advanced communication technologies (such as the internet) and folk media;
2. Use of different types of activities like discussion, social action, simulation, role play, case study, theatre presentations and other democratic methods; and
3. Use of curricular and extracurricular activities.<sup>vii</sup>

This prescription for a methodology for human rights education is echoed by educators in a recent meeting.<sup>viii</sup> They believe that human rights education should employ process-oriented or participatory learning methodologies appropriate for interactive activities within and outside the school. It uses stories of suffering, speeches of outstanding personalities, and other materials to help understand the problems in society. These materials are also used to relate the problems to the lives of the students.

Students should be allowed to discover the meaning of human rights through activities. They should also learn how to express their feelings in a more meaningful way.

Following are descriptions and samples of these methodologies quoted directly from the publications on this subject .

## Methodologies used in curricular activities

Dowa education<sup>ix</sup> is an earlier form of human rights education implemented in many schools in western Japan where there is a strong anti-discrimination movement. Having started in mid-60s, the Dowa education experience has a lot to say as far as methodology is concerned.

### Group Process

#### a. Version One<sup>x</sup>

Teaching actual cases of Buraku discrimination<sup>xi</sup> is not enough stimulus for students to reflect seriously on what they learn, or relate themselves to the problems. In the final analysis, if the students do not have the sensitivity to grasp the nature of the issue, the knowledge and interpretation of the teachers do not really empower them. A system called group process was therefore given much weight to lay the foundation for education about Buraku issues.

There are a number of key principles to observe in dealing with the group process in DOWA education. First, group process is situated in the context of the life of the children outside the school. Children are agents of their lives, and bring their lives at home and in the community to school. They show only some aspects of what they are in school. Those children who tend to cause problems in school may have trouble at home. It should be easier for the teacher to work on such children if he or she knows more about their lives at home and in the community. Similarly, if children know about each other's lives, their relationship can be developed in a mutually supportive manner.

Second, group process proceeds by placing the *teihen no ko* (children at the bottom) in the center. In DOWA education, *teihen no ko* refers to children who belong to discriminated group and children who have serious problems in their lives (relations with friends, academic performance, etc.). These children tend to suffer from a disproportionate weight of various contradictions in society. They may show poor academic performance because they do not have adequate support conditions both mentally and physically. They may get disorganized since they see no meaning in their lives. Or they may feel intimidated in the school environment. Placing *teihen no ko* in the center of the group process encourages the children in the whole class to recognize the problems of the "bottom" children as their own, and motivates them to grow together with the "bottom" children.

Another method is the use of *han* (small groups) and a regular meeting of group leaders. About 5 to 8 small groups are formed in a class of 30 to 40 students. Students participate in various activities together as members of the small groups. They compare notes, and support and encourage one another. It is vital in this process to consider how vulnerable children or "bottom" children can be supported in the small groups. Meetings of small group leaders take place every week or two after class to learn about small group-based classroom management. Home room teachers discuss with them what has happened during the week to develop plans for the forthcoming events.

DOWA education has developed a number of methods to advance group process. Many of them were originally created by education movements in Japan, and further improved in DOWA education.

### b. Version Two<sup>xlii</sup>

Kunijima High School employs the group process in its DOWA education program. It is using for example jibun wo kataru (speak about yourself in the class). Students are asked to speak about their daily lives and their observations to their classmates. Teachers help the students focus on their deep concerns and real life problems. When the students skillfully represent their experience just as they experienced it, the listeners can re-experience and share the feelings. Jibun wo kataru has been considered a vital component of the DOWA education of Kunijima High School. It trains the speaker to look at his or her life objectively and critically, and enables him or her to surmount prejudiced views.

Jibun wo kataru may also enable the speaker to reflect on his or her behavior critically and understand why he or she was carried away by emotions. As this process is repeated, the speaker becomes able to control his or her behavior more rationally. This project has also been of great benefit to the listeners. As mentioned above, most of the Kunijima High School students have severe surroundings. Many desperate and disoriented students end up having hateful feelings toward their parents and themselves because of their tough surroundings even though it was in fact the existing atmosphere and social system that should be blamed. Hearing their friends cope with their lives, express their determination not to let discrimination affect them, speak about their families and their own observations, the listeners are given a chance to identify their own problems with the story. The stories stimulate non-Buraku students to deal with their personal problems in relation to Buraku issues. They can put their lives in perspective. They can reorder their priorities. They can recognize where their frustration comes from. They can recognize why they had to hate their families. They can recognize why they had to hate themselves. They can visualize their liberation by joining the movement for social reform.

The jibun wo kataru project of Kunijima High School which started many years ago at the level of each class has since evolved to each grade assembly where speakers talk about themselves in front of all students of the same grade, and then to a school assembly where speakers from each grade talk to the whole school population.

### Individual reflection

**Another method focuses on individual work guided by the teachers.**

One method is the use of seikatsu noto (diary notebook). Children are asked to write about their daily lives and observations in a notebook, which is brought to school. The teacher in turn writes down his/her responses in the same notebook. With the teachers' caring and thoughtful comments, children who initially write rather superficial observations about their lives begin to focus their diary on their deeper concerns and real life problems.

Writing about life or tsuzurikata is considered a vital component of DOWA education. Tsuzurikata is a traditional major approach in teaching writing in Japan. Children, as agents of their own lives, are invited to write about their lives as they are.

The key to successful tsuzurikata or writing about life is elaborated in the following steps. The teacher should instruct the students to choose some unusual events or experiences, indicate the timeframe in writing about them, and write in detail the description of the events or experiences. Simply writing "I was very happy" does not convey the real feelings to the reader. The reader will be able to re-experience and share the feelings only if they are skillfully represented in writing, or presented as they are actually experienced.

Why is tsuzurikata so important in DOWA education? Prejudice causes bias in one's perception of even those who actually do their best to survive. Some Buraku children ask themselves "why was I born to these parents?" and become unable to accept and love them. Tsuzurikata trains the writer to look at his or her life objectively and critically, and enables him or her to surmount prejudiced views.

Tsuzurikata may also enable the writer to reflect on his or her behavior critically and understand why he or she was carried away by emotions. As this process is repeated, the writer becomes able to control his or her behavior more rationally. The following episode exemplifies the change process: One boy was frequently involved in fights with his classmates. He was driven by emotion. He felt sorry for the fights usually after one week had lapsed. As he started tsuzurikata, he began to feel sorry for the fights three days afterward. Then he began to feel sorry for the other fights one day afterward. Finally he was able to control his emotion before he gets into a fight.

Among the conventional approaches to Buraku studies, a major approach is simply listening to and learning from the Burakumin themselves. This approach, combined with the group process in the classroom, has stimulated non-Buraku students to deal with their personal problems in relation to Buraku issues.

**While these methodologies are deemed effective, they are not necessarily adequate. Japanese educators express the need for other methodologies in order to further improve Dowa education :**

Some doubt, however, the adequacy of this approach. Some schools have tried to translate what the students learned from Burakumin into drama script and motivated them to express their thinking and feelings through drama performance. Participatory and vicarious approaches, used internationally in human rights education activities, have been widely utilized on the belief that passive learning alone does not bring about a meaningful change on the part of the students. As a result, role-playing, debates, simulation and other methods attract much attention these days because they encourage "learning to change" by doing.<sup>xiii</sup>

**The same view is found in other countries. As one report states : <sup>xiv</sup>**

Teachers used an interactive method employing various activities rather than the traditional one-way teaching method. Activities included debates, watching videos, case studies, role-playing, small-group discussions, etc. They aimed to

- induce more students to participate and reflect on the issue concerned;
- allow students to experience the situation;
- stimulate students to think and be analytical;
- encourage dialogue among students;
- capture the students' attention using interesting materials;
- encourage discussion from different perspectives;
- encourage students to act outside discussion groups.

This leads to experiences in other countries, which also adopt new methodologies for human rights education. An example from Sri Lanka deals with multimedia. This project was initiated by the Sri Lanka Foundation in cooperation with the National Institute of Education.<sup>xv</sup>

## Multi-Media Package

Human Rights in the United Nations (Year 10)

This package has been designed to suit year 10 syllabus on "Preservation of Human Rights".

The activities provide an opportunity to identify the efforts taken by the United Nations to preserve human rights. The importance attached to the 'Declaration' issued by the organization for the welfare of human beings, is also highlighted here.

Slides, simulation games, and literature regarding the various agencies affiliated to the United Nations complete the package.

**An experience from Pakistan employs a multi-dimensional approach. It has two components : <sup>xvi</sup>**

- Brainstorming. While introducing the topics, there is a lively interactive lesson. Students question, reason, think, argue and understand the issue under discussion. This continues for at least two sessions when inputs and researched material are presented to the class by the students.
- Written and oral expressions. Students engage in dialogues, make speeches, write articles, stories, poetry, plays, and illustrate their thoughts. They also use drama and puppet theater to give visual form to their individual and collective creative skills.

**A project in Indonesia promotes the use of active learning strategy. This strategy is concretized in taking up the issue of child rights, as enumerated in the Convention on the Rights of the Child, as below : xvii**

**Table 1. The connection between a child's rights and conditions created by an active learning strategy**

A child's rights	Conditions created by an active learning strategy
Right to express his/her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child (Article 12.1)	Learning situations consist of group, in-pair, individual and whole-class learning. By working in pairs and in groups students can share their opinions. Teacher allows every student to decide what and how learning activities are to be done.
Right to freedom of thought, conscience and religion (Article 14.1).	Teacher encourages students to express their thoughts, feelings and values in various creative works such as poems, stories, pictures, reports, posters, models, and craft and arts work.
All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights (Article 2).	Racial, sex and religious discrimination should be prevented. Teacher develops a variety of activities according to students' individual interests, learning speed, emotional characteristics, learning difficulties, ability to receive information from hearing, seeing or touching.
Right to protection from interference with privacy, family, home and correspondence, and from libel or slander (Article 16.1).	Teacher creates an atmosphere of respect for privacy, of openness, honesty, heart-to-heart conflict resolution and avoidance of backbiting.
The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programs for the prevention of abuse and the treatment of victims (Article 19.1).	Teacher creates an atmosphere of kindness, forgiveness and mutual help, and prevents abuse, the use of swear words and bullying.
School discipline shall be consistent with the child's rights and dignity (Article 28.2).	School creates an atmosphere of intrinsically motivated discipline and regulations that do not curb oral, written, facial and bodily expressions.

## Methodologies used in extra-curricular activities

**There are likewise a number of experiences regarding methodologies employed mainly in extra-curricular activities. Here below are descriptions of some experiences :**

### a. Twinning program<sup>xviii</sup>

In an effort to take away prejudices existing between students from rich and poor families, students from private and public schools in Mumbai city are brought together. This is the so-called twinning program.

**The twinning program module runs parallel in the private as well as the municipal schools. It comprises of several sessions :**

- a. orientation sessions - to provide the children an understanding of the program, and lay the ground for equity education ;
- b. interaction sessions - the children from the two schools meet and participate in several creative activities together. Friendship bonds are also created in this process;
- c. post-interaction sessions - to make children participate in the thinking process where they also question their previously held stereotypes and prejudices;
- d. feedback sessions - to provide children an opportunity to evaluate the program and make suggestions for developing it further.

**Following is an illustration on how the module (on Coexistence with the environment) is implemented :**

- a. orientation sessions - these sessions were conducted simultaneously in the twin schools (municipal and private schools). They introduced the children to MelJol, its concepts and the theme "Coexistence with the environment". It also discussed common prejudices and stereotypes.

The objective of the sessions was to facilitate the children's understanding of garbage and water, and to make them realize their own contribution towards creating garbage and wasting water, and to help them explore means of reducing it.

It was observed that the private school children's initial opinion usually is that the slum dwellers create more garbage. This misconception had to be clarified through examples, which led to the realization of consumption patterns. Some of the examples were that the people who can afford tetra packs, fountain pepsi, aluminum sheets create garbage too. Children suggested ways in which they would attempt to individually try and reduce garbage.

- b. interaction sessions - these sessions gave the children an opportunity to learn and reflect on their stereotypes and prejudices by actually mixing with the other group of children and participating in common creative activities.

The objective of the sessions was to enable the children to take the first step towards friendship with their “twins” and to provide them with a stimulating and creative environment for expressing their thoughts on environment.

It was observed that initially private school children would not sit on the floor and the municipal school children were clustered with children from their own school. Both the groups were wary of each other. But as the games and activities got underway, the children soon came together. At the end of the interactions, the children feel sorry for leaving their newly-found friends.

MelJol gives utmost importance to the feedback received from the children and takes it into consideration in planning for future activities.

### b. Teaching for Freedom - Human Rights Education Camp<sup>xix</sup>

Another form of activity that introduces human rights without the pressure of the classroom is the student camp. Here below is an example of a program:

### Camp Programs

- Workshops: “What is Human Rights” and “How to Teach Human Rights”
- Guest speakers (active human rights campaigners and educators)
- Performance by a local drama group.
- Use of media education materials (pictures/photos, films and videos)
- Use role-playing and thought-provoking images designed to make instant and sustaining impact. Develop constructive criticism among teachers.
- Video taping of workshops, performances by a local drama group and speeches by guest speakers.
- Production of a professionally edited video to evaluate the camp and for future reference.
- Summary of the three-day training through “Art for Freedom” performances (drama, music, poster presentation, etc.).
- Distribution of human rights teaching materials to all participants.

### c. Community service

**An English language teacher in a high school in Hong Kong uses the Girl Guide program as an extra-curricular activity on human rights education.**

**As she explains :**

I often find it much easier to practice HRE in extracurricular activities. As a girl-guide leader, I arrange for a number of girl guides their participation in various community service activities to help people in need, including the elderly, and the new immigrants from China mainland. Through such activities, they develop an awareness of the need to respect the rights of people in the community who are relatively deprived, and the need to help them obtain what they are entitled to as members of the community. I feel that, through these activities, I can instill the concept of human rights without even mentioning the term.<sup>xx</sup>

#### d. Child awareness group

**Another example of an extra-curricular activity that is linked to human rights education is child awareness group (CAG) in Nepal. One teacher describes his experience in the following manner : <sup>xxi</sup>**

CAG programs include cleaning the school compound and beautifying the garden. The headmaster and teachers are happy about our activities and the students are satisfied with their work.

The CAG publishes a monthly magazine containing articles written by students on children's rights and discrimination between sons and daughters. Students exchange ideas through the magazine. They also learn how to write well and develop their language skills.

The CAG also hosts debates, quizzes, poetry writing contests, sports competitions, and so on, which help students develop their mental and physical abilities, leadership capacity, and discipline.

The CAG has done much to raise our community's awareness of children's rights. The students took a questionnaire to the community to get to know it better. The questions related to children's development, children's protection, exploitation of children and women, community management, sanitation, and governmental bodies. After learning about the community, the students then put up posters in public places to make people aware of children's rights, vaccination, nutrition, and so on.

The weekly market near my school has a community communication center, where the students perform a serial drama, the theme of which is pariwartan (change). I wrote and directed the play. It focuses on the exploitation of children and women, on the bad effect of alcohol and the dowry custom, and other practices that should be changed. We always draw a big, enthusiastic crowd.

In general, many initiatives on human rights education in schools employ various activities in addition to the traditional, passive learning method. The activities can therefore be lectures, group discussions, field trips, case analysis, presentations, use of audio-visuals, sharing; street theatre, puppetry, poster-making, etc.

**One group promotes a Paolo Freire-inspired <sup>xxii</sup> methodology. The components of this methodology are presented as follows : <sup>xxiii</sup>**

### The Pedagogical Technique/Process

#### Objective

Participants are expected to have

- Adequate knowledge on human rights;
- Ability to discern contradictions;
- Awareness of human rights violations;
- Skills to transmit awareness and knowledge about human rights.

## Activity

- Introduction-with warming up exercises
- Eliciting a human rights problem-simulation

## Discussion

- Creating the atmosphere for participant's involvement in the process of awakening.
- Employment of techniques of holding "critical" dialogue.

## Input

- Presentation by a resource person (lecture or other means) to start the consciousness/awareness raising part of the learning process.

## Deepening


- Brainstorming on the participants' understanding of human rights;
- In-depth discussion to determine cognitive awareness of human rights;
- Determining human rights violations and eliciting root causes (using some techniques);
- Employing learning reinforcement at this stage of awakening;
- Use of education material for group task;
- Exercise on problem solving - participants determining what course of action to take in relation to the human rights problem.

## Synthesis

This is where the action element of each session takes place. All activities in each session are synthesized in a form of critical or "emblematic" activity to give a sense of closure to the subject matter.

This is the same methodology adopted in the Human Rights Education Pack of the Asian Regional Resource Center for Human Rights Education (ARRC).

## Concluding note

These experiences are mainly based on educators' reaction to the prevailing school system. They understand fully well the need to adopt new educational methodologies for the sake of meaningful education, whether in curricular, co-curricular or extra-curricular forms. Human rights education in many cases offers an avenue for educators to use such educational methodologies. 

# End notes

- <sup>i</sup> Concept Paper on the Consultation Workshop, ARRC (August 1992, Bangkok).
- <sup>ii</sup> ARRC Activities: The Initial Phase, unpublished manuscript, ARRC (June 1992, Bangkok).
- <sup>iii</sup> The invited participants to the consultation workshop are supposed to have any of the following qualifications: a. familiarity with the Asian human rights situation, b. experience in human rights education field work, and c. membership in a grassroots organization with human rights education program. See Concept Paper on the Consultation Workshop, op. cit.
- <sup>iv</sup> See Draft Plans of ARRC for 1992, ARRC (June 1992, Bangkok).
- <sup>v</sup> For more information on this workshop see Jefferson R. Plantilla, "Participant-centered Approach - A Key Component of Human Rights Education," IMADR Review, No. 11, November 1995 (Tokyo: IMADR).
- <sup>vi</sup> Ms. Shulamith Koenig was the Director of PDHRE at that time and still is up to the present. While she was successful in getting HRE Pack pass through the customs officials in Beijing she lost it during the conference. It is hoped that it ended up in the possession of a human rights education group.
- <sup>vii</sup> HURIGHTS OSAKA, Schools, Human Rights and Society, March 1999, (Osaka: HURIGHTS OSAKA), pp. 16-17.
- <sup>viii</sup> HURIGHTS OSAKA, Draft Report on the Asian Dialogue on Human Rights Education (January 27-30, 2001, Osaka, Japan).
- <sup>ix</sup> Dowa education is an umbrella term covering all aspects of educational activities by the government and by the Buraku movement, for solving problems caused by anti-Buraku discrimination. For government institutions, it means improving educational opportunities through better facilities, more teachers, scholarships, etc., while for the Buraku movement, it defines a set of educational strategies for attaining parity in education[al] achievement, community involvement and materials to inform about Buraku issues. Notes, in Suehiro Kitaguchi An Introduction to the Buraku Issue - Questions and Answers, translated by Alastair McLauchlan (Surrey: Japan Library, 1999).
- <sup>x</sup> Mori Minoru and Yasumasa Hirasawa, "DOWA Education and Human Rights" in Yasumasa Hirasawa and Yoshiro Nabeshima, editors, Human Rights Education in Asian Schools, volume one, March 1998, (Osaka: HURIGHTS OSAKA), pp. 13-15.
- <sup>xi</sup> This type of discrimination is called Dowa problem by the government. "The Dowa problem refers to discrimination based on a social hierarchy that was formed in the process of the historical development of Japanese society. As a result, certain sectors of the Japanese population find themselves at a disadvantage in economic, social, and cultural terms. This is a serious social problem and a human rights problem unique to Japan, one in which basic human rights continue to be violated in contemporary society." The Center for Human Rights, <http://www.jinken.or.jp/eng01.htm>
- <sup>xii</sup> Osaka Prefectural Kunijima High School, "Human Rights Education in Kunijima High School" in Human Rights Education in Asian Schools volume one, March 1998, (Osaka: HURIGHTS OSAKA), pp. 27-28.
- <sup>xiii</sup> Mori and Hirasawa, op cit. p. 18.
- <sup>xiv</sup> Angela Lee and Mary Yuen, "Promoting Human Rights Education in Hong Kong Secondary Schools," in Human Rights Education in Asian Schools volume two, March 1999, (Osaka: HURIGHTS OSAKA), p. 86.

# End notes

<sup>xv</sup> Laksiri Fernando, "Human Rights Education in Schools: Some Aspects of Sri Lankan Experience" in Human Rights Education in Asian Schools volume one, March 1998, (Osaka: HURIGHTS OSAKA), p. 47.

<sup>xvi</sup> Nasreen Iqbal, "Human Rights Education in Pakistan - Ilm Aur Amn Ko Barhana Hai" in Human Rights Education in Asian Schools volume two, March 1999, (Osaka: HURIGHTS OSAKA), p. 139.

<sup>xvii</sup> Saparinah Sadli, Soetandyo Wignosebroto and S. Belen, "The State of Human Rights Education in Indonesian Schools: Developing a Model," in Human Rights Education in Asian Schools volume two, March 1999, (Osaka: HURIGHTS OSAKA), p. 14.

<sup>xviii</sup> MeJol Team, "MeJol: Hum Bacchon Ka," in Human Rights Education in Asian Schools volume one, March 1998, (Osaka: HURIGHTS OSAKA), pp. 83-84.

<sup>xix</sup> Lee and Yuen, op.cit. p. 93.

<sup>xx</sup> Grace Tsui, "Human Rights Education in Hong Kong," in Human Rights Education in Asian Schools volume two, March 1999, (Osaka: HURIGHTS OSAKA), p. 97.

<sup>xxi</sup> Yagya Bahadur, "Working with Children" in Human Rights Education in Asian Schools volume two, March 1999, (Osaka: HURIGHTS OSAKA), p. 135.

<sup>xxii</sup> The central aim of the Freirian approach is conscientization. Education according to this approach is a process of conscientization and "seeks practices consonant with this aim." It advocates 'problem-posing education' "...where the teacher and the learners enter into a 'dialogue' through which they investigate the problems together. The basic assumptions are that 'no one can teach any one else', 'no one can learn alone', and that 'people learn together, acting in and on the world'. Learning is critical analysis, deepening self perception and confidence building." See M.K. George, "Paolo Freire's Concept of Education," in Denis Coelho, editor, Changing Perspectives in Education (New Delhi: Indian Social Institute, 1995).

<sup>xxiii</sup> Jessica Umanos Soto, "A Philippine Response to the United Nations Decade for Human Rights Education," in Human Rights Education in Asian Schools volume four, forthcoming, (Osaka: HURIGHTS OSAKA).

# HRE METHODOLOGY CHALLENGES FOR THE NGO'S

Theresa J. Limpin

These words may not complete the whole picture of some impressions about NGO approaches and methodologies in human rights education. My presentation is only based on the hearsayings and comments of people when they come to encounter NGO's in the field doing participatory human rights education activity. Some may also be from the evaluation we got in some of training activities we have conducted in ARRC. And some would be from my own personal experience.



Only good for fun  
Time Consuming  
Shallow  
Unprofessional  
No follow-ups  
Dangerous  
Insensitive

As coming from an NGO HRE practitioner. I would never want myself here to sound defensive of the HRE methodology of NGO's but to express this impressions and maybe for us to affirm it, resist it, come up with a discourse or take it as a challenge for new discoveries learn from it and enhance our approaches with other peers present in this colloquium.

## **Only good for fun/shallow/ unprofessional :**

In terms of methodology (Formal Education) it is done though integration through lectures and activities.

While non-formal education is doing it by dialogues, activities, reflection, and discussions, In so doing people find us funny because we have plenty of tricks. Are we made to only be "clowns in the field"? It is very easy for us animators and facilitators to create one hundred and one thousand activities, group dynamics, and ice breakers in conducting human rights education training. But how are we really doing it terms of in-put, knowledge and systematization and connecting people's realities to local laws and UN instruments and standards. This remains to be a major challenge. If we are true to the idea that the medium is also a message, then the participatory methodology cannot be just bunch of games and tricks.

It is difficult to have a combination of both an animator and as a resource person in terms of content and context in doing human rights education. Are we anti-knowledge? That we also refuses sometimes to deepen and enhanced our knowledge of the whole gamut of human rights and standards because it is not our business to do so. These instruments and mechanism and laws and debates etc. are always and associated with governments, structures and formalities.

Moreover, In the school the ones who teaches human rights education are teachers. In the NGO's are the NGO workers, community organizers, lawyers, activists, artists etc. the question and challenge lies on what is the minimum level or qualities to be able to be called a good human rights educator? For the person to be able to perform his/her duties well is also a search and a debate. I remember very well, When Felice's paper was read in the plenary that, take away human rights education from the lawyers, there was an outraged of reaction of lawyers in the plenary. As such lawyers were also saying that teachers are not supposed to be teaching laws and UN standards. It has become a heated debate also in the field of who has "professional" right to promote HRE.

What is the minimum level or qualities of a good human rights educator to perform his/her tasks well is a search.

## **Dangerous :**

There is a prevalence of "politicized" HRE in the non-formal education. This means that HRE is used more as a political education program to advance political ideological agenda rather than HR philosophy. In such activities the emphasis is for participants to understand economic, political, and social but it is equally if not more importantly one's every struggle.

Insensitivity : The issue of “breaking the culture of silence”

In my own experience in the field of HRE especially in places of conflict and history of war. I find myself always in a humbling experience to reflect as a practitioner that it is not enough to be a good animator, capable of understanding the UN instruments, laws and tools, etc. because I find myself in difficult situation when the participants are just looking at you listening, doing the activity and yet ineffective approach because it only addresses a superficial need for you to be able to approach HRE in a holistic one (this is I guess foreign philosophy when I come to encounter this problem in Cambodia). I realized that psycho healing is important to address the need of people in places of conflict if we would like HRE as an empowerment to people as an end result of human rights education.

### **No follow-up :**

There is a need now for a more and more searching for a creative pedagogy. And yet also a need for practitioners to critique and theorize about these experiences and publish it as a collection of forms to be applied tested and modified in other parts of the region.

I admit that even in ARRC we are equally as guilty of not providing a follow-up activity or a ladderized training for trainors in the region because of lack of resources. Only a few funding partners are into funding training and education as a continuing praxis and experience in doing HRE in the region. All trainings should not stop in one shot TOT. It should be ladderized to equip people to be the second line in pursuing the objective of a more independent pool of trainors towards the attainment of people empowerment at the grass root level. Many partners feel neglected, abused, or used by other partners because of lack of follow-up activity in the region. At ARRC we feel equally guilty about what is happening right now and our inability to provide a follow-up activity(lobby funding agencies) (coordinate efforts).

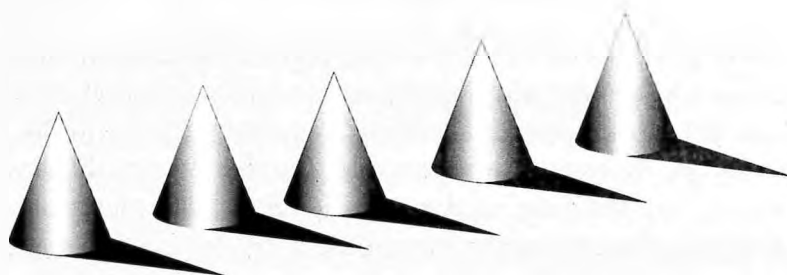
### **Systematic Pool of Trainers :**

We are in need of a pool of trainers and their backgrounds and expertise in the region.

### **Action points :**

1. Involve as many as professionals as possible to experiments on different approaches to HRE. Psychosocial healing is HRE. It is not often viewed as such. The language of rights should not always be used. The use of everyday language is preferred.
2. Continuing dialogue among practitioners for social transformation must be sustained to ensure a holistic approach to social transformation.

“Enough of these verses, on with the mission, our task is as broad as a human condition.” ■



# Chapter Five

## Evaluation of the Colloquium

At the end of the Colloquium, ARRC distributed feedback forms to the participants to gather their views, so that the Colloquium program could be evaluated, further developed and enhanced.

There were a total of twenty-two participants and therefore the number of respondents is also the same. The feedback forms had an open-ended format. The participants were free to write what they felt or experienced and what they thought as the best way of expressing their evaluation of the Colloquium.

Altogether the participants were asked six questions. The responses of the participants were treated confidential.

The participants stated that the **“Most significant helpful topic/discussion”** for them was the discussion in small groups to share human rights education experiences (the situations, problems, etc.) in different countries. At least eighteen participants stated that the showcase of experiences on the second day as the most significant. This leads us to believe that the participants are more willing to share their experiences and to learn from each other and that small group discussions can facilitate a lot in this process. Eight participants also found the content and methodologies for human rights as helpful and significant. This also gives us the idea that along with the sharing of experience, the participants find the discussions about the content and methodologies to be equally important as what to teach or what should be the content of human rights curriculum is perhaps also the most important need. Participants also found SEA-PCP Approach towards Community Development in the region as helpful. There was also a suggestion from one participant that the discussion should have been on the top 5 needs that they as practitioners have to address.

The participants were also inquired about the **“Least helpful topic/discussion”**, while thirteen participants stated that all topics were helpful, two participants each felt that discussions on the HRE Pack 2 Technical Formulation and the “Asian scenario history and today,” were least helpful. Four participants individually found: Beyond concept more than text, First day, Inputs, Comments (which kept repeating the same sharing that has been shared by others) as the least helpful. There was also a suggestion that some sessions on the second day were too long.

When inquired about the **“Best learning format”**, twelve participants expressed that the workshop/small group discussions with group dynamics as the best. Creative presentation too was found useful and best by five participants. Showcase of human rights education methodologies was found good by at least four participants, while four participants found the experience-based participatory learning as good. Three participants found the audio-visuals as good and one participant found the format of “Teaching Formal” as best.

The participants were also requested to give their “**suggestions and recommendations**” on the program and the logistic including food and accommodation. For the program, while there were participants who found it very good and some did not give comments, three participants each felt that the synthesis should be short and mention only the focal points and that the practices and country-level experiences should be shared more. Participants also came up with suggestions like :

- Some selected input on good experiences could be used to stage discussions and the inputs can be only on few key topics.
- One full day of only “fun activities” be provided.
- Human rights education must be very concrete actions in the communities, which need more cooperation.
- There was a strong need to take up “hot issues” and to debate a bit more before closing the discussion topics.
- Some participants felt that the program should encourage and allow more people to share their views and experiences, especially friends from Burma, Korea and Cambodia.
- The workshop discussion could have taken place in smaller groups to encourage more participation and interaction.
- More emphasis on the methodology of human rights education.

Also, an interesting suggestion was made to hold a HRE Trainer’s Colloquium in South Asia and also to translate the HRE Pack in one of the Indian languages i.e. Hindi, to reach a wider base.

Suggestions on the program also came in terms of the Time Management of the program, that: it could be made shorter; activities should not extend more than six p.m., that facilitators should maintain a strict time vigil and not let speakers go beyond their limited time.

Regarding the logistics, while majority of our participants found the accommodation good, some felt that it was too remote and that it lacked free space for any outdoor activity. Some participants felt that eating tables should have been provided for and that the rooms should have intercom facilities. Some also found the water too hot for shower sometimes. Some participants felt that they would have loved enjoying more of the “local” drinks.

**Additionally, the participants expressed that there should have been :**

- a short written report per session;
- good synthesis per session;
- ideas to be followed up and plans to be carried out;
- good balance of work and leisure;
- one to three-day program only.

The participants also felt that this kind of workshop should be organized each year, but in different venues in order to provide change of environment to the participants and also to “hold their attention” too. The participants also expressed a desire to visit the Thai-Burma border and meet the refugees and gain first-hand experience of interacting with them.

Thus keeping in mind that training programs cannot be static and, in order to ensure the desired level of dynamism in the course content and training methods, workshop programs need regular re-evaluation. Post-evaluations have always helped in assessing what the participants have gained from the course, thus maintaining a continuous process of modification and improvement. Keeping this in mind, the participants were requested to rate the program on the scale of 1-10 (1-lowest; 10-highest).

**The participants rated the following based on their experience :**

- *2 participants rated the program as 10*
- *3 participants rated the program as 9*
- *7 participants rated the program as 8*
- *7 participants rated the program as 7*
- *2 participants rated the program as 6.*

*The overall average found the program to be rated as 7.5.*

## Epilogue

Beyond the songs, dances and other artistic displays, a gathering of human rights educators is always an occasion for serious and quiet stocktaking of tasks done. It is the time when educators talk about achievements as well as failures. It is the opportunity to know better options and ideas. Subsequently, the educators learn from each other's experiences. They eventually realize commonalties among diverse forms of human rights education.

This Colloquium examined a variety of human rights education experiences and analyzed the reflections of the educators. It provided some answers to questions and raised issues in need of answers. The issue of changing the traditional way of teaching is as important and as difficult as the issue of breaking the culture of silence. Use of play or theatre is good but found to be challenging by those who do not see themselves capable of acting, much less teaching how to do acting. Many more issues were discussed. On the whole, the participants affirmed their own experience as they understand those of others.

The Colloquium therefore has messages to relay to the human rights educators in the region. One essential message is this: human rights education is evolving. It is in many forms to fit different situations and peoples. There is no fixed rule on how to go about doing human rights education. There is only a need for determination, creativity and trust on the people involved, be they facilitators or participants. And since human rights education is evolving, there is always a room for improvement. The continuing development of ideas, skills, and processes in human rights education showed the need for more linkages and exchanges among educators in the region.

In searching for ideas on how a new training manual (possibly a new edition of HRE Pack) can be produced, the Colloquium provided an exercise in assessing an ideal training manual. The discussions reiterated the idea that a useful human rights training manual closely mirrors actual experiences in protecting, promoting and realizing human rights. The exercise of identifying components of such material is another way of putting together various experiences into an easily understandable and organized form. The ideas raised by the participants reflected needs as well as tested approaches to training.

Finally, the Colloquium reiterated the principle that the trek towards human rights protection and realization depends on the people themselves. Human rights education reminds people of the necessity to make the journey here and now. ■

# Annexes

## 1. Workshop One - Difficulties in doing human rights education

Guide questions:

- a) As a practitioner of human rights education give the major issues and needs that you want to address. Explain the reason for the choice of issues and needs.
- b) What are difficulties you have experienced in conducting participatory methodology in teaching human rights? How did you overcome these difficulties?

### Group One

Role-play was used to highlight the limitations in teaching human rights education in the formal education system. Participants included Ryna, Arief, Marco, Siriporn, Oeurn, Francesca, Kiho, Joseph and Abilio. The first role-play depicted a strict teacher, who did not allow students to pose any questions and who employed the teaching method of rote learning. Children sat quietly and formally.

The participants said that if done correctly this learning process can become equally effective as those used in the non-formal education system.

Formal education is defined as schools and other learning centers offering programmed system of learning.

The group stressed the following needs of human rights education in schools :  
Curriculum design. In the region the school curriculum is at a rudimentary stage and has not yet

- a) Taken off. The role of NGOs is to implement extra-curricular programs.
- b) Networking and sharing between NGOs in the regions about the curriculum.
- c) Orientation and training of teachers. This requires specific type of training for human rights education.

Very few countries are implementing human rights education programs in the formal education system. Those that implement programs still use the 'banking system' that only transfers the knowledge without behavioral change.

There are physical limitations to participatory methodology in the classroom. Thus there is a need to develop a holistic approach that covers activities within and outside the classroom.

The classroom methodology is often not challenged and assumed to be the best method to promote human rights. When used, however, it can encounter difficulties because the objective of human rights education is often misunderstood and the participants have a different motivation from that of the teacher. There is a need to develop an appropriate language. A research is needed to provide indicators for practical questions, and to give guidance in finding answers. For example, how do you respond to a child asserting their 'right' not to eat spinach?

Cultural mindsets play a very important role that can restrict the involvement of students and teachers through participatory methodology.

Learning the situation of victims is a slow process and there is a knowledge gap between the victims and the possible remedies. Thus there is a need for more training in this specialized area. The growing influence of globalization makes education more costly, which decreases access to education for poor students. This means that there is a need to look at the countries' social and economic policies when considering education.

The group did a second role-play depicting the participatory method. The teacher used participatory method and asked the students to sit in a circle and participate in an ice-breaker to make friends. The "students" told their own stories, shared, learned and laughed.

## Group Two

This group discussed human rights education in the non-formal system and highlighted several issues. This group consisted of Jerald, Gilbert, Sarawut, Eun-sook, Ann, Lea and Anton. A role-play was also enacted that highlighted the division between human rights activists and educators. They also dealt with the view that 'to be a human rights education you must be a human rights activist'. The role of human rights standards was also examined :

- a When demanding human rights from the state
- b When using human rights for personal/organizational benefit
  - to give people a sense of claim over their rights
  - to demand for accountability for violations committed
  - to undertake social analysis of the situation being dealt with
  - to determine background knowledge for the officials of the organization and the activists.

Another role-play illustrated the problems involved in human rights education methodologies. Participants stood in a circle and passed the 'ball' of problems onto to each other around the circle.

Major difficulties in using participatory methodologies include :

- a Structures - trainers have to cope with unsupportive structures and "cope with a smile"
- b Nature of training - is training an end by itself? Trainers have to know how to answer to this question
- c Planning - trainers have to plan along with the participants during training
- d Trainers become 'indispensable' - trainers have to plan when to disengage from the activities to give the participants the chance to be on their own
- e Follow up on issues - human rights education should be provided only to seriously committed groups
- f Program approach - human rights education should be part of an overall program approach.

Lea and Jerald performed a guitar-and-dance routine entitled 'Miss Community' expressing the feelings from being a trainer over the years from the 1960s (enthusiastic), 1990s (angry) and 2001 (exhausted).

To illustrate that all people need to learn is what they learned in kindergarten a song from kindergarten was sung :

"Share, play fair, don't hit people, don't take things that don't belong to you, if you hurt someone say sorry, clean up your own mess, wash your hands before you eat, hold hands and stick together when you cross the streets, flush, live a balanced life, learn some think some work and place sing dance

grow take a nap each day be aware of wonders, remember the first words that you learned in your kindergarten “ look’ ”

## Group Three

This group consisted of Theresa, Felice, Bingboy, Ruki, Wahida and Ryna. They presented a set of posters with the following messages :

HRE is about social and personal transformation.

- HRE is just not about learning concepts it is also about building a HR culture.
- HR and development needs to be linked.
- Psycho-social strategy should enrich PM in HRE.
- The teaching of non-formal and formal HRE should balance each other so as to enrich each other.

They also presented the difficulties :

- Translating human rights education materials is difficult because some important contents may be lost in the translation.
- Complementing people’s language with human rights language is necessary.
- Making participants comfortable with participatory methodology is needed.
- There must be sensitive to ethnic, gender, religious and other cultural issues.
- Adopting participatory methodology to suit the needs of target groups, especially in terms of time and space.

## Group Four

The group consisted of Myo, Jo Hann, Tahiri, Saidur, Bijaya and Ces. They portrayed three scenes to highlight the problems that human rights trainers encounter in the field :

1) The overloaded facilitator, one who is busy, tired and has no time to establish good relationship with the participants is contrasted with a good facilitator who has the time and energy to develop a good rapport with his/her participants.

2) The ineffective facilitator, one who makes participants do exactly what the facilitator says during activities and games. Activities and games are only for ‘fun’, and do not deal with any issues. The participants as a consequence cannot do the exercises again by themselves. Irrelevant jargon may also be used, for example, quoting the United Nations declarations.

3) The effective facilitator, this person takes time to explain so participants can understand and ask questions. Participants share and learn from each other and create their own local solution. Lots of discussion and follow up is involved.

The group presented the major needs of human rights trainers in the field :

Committed local trainers and field workers with correct orientation and perspectives.

- Creative methodologies and effective facilitation skills to discuss issues and impart information, awareness, innovation, values and attitudes. The idea is to pass knowledge onto the local people.
- Effective human rights education reflection-and-action strategy. They just cannot be training sessions. But they must lead to action and be monitored and followed-up.

The group also presented difficulties and possible solutions :

- Orientation and perspective development (training, field work and visitations). Professionals who want to help, e.g., lawyers and teachers, also need training to raise awareness. Otherwise, they are not sensitive enough and tend to ‘do everything’ for the people and not pass on the knowledge.

- Negative view from the more conventional human rights trainers of the creative informal teaching methods. They need to appreciate the value of using different approaches to human rights education.
- Creative methods must be used at appropriate time and with different target groups. For example, theater with youth is suitable but not for tribal elders. Psycho-social healing is also a very important part of the process as is the use of appropriate language, and actual dialect.

## 2. Workshop Two : What would you like the HRE Pack to contain ?

### Group One

The group consisted of Jerald, Francesca, Jo Hann, Anton, Saidur, Ann and Eun-sook.

The content of the HRE Pack should include :

- a Background on human rights instruments and the UN systems
- b History of human rights
- c Problems and analysis related to human rights violations
- d Obstacles of human rights education
- e Basic concept of human rights
- f Who is the human rights educator?
- g Role of human rights educator
- h References
- i Guidelines

"How to" skills in the HRE Pack should cover :

- a Facilitation
- b Monitoring human rights violations and treaties
- c Lobbying
- d Negotiation
- e How to use the media efficiently
- f Different types of human rights education media

## Group Two

The participants proposed that that content of the HRE Pack should include :

- Stories about the use of HRE Pack

Modules should contain :

- 1) Additional human rights issues
- 2) Changing context of human rights
- 3) "Action" part should be added
- 4) Remedies for human rights violation - both local and international mechanisms
- 5) Updated presentation on the regional context of the human rights movement
- 6) Individual and community interests
- 7) Map/box on country profiles
- 8) More games/activities from the region
- 9) Frequently asked questions about human rights and their answers
- 10) Skills for facilitation (module-making)/participant

They proposed that the methodology should contain :

- 1) List of sample ice breakers/games from various countries
- 2) Psycho-social analysis (to be considered)

The discussion parts of the material should contain :

- 1) Culture and human rights
- 2) Culture and human rights education
- 3) Update on role of regional NGOs
- 4) Psycho - social analysis - concept and practice
- 5) United Nations human rights mechanism

The annex should contain :

- 1) Glossary of terms
- 2) Index
- 3) Grid on issues and human rights instruments
- 4) Directory of relevant institutions

## Group Three

The groups presented the following needs that an HRE Pack can address :

Content :

- Philosophy behind human rights education
- Emphasize that human rights education should make people aware of government accountability (for its action, negation and absence of action).
- Stimulate people to analyze issues in all their dimensions (political, social, cultural, religious, economic, psycho-social), how they have affected them and then go into their roots
- Local government laws that support human rights and procedures
- Emphasis on the importance of mass organizing or collective action
- Include stories of total and partial success in human rights education practice (using cartoons or more pictures) reflecting different levels - personal, family, community
- Liberating spirituality vis-a-vis human rights which should include inter-religious dialogue and indigenous practices
- Ethnic conflict from a rights perspective
- Globalization and its impact on human rights
- Human rights and development

- Environment and human rights
- Class, caste, gender and human rights
- Reflections and narratives of human rights educators

#### Methodology :

- "User friendly" methodology
- Action oriented - from knowledge to action (exercise/assertion of rights)
- Activities that would draw out what people perceive to be their own rights
- Songs on and about human rights
- Creative and participatory pedagogies
- Pedagogies appropriate for specific target groups (e.g. women, refugees, children, etc)
- Immersion and integration activities as learning methods in human rights
- Trust-building initiative
- Conducting training needs assessment (TNA)
- Suggested modules for specific timeframes
- Basic human rights modules for specific groups

#### Videos :

The text can include :

- List of related articles and resources
- Relevant data on state of human rights in Asia

In the whole range of human rights work, human rights education has its own place whereby it should be considered as an integral part of a holistic human rights development process that is undergone by a group of peoples, community or nation. An internalisation of this philosophy is a prerequisite for any educator who intends to use the HRE Pack.

## Workshop Three : How to Strengthen Networking

### Group One - Mekong River Basin Region

Following are the recommendations of Jim and Myo :  
Information exchange and methodology -

- a National level
  - Designation of country representatives to take care of national networking among human rights education practitioners
  - Organizing of meetings from time to time
- b Regional level
  - Organizing of human rights education meetings to share experiences and methodologies (education to action)
  - Training-of-Trainers to develop curriculum for human rights education
  - Website to put human rights education materials and national and regional events and activities
  - Regional advocacy for specific group, such as refugees and trafficking, etc.

It was announced that the ARRC website already has materials that are related to the above issues.

Theresa explained the structure of ARRC. She said that it is a regional organization that focuses on human rights education training, material development, and campaigns for the UN Decade for Human Rights Education (1995-2004). It does not campaign for specific human rights issues and is not

membership organization. It services human rights education groups in the region through the development and dissemination of materials. ARRC continues to research on the needs of human rights education trainers in the region.

## Group Two : South Asian Presentation

Participants from South Asia (India, Nepal, Bangladesh, and Sri Lanka) identified common issues affecting people in their region and the people involved:

- Child labor - Bijaya/Ruki
- Minority rights - Joseph
- Migration - Joseph
- Internal displacement - Tahiri
- Caste issues - Gilbert
- Gender issues - Saidur

Each person (name listed above) will develop a paper on each issue. The CONCERN co-ordinator will collect and distribute the papers.

The research papers will contribute to the database of ARRC :

- Country-level information
- Intellectual/information exchange (on common issues), training, etc. at the regional level

Regional solidarity :

- Influencing ARRC policies
- Mekong river basin
- Southeast Asia
- Strengthening partnership with ARRC

Theresa indicated that a follow up to the 1998 Nepal activity maybe held in January 2002. ARRC plans to have a regional colloquium in Nepal next year.

## Group Three : South East Asia

The participants from South East Asia (Indonesia, Malaysia, East Timor and the Philippines) identified the following suggestions to strengthen human rights education in the subregion :

- 1) Develop a pool of trainers
- 2) Do a lot of networking, start "bonding as brothers and sisters"
- 3) Create/provide a venue to enhance skills of Asian human rights trainers
- 4) Provide a venue where human rights educators can reflect on the problems of participatory methodology through pedagogical and narrative reflections
- 5) Expand vocabulary on methodologies
- 6) Sustain training programs
- 7) Up-grade skills and knowledge as trainers or educators of human rights
- 8) Work for the establishment of future human rights education institute that will produce trainers regularly, as an institution that can provide regular training for novices
- 9) Design specific modules based on the shared modules by trainers from different regions
- 10) Develop second-line trainers
- 11) Provide trainer internship and exchange program among trainers
- 12) Develop the sensitivity to cultural values, ethnic and religion
- 13) Create advocacy program at the regional level
- 14) Develop creative modules for the region
- 15) Develop and implement 'cultural echoing' program using creative pedagogy for the local level
- 16) Share successful methodologies to each other
- 17) Develop database on human rights education

- 18) Upload sample modules in the website (rather than send each other messages)
- 19) Hold workshops that focus only on modules development
- 20) 'Level off' on content of human rights education
- 21) Compile all icebreaker songs in one publication.

ARRC is expected to :

- Provide funds, materials and facilities for human rights education activities
- Develop regional pool of trainers. Maybe a TOT is required on human rights education participatory methodologies. Training could be an implementation of what has been discussed here. Training can be provided to those who will go back to their countries and train others, who in turn will train others, etc.

Theresa clarified that: ARRC is not a funding agency. But it is good for others to contribute. During the second half of the next year, ARRC may create a pool of trainers. ARRC needs everyone's help in implementing its activities.

## Group Four : East Asia

The participants from East Asia (Korea and Japan) presented their respective ideas on what can be done :

Eunsook Yu : regional program for a local organization

1. Activists think that human rights education is good but is not part of their job. Thus she wants to make them think it is their job. People in social justice field are so serious about their work.
2. She wants to expand to provinces outside Seoul. It is necessary, but difficult and expensive.

Jefferson R. Plantilla :

1. He wants to link up with other human rights education groups in North East Asia. Especially in the formal education system. But, people are not necessarily into human rights education so there is not a big space for networking.
2. In Japan there are social movements on migrant workers, environment and indigenous. The youth, however, still needs attention.

In June 2001, HURIGHTS OSAKA will have a workshop on school curriculum and human rights education. One aim is to turn training into something more practical, into a complete set of teaching guides. The process is just beginning now. HURIGHTS OSAKA's main program is to promote human rights in the formal education school system.

Uhm Kiho :

Education is taken very seriously from kindergarten to university. This resulted in making young people who have to go to school not wanting to go, even though the facilitators are very good. But, those who want to go to school cannot. School system is oppressive and out-of-date.

Theresa said that ARRC aims to focus on North East Asia more. She asked the participants to recommend relevant organizations to ARRC so we can contact them.

# ASIAN HUMAN RIGHTS EDUCATION TRAINERS COLLOQUIUM

**CHIANG MAI,  
THAILAND  
APRIL 1 - 6, 2001**

## **PROGRAM**

### **Objectives :**

- A. To provide a venue for Asian trainers to enhance and develop their knowledge, skills and attitudes towards the use of creative participatory processes in human rights education training;
- B. To bring together Asian trainers for consultation, sharing and learning from each other's experiences in relation to a previous publication of ARRC's, entitled HRE Pack(1995);
- C. To reflect on and further develop participatory methodologies and frameworks based on both the HRE Pack and other methodologies tested throughout the region;
- D. To produce a second edition of the HRE Pack, which will be based on the discussions at the Colloquium.

## Participating Organizations :

1. Ain O Salish Kendra, ASK -Bangladesh.
2. Asia Foundation, Cambodia.
3. Asian Forum for Human Rights and Development, Forum Asia.
4. Asia Pacific Human Rights Information Center, HURIGHTS OSAKA.
5. Amnesty International-Thailand, AI-Thailand.
6. Asian Regional Resource Center for Human Rights Education, ARRC.
7. Cambodian Human Rights and Development Association, ADHOC.
8. Concern for Children and Environment, CONCERN-Nepal.
9. Human Rights Education Institute of Burma, HREIB.
10. International Young Christian Students Movement, IYCS.
11. International Movement of Christian Students, IMCS.
12. Institute for Social Transformation, INSIST-Indonesia.
13. Justice and Peace Commission of Thailand, JPC-Thailand.
14. Legal Resources for Social Action, LRSA-India.
15. Philippine Educational Theatre Association, PETA-Philippines.
16. Project Against Domestic Violence, PADV-Cambodia.
17. Pusat Komunikasi Masyarakat, KOMAS-Malaysia.
18. Southeast Asia Popular Communications Programme, SEA-PCP.
19. Task Force Detainees of the Philippines,- TFDP-Philippines.

## Tentative Schedule and Program

Day 0: (March 31) Arrival and registration  
Distribution of kit.  
Dinner - Getting to know (Introduction)  
Informal introduction (7 p.m.)

Day 1: (April 1)  
"Who Are The Human Rights Educators In  
The region?"  
Getting to know in artistic and creative  
forms of introducing oneself  
Stories in the field of human rights education

Facilitator : Aung Myo Min (Director, HREIB)

Schedule	Activity
9:00-9:30	Opening ritual to be led by Human Rights Education Institute of Burma (HREIB) Formal Opening Welcome Remarks by Theresa Limpin, ARRC Coordinator Goodwill Messages by sponsors and supporters : SEAFILD, NHRF, HURIGHTS OSAKA, ACFOD, OHCHR
9:30-10:45	Introduction of each participant Two minutes each using creative forms name, organization, HRE motto if any, adjective to describe him/herself, etc. After each introduction, participants are requested to write their expectations on the board. (special gift will be given to the most creative introduction)
10:45-11:00	Coffee/Tea break
11:00-11:15	Introduction and Orientation to the activity by Theresa Limpin
11:15-12:00	"ARRC HRE Retrospect in the Region" The Making of the HRE Pack 1 by Jeff Plantilla

Schedule	Activity
12:00-2:00	Lunch break
2:00-2:30	Sharing of experiences using the HRE Pack Lea Espallardo, PETA
2:30-3:00	Aung Myo Min, HREIB
3:00- 3:30	Eunsook, Sarangbang
3:30 -4:00	Ruki Fernando, IYCS
4:00-4:15	Coffee/ Tea break
4:15-4:45	Saidur Rahman, ASK
4:45-5:00	Synthesis of the day by facilitator, announcements, etc.
5:00	End of the first day activity
7:00	Evening of solidarity

Day 2: (April 2) HRE Practices In the Region  
 SHOWCASE OF HRE METHODOLOGIES  
 How are we doing it in our fields of profession?  
 What methodologies are we using?

Facilitator : Jerald Joseph (Trainer, KOMAS)

Schedule	Activity
9:00- 9:15	Recap, Announcements, Group Dynamics
9:15- 9:45	PADV (Women's Rights) Awareness Education Against Domestic Violence in Cambodia
9:45-10:15	PETA, Women Rights Creative Pedagogy in the Philippines
10:15-10:30	Coffee/Tea break
10:30-11:30	CONCERN, NEPAL, Children's Rights Promotion in Nepal
11:30-12:00	ARRC - My Drawing, My Rights Children's Visual Art Activity for Children a Regional Experience
12:00-2:00	Lunch break
2:00- 2:30	TFDP, Right to Development Training Practice from the Philippines
2:30-3:00	SEA-PCP, Popular Communication's Approach Towards Community Development in the Region
3:30-4:00	INSIST, Participatory Research Action in Indonesia
4:00-4:15	Coffee/Tea break
4:15-4:45	ADHOC, HRE in the Rural Communities in Cambodia
4:45-5:15	JPC, HRE in Schools and Communities in Thailand
5:15-5:45	AI- Thailand, HRE in Schools in Thailand
5:45- 6:15	LRSA, HRE with the Dalit Community in India
6:15-6:45	The Role of HRE in the Communal and Ethnic Conflict in Sri Lanka; A research funded by the Asia Foundation by Felicia Yeban
6:45-7:00	Free time
7:00-8:00	Dinner
Second part	There would be a session in the evening after dinner
8:00-8:30	HREIB, HRE in the Refugee Camps Along the Thai-Burma border
8:30-9:15	IYCS, The Role of HRE with the youth of Asia
9:15-9:30	Synthesis by the facilitator
10:00	End of second day

Day 3 : (April3): To reflect on and further develop participatory methodologies and frameworks based on both the HRE Pack and other methodologies tested throughout the region

Facilitator : Rungthip (Jim) Imruangruang

Schedule	Activity
9:00- 9:30	Recap, Announcements, Group Dynamics
9:30- 10:00	Resource Person's Thoughts and views of the second day "Beyond Concepts, More than Texts: Re-thinking Human Rights Education" by Felicia Yeban
10:00-10:15	Coffee/Tea break
10:15-11:00	Discussions
11:00-1:00	Workshop1
The participants will be divided into 3 groups Each group will assign a reporter and a note taker It is encouraged to make the reporting in creative form.	1. As practitioners of human rights education give at least 5 top needs you want to address? Why? 2. What are the difficulties you have experienced in conducting participatory methodology in teaching HRE? How did you overcome this difficulties ? 3. What type/ kind of support you wanted to pursue?
1:00-3:00	Lunch break
3:00-3:30	Group 1 Reporting
3:30-4:00	Group 2 Reporting
4:00-4:15	Coffee/Tea break
4:15-4:45	Group 3 Reporting Panel Discussion Moderator, Ruth Hugo
4:45- 5:15	HRE Challenges In The Region by ARRC (NGO perspective)
5:15- 5:45	HRE Challenges In Schools by HURIGHTS Osaka
5:45 - 6:30	Discussions
6:30-6:45	Synthesis by the facilitator of the day
6:45-7:00	Prepare to dinner out (Central Chiang Mai)
Note : Dinner out (Riverside Restaurant, Chiang Mai)	

Day 4: (April 4): How we would like the HRE  
Pack 2 to be shape up?

Facilitator : Theresa J. Limpin

Schedule	Activity
9:00- 9:30	Recap. Announcements, Group Dynamics
9:30-10:15	"Trends and Convergence in Human Rights Education Pedagogy" by Lea Espallardo
10:15-10:45	Coffee/Tea Break
10:45-12:00	Discussion
12:00-2:00	Lunch break
2:00-4:00	Workshop 2 1. As practitioners of human rights education how would we like HRE Pack 2 to be made in terms of the following : -Content -Framework -Philosophy
4:00-5:00	Reporting
5:00-7:00	Video showing (documentary films to be brought by the participants.
7:00	Dinner

Day 5 : Planning, Programming (set up mechanism) and  
Tasking for module testing of the HRE PACK 2  
Manual. "Reflection without action is mere verbal-  
ism." Verbalism without reflection is pure activism."  
Excerpt from Training for Transformation Manual.

Facilitator : Gilbert Rodrigo

Schedule	Activity
9:00- 9:30	Recap, Announcements, Group Dynamics
9:30- 10:30	Process and opportunities towards the making of the HRE Pack 2 by Theresa Limpin
10:30-10:45	Break
10:45-12:00	Brainstorming
12:00-2:00	Lunch break
2:00-5:00	Planning, Schedules, tasking
5:00-6:00	Evaluation
7:00	Dinner and solidarity night Farewell Party

Day 6 : April 6: Departure

ASIAN HUMAN RIGHTS EDUCATION

TRAINER'S COLLOQUIUM (Chiang Mai, 1- 6 April 2001) ■

# HUMAN RIGHTS EDUCATION : OUR COMMON GOAL

Message from : Mary Robinson

United Nations High Commissioner for Human Rights

*It is a great pleasure for me to greet human rights educators gathered in Chiang Mai for this Colloquium, and to encourage you to continue your work promoting human rights. Thanks are due to the Asian Regional Resource Center for Human Rights Education for having organized this event, which my office is pleased to support.*

*A month ago, representative of Government and other actors from the Asia-Pacific Region gathered in Thailand to participate in the 9th Annual Workshop on Regional Cooperation for the Promotion and Protection of Human Rights. In their conclusions, the participants encouraged Governments to promote the development of national strategies for human rights education which are comprehensive, participatory, effective and sustainable. They also highlighted the need to further develop, in this region, human rights education programmes for all those involved in the administration of justice as well as local government officials, community leaders, legal and paralegal service providers, rural populations and illiterate people, women and girls and vulnerable groups.*

*I hope that the Colloquium you are attending this week will not only allow you to share experiences and compare approaches to human rights education within the region, but will also contribute to strengthen the methodological basis for the relevant work highlighted at the inter-government Workshop. My office looks forward to the outcome of your consultations.*

*The mid-term evaluation of progress made since 1995, at all levels, within the Decade for Human Rights Education (1995-2004), which has been carried out by my office last year, has highlighted that an increased mobilization of concerted effort is needed in order to make this Decade the successful event which it ought to be. I would therefore encourage all of you to continue your important work, and in particular to contribute to the establishment of partnerships, among and within your respective countries, towards the realization of the Decade's objective: to make human rights education, everywhere, a life - long process by which all people learn to respect and defend the rights and the dignity of others.*

*I send you my best wishes for a productive meeting.*

# WELCOME REMARKS

## By ARRC Coordinator

It is a great joy and honor to welcome you all to this conference entitled, Asian Human Rights Education Trainer's Colloquium. It has taken several years of anticipation and hard work to gather dynamic and committed human rights education practitioners in the region. It was not an easy task for ARRC I admit. It has taken a lot of experience, exposure, bonding relationships with organizations and individuals for ARRC to have made this conference possible.

As a human rights education practitioner myself, I have always longed to talk, interact, share and learn from other colleagues in the region. Some of you I have worked closely with for many years. Others I have met or heard of through the recommendations of other human rights education practitioners. I know others through the internet, when ARRC made an announcement to Human Rights Education Associate (HREA) listserv.

The focus of this gathering is to reflect on and further develop participatory methodologies and frame works based on both the HRE Pack and other methodologies tested throughout the region. The reason some of you here may or may not be familiar with the HRE Pack is intentional, so we can collectively work together towards an enhanced HRE Pack Volume 2.

The first time I got hold of the HRE Pack, I was so proud to finally have a resource material that was "Asian made". The HRE Pack became a good reference for me to use when conducting trainings. I would always refer to its philosophy and framework.

When I first started working at ARRC, I would see numerous requests from individuals, regional organizations and the international human rights community all looking forward to obtaining a copy of the HRE Pack. The HRE Pack has been the most sought after ARRC publication regionally and internationally. After a few years of distributing the HRE Pack to meet all the requests, the resource center of ARRC no longer had a copy itself! So we then faced the dilemma of whether or not to reprint it and or put it on CD Rom, or produce the next volume.

After being exposed to the production of the HRE Directory, Collection of Human Rights Education Material in the region, trainings, consultations, United Nations Human Rights Education Decade, meetings and insistent public demand ARRC was convinced that was time to develop a new enhanced edition of the HRE Pack.

The second edition of the HRE Pack will be developed similarly to the initial HRE Pack. That is, it will undergo several processes that involve collective efforts, consultations and field tests.

This gathering, therefore, will serve its purpose to conceive another useful HRE material that will contribute to and strengthening regional initiatives. In addition to continuous support for the UNDHRE.

Welcome to Kangsadarn Resort. It is a place of solidarity for many trainers along the Thai-Burma border. We are grateful that some of these trainers have joined us here today. The office of HREIB is the moving spirit to its on-going activity.

This activity would not have been possible without the support and cooperation from the following friends of ARRC. That is, SEAFILD, NHRF, and the OHCHR.

May we all have a pleasant stay and enjoy the meaningful and productive activity ahead of us all.

Appreciatively, Theresa Limpin  
*ARRC Coordinator*

## Summary of the event

### The Asian Regional Resource Center for Human Rights Education (ARRC) Organized A Human Rights Education Trainer's Colloquium

ARRC organized a recent successful human rights education trainer's colloquium. Over thirty-five participants from Asian region gathered to share and learn from each other's experiences in the field of human rights education pedagogy. The colloquium was held from the 1<sup>st</sup> to the 6<sup>th</sup> of April 2001 at Kangsadarn Resort in Chiang Mai, Thailand.

Twenty-seven participants from non-government human rights organizations and five regional non-government human rights organizations in Asia region were present in the activity. The majority of participants have utilized the Human Rights Education (HRE) Pack 1995 edition for several years of human rights education practice.

Human rights education trainers in the field have articulated the need for an updated and friendly-user edition of the HRE Pack. The colloquium also provided the opportunity to identify relevant issues of concern to HRE trainers in the field. Some of the suggestions of the participants in the content and framework of the envisioned HRE Pack 2 will be included in the upcoming new edition.

The colloquium was comprised of several good creative presentations, dialogue, and informal workshops. After each activity general discussions provided the opportunity for all to exchange ideas and of comment. The colloquium was divided into five main areas of discussion.

First, participants exchanged their experiences from using the HRE Pack in the field. The overwhelming feedback to the HRE Pack was positive.

Second, various HRE methodologies used throughout the region were examined and analyzed. Approaches, mechanisms and methods of HRE were identified and explored. Case studies were used when explaining HRE in dealing with domestic violence in Cambodia while an art competition highlighted the Rights of the Child in Nepal and the regional visual art activity coordinated by ARRC. In India the government was lobbied to include HRE in the formal school curriculum. The issue of human rights education and psychosocial healing was raised from Sri Lanka while representatives from Japan, the Philippines and Korea discussed how to effectively include HRE in the formal school curriculum.

Third, difficulties that non-government organizations experienced when dealing with HRE issues and concern in the field and possible solutions were identified and explored. Some HRE trainers are under-resourced and therefore unable to sufficiently meet the demands of the workload.

Fourth, all participants focused on recommendations for the HRE Pack Second Edition. The four areas of modules, methodology, text and annex were highlighted as requiring amendment.

Fifth, the planning, programming and tasking for the making and the testing of the HRE Pack was determined, delegated and given a time framework. The process of producing the HRE Pack second edition will strengthen human rights education initiatives in the region ■

# Goodwill Messages :

## ASIAN CULTURAL FORUM ON DEVELOPMENT FOUNDATION

28<sup>th</sup> March 2001  
Bangkok, Thailand

*Dear friends,*

*It is a great pleasure for me to send this well wishing note at the occasion of the regional gathering, entitled "Asian Human Rights Education Trainers Colloquium which held from 1<sup>st</sup> to 6<sup>th</sup> April 20001.*

*As members of the Human Rights trainers family, you all have worked tirelessly to educate our communities in the region on Human Rights. The vast experiences and methodologies used by you are immense importance to be shared with another.*

*It will not only enhance capacities, but also will provide an opportunity to explore new approaches, methodologies, and scopes collectively. This type of collective sharing would pave the way to strengthen our future strategies.*

*The Participatory Learning and Action or Participatory Rural Appraisal (PRA) are some methodologies you may like to use or try out to share your experiences in this vast arena. I am sure your expertise will lead you to achieve the ultimate expected goals of this colloquium.*

*May I take this opportunity to congratulate ARRC, and its Coordinator, Ms. Theresa Limpin for her steel nerved, unbending courage and enthusiasm to organize this timely and appropriate event. ARRC in the past and in the present proved and proves that is one of the best Human Rights Educators in the Region.*

*I also extend my well wishes to all of you, dear friends, for coming to share your expertise with each other.*

*I wish all of you a very pleasant stay in Chiang Mai, and wish the colloquium all the success.*

*Thanking you,*

*Upali Magedaragamage,  
Coordinator  
ACFOD Foundation*

HURIGHTS OSAKA MESSAGE  
to the Asian Human Rights  
Education Trainer's  
Colloquium April 1- 6, 2001  
Chiang Mai, Thailand

*To all the participants and supporters of this colloquium, warm greetings from HURIGHTS OSAKA,*

*We in HURIGHTS OSAKA express our support for this regional gathering of human rights education practitioners. We believe that this kind of activity helps strengthen the human rights education movement in our region.*

*In view of the many challenges facing the people in this region, appropriate human rights education training is needed.*

*We also believe that the role of national groups is indispensable in developing an Asian response to the call of the UN Decade for Human Rights Education (1995-2004). This is the reason why the work of the Asian Regional Resource Center for Human Rights Education is important as a support structure for national groups.*

*We hope that this colloquium brings out the good experiences on human rights education methodology as well as creates a network of human rights education trainers.*

*We know that, you are all qualified for the task and thus we look forward to knowing the results of your discussions and activities.*

*Shinichi Maeda  
Secretary-General  
Asia-Pacific Human Rights Information Center*

## Solidarity Message from the Norwegian Human Rights Fund

### GREETING FROM NORWAY

*Greetings to the ARRC and the participants at the HRE Trainer's Colloquium April 1-6 in Chiang Mai from The Norwegian Human Rights Fund in Norway. We are very happy that ARRC has organized this Colloquium to gather human rights organizations from many parts of Asia.*

*The Norwegian Human Rights Fund was established in 1988 by Norwegian non-governmental organizations to protect and promote human rights internationally. The member organizations share the belief that more international support should be channeled to the first line of defense in the struggle for human rights: local, voluntary human rights activities.*

*As a sponsor of human rights work we are expecting this colloquium to be a venue of development and exchange of human rights methodologies. We are eagerly awaiting the outcome of this training, and we do hope that it will give new inspiration and input to the day-to-day work with difficult tasks of human rights in your respected organizations.*

*The Board of the Norwegian Human Rights Fund wants to express its solidarity with the participating organizations here in Chiang Mai. We wish you all the best in your future work for human rights.*

*Mr. Trond Skarpeteig  
The Norwegian Human Rights Fund*

## Solidarity Message from the Human Rights Resource Center USA, University of Minnesota

*I remember very well the first time I saw the HRE Pack - I was attending the World Conference for Women in Beijing and a colleague, Kristi Rudelius-Palmer from the University of Minnesota Human Rights Center, came running up with it in her hand. We had a friendly struggle over who would get to read through it first. And we have both used it repeatedly since. Just this month, working on a new curriculum on freedom of religion, we sent copies of the essay on "Asian Spirituality and Human Rights" to all the writers. And the completeness and diversity of the HRE Pack has served as a model for the development of the University of Minnesota's Human Rights Education Series.*

*I feel very fortunate to be present, however briefly, in the company of so many distinguished human rights educators as you gather to revise this influential book. When many of us began to work in this field there were few practitioners and few materials. As our numbers grow, let us continue to learn from each other. However different the circumstances of our work and the populations we reach out to, we hold in common the same principles of human rights and the same purpose to build a culture of human rights for the whole human family.*

*Appreciatively,  
Nancy Flowers  
Director  
Human Rights USA Resource Center*

# PARTICIPANTS TO THE ARRC ASIAN HUMAN RIGHTS EDUCATION TRAINER'S COLLOQUIUM

Chiang Mai, Thailand 1-6 April 2001

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