



Human Rights Education in a Globalizing World

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Signals....

Arab Spring

Occupy Movement

Corporate social responsibility

Indigenous peoples rights, women's rights....

People-centered development

Human Rights Aspirations and Inspirations....

- Justice and fairness
- Human dignity and respect
- Empowerment (especially for the most vulnerable and oppressed)
- Carrying out one's responsibilities according to human rights principles (non-discrimination, inclusion, participation)
- Solidarity

Human Rights and Academia

- What responsibility does higher education have in regards to fostering human rights understanding and practices?

Main themes of my Presentation

- HRE and the international HR movement
- Key global trends in HRE
- Ways of approaching HRE in higher education

Definition of Human Rights Education

HRET comprises all educational, training, information, awareness-raising and learning activities/ aimed at promoting universal respect for and observance of all human rights and fundamental freedoms/ and thus contributing to, inter alia, the prevention of human rights violations and abuses/ by providing persons with knowledge, skills and understanding and developing their attitudes and behaviors, to empower them to contribute to the building and promotion of a universal culture of human rights (Article 2, para 1).

Role of Education and Training

- Increased human rights awareness and practices consistent with human rights for state actors (duty bearers, including all those employed by the government)
- Empowerment of non-state actors and rights holders to know and claim their rights and to respect and promote human rights in their daily lives

International Trends

1. Exponential increase in activities of civil society in relation to human rights and HRE since the 1990s.

Growth of HRE within Civil Society

- HRE Networks (international, national)
- HR Networks (all levels, thematic, cross-cutting)
- Civil society networks that address human rights-related themes
- Human rights groups incorporating HRE

Newly established regional HRE networks/ networks that have a strong HRE mandate

- Arab Human Rights Education Network [established in 2004]
- Asia-Pacific Human Rights Education Listserv [2003]
- Balkan Human Rights Network [2002]
- Democracy and Human Rights Education in Europe Network (DARE) [2003]
- Euro-Mediterranean Human Rights Network (Euromed) [1997]
- Human Security Network [1999]
- Red Interamericana de Educación en Derechos Humanos (educa-dh) [2003]
- Réseau Francophone sur l'Éducation en Droits Humains [2004]



Membership of the Global HRE List (1999-2009)

Year	Membership
1999	290
2000	1,300
2001	2,037
2002	3,013
2003	3,245
2004	3,479 (from 150 countries)
2005	3,571
2006	3,627
2007	4,809
2008	5,384
2009	6,023 (from 189 countries)



Our Mission

To provide quality education in and for human rights to ensure accountability and provide an ethical framework for the development of just and peaceable communities.

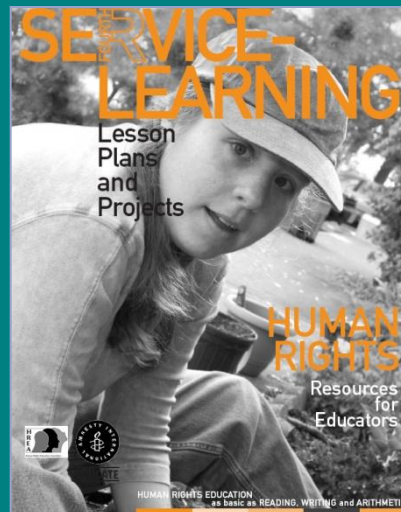
Service Areas

Training of
Human
Rights
Defenders
and
Educators

Education
and learning
materials

On-line
community
building and
networking of
human rights
educators
and activists

Research,
Evaluation
and Policy
Development



HREA's online courses: Examples

- Rapid e-courses are self-paced (can be accessed any time and have no instructor) and take 3-6 hours to complete.
- Specialised 11 week courses on practical human rights topics

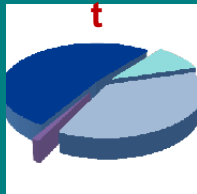
Monitoring



Advocacy



Project management



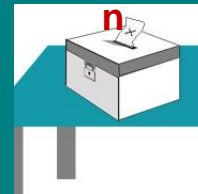
Litigation



Gender mainstreaming



Election observation



Info & communication technology

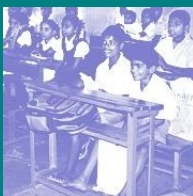


- Short 6 week courses on human rights themes

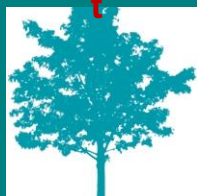
Health



Education



Environment



Tribunals and world courts



Minorities



European system



Development



International Trends

2. Numerous teaching and learning resources available.



International Trends

3. Increased interest in HRE on the part of many governments (although usually not much direct support) .

International Trends

4. Increased policy level support from the UN and other IGOs.

UN Declaration on Human Rights Education and Training

Article 1.1. Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.

UN Declaration on Human Rights Education and Training

Article 7.1. States, and where applicable relevant government authorities, have the primary responsibility to promote and ensure human rights education and training....

World Programme for Human Rights Education

Phase 2: University level and professional trainings institutions, teachers, law enforcement officials and civil servants

International Trends

5. Pressing demand for “evidence” of the results of education and training for human rights.

International Trends

6. Increased interest in human rights within higher education institutions.



Human Rights and Academia

What are the responsibilities of higher education in regards to fostering human rights understanding and practices?

HR as intellectual analyses?

HR as a normative approach to one's own personal and professional activities ?

Human Rights and Academia

- What might be the goals, for students, faculty, life on campus and life after campus?
- What are curricular approaches?
- Who are the actors that could be engaged?
- What are institutional strategies?
- How can such an effort evolve and improve?

Goals for HR/HRE in Academia

Students:

To see the link between HR standards and principles to current events and daily practices – to use a “human rights lens” to interpret societal and global problems

To integrate human rights values into careers choices and practices

To be caring, responsible and active members of the local and global communities

Goals for HR/HRE in Academia

Faculty:

To foster HR learning with students

To actively engage in the application of human rights to their field through practice
(e.g., rule of law)

Scholarship

Goals for HR/HRE in Academia

- HR as a tool for analysis in relation to State policy and international relations (law, politics history)
- HR as principles of practice (non-discrimination, inclusion, participation) (anthropology, sociology; professional practices of the health and medical professions, law enforcement, education)

Goals for HR/HRE in Academia

- HR as a pathway to improved access to justice, development and empowerment of the most vulnerable (economics, humanities, professional practices of development, law, religious life)
- HR as focused on human dignity and freedom (the arts, media)

Curricular Approaches for HR/HRE in Academia

Infused within specific courses, disciplines or highlighted as a cross-cutting theme for campus life?

Academic versus clinical approach? (Human rights studies versus human rights practice.)

Formal and nonformal learning? (Service learning & student groups)

Linked with other themes? (Citizenship, global learning, diversity, social justice)

Actors & Stakeholders for HR/HRE in Academia

- Faculty & administrators
- Students & student organizations
- Implementers of HR: NGOs, IGOs, governmental institutions & think tanks
- Sites for prospective internships and jobs

Actors & Stakeholders for HR/HRE in Academia

- University neighbors (e.g., in the local community)
- Graduate schools
- Supporters of the university (e.g., alumni, potential donors)
- Others within higher education interested in HR

Institutional Strategies for HR/HRE in Academia

- Human Rights Centers (university-wide/multidisciplinary and/or school /discipline-based) with sponsored programming, research and courses
- Degrees: Human Rights majors, minors & certificates
- Internships, fellowships & clinical trainings

Institutional Strategies for HR/HRE in Academia

- Self-organized student groups
- Exchanges & collaborations among faculty and students (within and across universities)
- Exchange of information about HRE research, programs, and opportunities; synthesize and categorize resources; and coordinate joint grant proposals
- Clearinghouse of HRE research

Your point of view

How can HR learning at your college be strengthened and improved?