



6TH INTERNATIONAL  
HUMAN RIGHTS EDUCATION  
CONFERENCE

---

# Conference Program

---

17—19 December | 2015

Presented by





# Final Program Summary

## Thursday, 17 December 2015

Venue	Time	Events
The Hague	9:00—15:30	The Hague Excursion (optional)
Kloostergang	17:30-18:00	Conference Registration
Kloostergang	18:00-19:00	Dinner
Nieuwekerk	19:00-20:15	Opening Ceremony
Kloostergang	20:15-21:30	Reception

## Friday, 18 December 2015

Venue	9:00-9:30	9:30-11:00	11:00-11:30	11:30-13:00	13:00-14:30	14:30-16:00	16:00-16:30	16:30-18:00	18:15-19:00	19:00-22:00
Maquette Zaal	Conference Registration in Voorhal	Panel 7 HRE in Asia	Coffee and Tea Break In Voorhal	Panel 6 HRE in Higher Education	Roundtable Lunch in Burgerzaal	Panel 4 HRE in Secondary Schools	Coffee and Tea Break in Voorhal	Panel 5 Theories of HRE	Book Launch in Burgerzaal	Dinner and Evening Program in Market Square
Raadzaal		Panel 2 HRE in Primary Schools		Panel 24 Roosevelt Legacy		Panel 13 The role of NGO's		Panel 22 Children's Rights Education		
B&W Kamer		Panel 27 HRE Against Radicalization		Panel 12 Raoul Wallenberg Institute		Panel 18 Women's Rights		Panel 23 Educating about the Rights of the Disabled		
Room 13		Panel 34 Amnesty Int.		Panel 26 Human Rights, Pedagogy and Diversity		Panel 25 HRE to prevent radicalization				
Room 14		Panel 17 The Role of HRE on Memory		Panel 20 Position of Migrants		Panel 21 Peace, Conflict and Youth		Panel 9 HRE for Teachers		
Room 16		Panel 15 Global Perspectives on HRE								

## Saturday, 19 December 2015

Venue	8:30-9:00	9:00-10:30	10:30-11:30	11:30-13:00	13:00-14:30
Maquette Zaal	Welcome Morning Coffee in Voorhal	Panel 11 Roles and Responsibility	Poster and Fair with Coffee Break in Voorhal	Closing Session in Burgerzaal	Networking Lunch in Burgerzaal
Raadzaal		Panel 19 The influence of the State on HRE			
B&W Kamer		Panel 8 HRE in Vocational Training			
Room 13		Panel 14 Human Rights in Art, Design and Communication Practice			
Room 14		Panel 16 Freedom of Assembly			

This program provides an overview of the information you will need to know during the conference. Information on speakers and abstracts can be found on the website.

If you have any questions, please do not hesitate to approach the organisation team.

We hope you have wonderful time at the conference.

- Organisation Committee

# Contents

Welcome Message from the Conference Conveners	4
Messages of Support	
<i>Welcome from the Australian Council for Human Rights Education</i>	5
<i>Welcome from the King's Commissioner of Zeeland</i>	6
<i>Welcome from the Prime Minister of Australia</i>	7
<i>Welcome from the Mayor of Middelburg</i>	8
<i>Welcome from the President of the University of Western Sydney</i>	9
<i>Welcome from the Director of Amnesty International Netherlands</i>	10
<i>Welcome from the former director of the UN's Division for Human Rights</i>	11
Conference Organizers	
<i>Advisory Committee</i>	12
<i>Organizing Committee</i>	12
<i>Support Committee</i>	12
Conference Information	13
<i>Campus Map</i>	13
<i>Local Transport</i>	16
<i>Local Map</i>	17
Social Functions	18
Evening Programs	19
Program for Panels	21
Panel Overview	25
Conference Program Addendum	45
Speakers & Abstracts	49
List of Attendees	171
Sponsors	180

## Welcome from the Conference Conveners

A very warm welcome to the 6<sup>th</sup> International Human Rights Education Conference. The conference brings together scholars, practitioners and activists with an interest in education in, for and about human rights from all over the world. After previous editions in Australia, South Africa, Poland, Taiwan and America, this year's edition is organized in the Netherlands, and dedicated to 'Translating Roosevelt's Four Freedoms to Today's World'.

Gathering to discuss human rights education, and to exchange insights and best practices in the field is as important as ever. In spite of the progress made in recognizing the right to human rights education, and in gaining insight on the didactics and pedagogics involved, curricula in all fields of education, all over the world, still lack structural attention for human rights. This, within the context of today's world full of polarization, warfare and socio-economic disparities, calls for respect for human rights and fundamental freedoms, and for tolerance, understanding and friendship among all nations, racial or religious groups.

Education plays a key role in achieving these aims. During the conference, you will discuss human rights education in a variety of settings, for a variety of audiences, through a wide range of methods. It is our sincere hope that the days to come will further your understanding of human rights education, bring new contacts, and strengthen your work in this important field.

The organizing partners, University College Roosevelt and Human Rights Education Associates (HREA), are deeply grateful to the founder of the conference, Sev Ozdowski, for the opportunity to organize this conference, and to our many partners and sponsors. The conference would not have been possible without program manager Laelia Dard-Dascot, as well as Sophie Feintuch and the other colleagues, students, and people within the province of Zeeland and municipality of Middelburg who assisted her.

Wishing you a fruitful and enjoyable conference,



**Frank Elbers**

Executive Director

Human Rights Education Associates (HREA)

Conference Convener



**Prof. Dr. Barbara Oomen**

Dean of University College Roosevelt

Conference Convener

# AUSTRALIAN COUNCIL FOR HUMAN RIGHTS EDUCATION Inc.

---



## Message to the 6<sup>th</sup> International Human Rights Education Conference

I commend Professor Barbara Oomen, Dean, the University College Roosevelt (Utrecht University) in Middelburg, the Netherlands and Mr. Frank Elbers, Executive Director, Human Rights Education Associates (HREA) for convening the Sixth International Conference on Human Rights Education *“Translating Roosevelt’s Four Freedoms to Today’s World”*.



The 2015 conference’s historical objective is to assess the connection between Roosevelt’s four freedoms and human rights today. It will also seek to promote the United Nations’ objectives in human rights education and seek to critically assess the way in which HRE objectives can be translated into practice.

This conference, being the sixth in a series that began in Sydney in 2010, will continue to encourage a forum for the exchange of ideas and information and facilitate open discussion and on Human Rights Education amongst participants.

Participation in this conference will allow students and academics alike, as well as members of the civic community, to share their views and to gain insights from their fellow participants.

I trust that the conference will advance human rights protection to those who need it most.

My best wishes for another successful conference.



**Dr Sev Ozdowski OAM**

Foundation Convenor & Series Coordinator, International Human Rights Conference Series

President, Australian Council for Human Rights Education

2 July 2015

---

**Australian Council for Human Rights Education Incorporated**  
Assoc. number: A0041795J (Victoria) ABN: 61 424 259 933

E MAILS: Office: [ACHRE@live.com.au](mailto:ACHRE@live.com.au) President: Dr Sev Ozdowski OAM [sevozdo@gmail.com](mailto:sevozdo@gmail.com)

WEBSITE: <http://www.humanrightseducationaustralia.com>

## Message from the King's Commissioner of Zeeland

Honourable participants in the 6<sup>th</sup> International Human Rights Education Conference,

'In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms', Franklin Roosevelt told the American Congress nearly 75 years ago. He went on to set out the importance of the freedom of speech and expression, the freedom of worship, and the freedom from want and from fear, everywhere in the world. It were these fundamental freedoms that Eleanor Roosevelt helped translate into the Universal Declaration of Human Rights. As the chair of the Roosevelt Foundation, it is a great honour and a pleasure to welcome you to the province of Zeeland, to discuss how to translate Roosevelt's Four Freedoms to today's world.

The province of Zeeland is a logical place for a conference on this issue. The Roosevelt family emigrated from Zeeland to America in the 17<sup>th</sup> century. Once every two years, the international Four Freedoms Awards are presented to men, women and organizations whose achievements demonstrate a commitment to the Four Freedoms. Former laureates include Malala Yousafzai, Kofi Annan and the Dalai Lama. The Roosevelt foundation, as the organizers of the Four Freedoms Awards, is only one of the three Roosevelt organizations in Middelburg. The Roosevelt Study Center is a research and conference Center that explores the Roosevelt legacy in Transatlantic Relations. University College Roosevelt offers a liberal arts and sciences bachelor program with strong emphasis on education for global citizenship. Together, the three organizations form the Roosevelt triangle, dedicated to strengthening the Roosevelt legacy of internationalism, human rights and transatlantic relations. One way of doing this is via the 'Four Freedoms throughout the year' events, of which this conference forms an example.



Four Freedoms laureate Nelson Mandela once said 'Education is the most powerful weapon which you can use to change the world'. I wish you the best of luck in discussing the way in which education can play a role in strengthening human rights and the Roosevelt legacy.

Most sincerely,

Han Polman

Chair Roosevelt Foundation  
King's Commissioner of Zeeland



PRIME MINISTER

**MESSAGE FROM THE PRIME MINISTER**

**6<sup>th</sup> INTERNATIONAL HUMAN RIGHTS EDUCATION CONFERENCE**

Freedom of speech, expression and religion, and freedom from want and fear are as sought after today as they were when Franklin D. Roosevelt addressed Congress in 1941.

Acts of terrorism around the globe over recent times have reminded us that these hard-fought freedoms can be suddenly undermined.

Human rights are a direct challenge to the proposition that 'might is right'. In essence, human rights education is our first line of defence.

Now more than ever, the continuous and rigorous exchange of ideas will be vital if we are to maintain a global human rights culture that effectively balances security, liberty and the rule of law.

I applaud your commitment to collaboration because, as in the words of Roosevelt, '*our strength is our unity of purpose*'.

A handwritten signature in blue ink, reading "Mal Turnbull".

The Hon Malcolm Turnbull MP  
Prime Minister of Australia

3 December 2015



## Message from the Mayor of Middelburg

Dear guests,

Welcome to the city of Middelburg! I hope that you have travelled here safely, and I wish you an enjoyable and productive stay in our beautiful city.

Middelburg is not only a beautiful medieval town, that looks forward to celebrating its 800<sup>th</sup> anniversary in 2017, but also a town firmly committed to human rights. As a human rights city, for instance, we base our social support policies on the Convention on the Rights of People living with Disabilities. We also function as a shelter city for human rights defenders. In my capacity as representative in the Congress of the Council of Europe, where I hold the human rights portfolio, I emphasize the importance of human rights at the local level. During the IHREC conference, I have invited local authorities to discuss their role in making human rights a reality in the Netherlands.

Much of your conference will take place in our former town hall, which is now home to the University College Roosevelt. As a city, we are very proud of the scientific Liberal Arts and Science bachelor program of Utrecht University, that has been labelled as 'excellent' and that draws students and faculty from all over the world to Middelburg.

Because we feel that your stay in Middelburg should not only be edifying, but also enjoyable, we are proud to offer you a cultural program on Friday evening. You are welcome to taste some real Dutch specialties, to visit the Zeeuws museum and the Zeeuws Archive, and even to go ice-skating!

Wishing you a wonderful stay, and hoping that you will one day return to Middelburg,

Harald Bergmann

Mayor





## MESSAGE FROM THE PRESIDENT

It is with pleasure that I offer my support to the 6th

International Human Rights Education Conference "*Translating Roosevelt's Four Freedoms to Today's World*" to be hosted at University College Roosevelt (Utrecht University) in Middelburg, the Netherlands.

Over the past six years, the IHRE conference series has explored the various facets of Human Rights Education worldwide. The inaugural IHRE Conference, 'Educating for Human Rights, Peace and Intercultural Dialogue' was hosted by the University of Western Sydney in 2010 with successive conferences hosted by the University Kwazulu- Natal in Durban, South Africa; Jagiellonian University in Cracow, Poland; Soochow University, Taipei, Taiwan and the American University, Washington DC, United States of America.

UWS was a fitting place to host the first IHRE conference. Comprising six campuses in Western Sydney- a region that boasts great diversity, opportunity and growth - Western Sydney University is developing a strong international profile through thriving international student programs and successful research endeavours. Together with our commitment to equity and diversity issues, we are determined to maintain a strong emphasis on human rights education.

The 2015 conference historical objective is to assess the connection between Roosevelt's four freedoms and human rights today. It will also seek to promote the United Nations' objectives in human rights education and seek to critically assess the way in which HRE objectives can be translated into practice.

I commend University College Roosevelt for hosting this year's conference and encourage human rights academics and practitioners to participate in this important exchange of ideas. It is a good opportunity to reflect how we can advance peace and justice in our societies.

Professor Barney Glover  
Vice-Chancellor and President



**MESSAGE FROM THE DIRECTOR OF  
AMNESTY INTERNATIONAL NETHERLANDS**



**To the 6<sup>th</sup> International Human Rights Education Conference,**

I fully endorse this year's International Human Rights Education Conference, which has as its theme 'Translating Roosevelt's Four Freedoms to Today's World'.

The fact that Roosevelt's Four Freedoms still resonate so strongly today is testament to the endurance needed for the defense of human rights. In light of today's urgent human rights challenges, like the armed conflicts in the Middle East and the ensuing refugee crisis, we must never lose sight of the fact that human rights are a long-term project. That is why the Dutch section of Amnesty International invests strongly in human rights education, and that is why this Conference is such an important occasion to learn, discuss and share experiences.

At the Dutch section of Amnesty we notice a growing need in society for qualitatively good human rights education. Requests for our educational material on the human rights of refugees, for example, are flooding in. Perhaps more than ever since the International Human Rights Education Conferences started, it is crucial that (young) people learn about the meaning and workings of human rights, and are able to apply this knowledge and these skills in society. This Conference is instrumental in strengthening that capacity.

Furthermore, a very positive aspect of this Conference is the fact that it is attended by many different groups of people from many different countries: students, scholars, teachers and human rights experts. Together they search for cooperation, for example with national human rights institutes, and for the expansion of knowledge through a wide variety of working groups and networks. In other words: this Conference practices what it preaches, and I warmly recommend anyone with an interest in the advancement of basic freedoms and human rights to attend.

**Eduard Nazarski**

Director Amnesty International Netherlands



It is highly commendable that the organizers of this year's sixth International Human Rights Education Conference have chosen "*Translating Roosevelt's Four Freedoms to Today's World*" as the leading theme of the Conference. The host city of Middelburg (the Netherlands) entertains precious historical and current ties with the Roosevelt legacy which, marked by the cherished values inherent in Roosevelt's Four Freedoms, continues to serve as a source of inspiration and a cornerstone in the pursuit of political and social justice. Against this background it is most fitting that the Roosevelt legacy will be appraised in theory and practice of Human Rights Education as a resourceful and strategic means to strengthen universal respect for Human Rights and fundamental freedoms.



Franklin D. Roosevelt was a major driving force in the process leading to the foundation of the United Nations. His untimely death prevented him from being present at the signing and the subsequent entry force of the U.N. Charter. But Roosevelt's vision of peace and justice attainable in world of present and future generations was already impressively articulated in the dark year of 1941 when in his State of the Union speech he unfolded his inspirational message of the Four Freedoms.

The sixth International Human Rights Education Conference holds special promises as it coincides with the 70<sup>th</sup> anniversary of the United Nations. The message of the Four Freedoms was instrumental in the post-World War II era in helping to shape the Universal Declaration of Human Rights. Further, its comprehensive and inclusive scope setting out fundamentals of human dignity and freedom, in particular conveying the values inherent in freedom from fear and freedom from want, have served over the years as a beacon to orient the work and mission of the United Nations.

I warmly commend University College Roosevelt in Middelburg and the Human Rights Education and Training Centre for hosting this important event in the light of the continuing challenges of Roosevelt's inheritance to humankind. I am confident that the commitment and the leadership of the organisers and the active participators of all involved will significantly contribute to a successful outcome and follow up of the Conference.

With all good wishes,

Theo van Boven

Professor Emeritus of International Law, Maastricht University, the Netherlands  
Former United Nations Director of Human Rights and former United Nations Special Rapporteur on Torture

# Organization Team

## ● Conference Conveners

- Prof. Dr. Barbara Oomen, *Dean of University College Roosevelt*
- Frank Elbers, *HREA Executive Director*

## ● Advisory Committee

- Prof. Dr. Barbara Oomen,  
*Dean, University College Roosevelt*
- Frank Elbers,  
*Executive Director, Human Rights Education Associates (HREA)*
- Dr. Sev Ozdowski,  
*Director, Equity and Diversity, Western Sydney University and Chair, Australian Council for Human Rights Education*
- Prof. John Mubangizi,  
*Deputy Vice-Chancellor and Head, College of Law & Management Studies, University of KwaZulu-Natal*
- Prof. Audrey Osler,  
*Professor, Faculty of Humanities and Education Sciences, Institute for Human Rights, Ethics and Diversity, Buskerud University College*
- Prof. Shiow-Duan Hawang,  
*Professor and Chairperson, Chang Fo-chuan Center for the Study of Human Rights, Soochow University*
- Prof. Bogdan Szlachta,  
*Dean of Faculty of International and Political Studies, Jagiellonian University*
- Dr. Felisa Tibbitts,  
*Founder and Senior Advisor, Human Rights Education Associates (HREA)*
- Laelia Dard-Dascot,  
*Project Manager, University College Roosevelt*
- Sophie Feintuch,  
*Program Director, Human Rights Education Associates (HREA)*

## ● Organizing Committee

- Laelia Dard-Dascot, *UCR Project Manager*
- Sophie Feintuch, *HREA Program Director*
- Alexandra K. Alink, *Intern*
- Rebecca Fobbe, *Intern*
- Hannah Nonnenberg, *Intern*

## ● Support Committee

- Gerard van der Wal, *Municipality of Middelburg*
- Simon Jongepier, *Municipality of Middelburg*
- Illy Vermaire, *Province of Zeeland*
- Martien Luteijn, *Designer Middelburg*

## ● Volunteers

A big thank you to all of our volunteers; without them the conference would not have been possible.

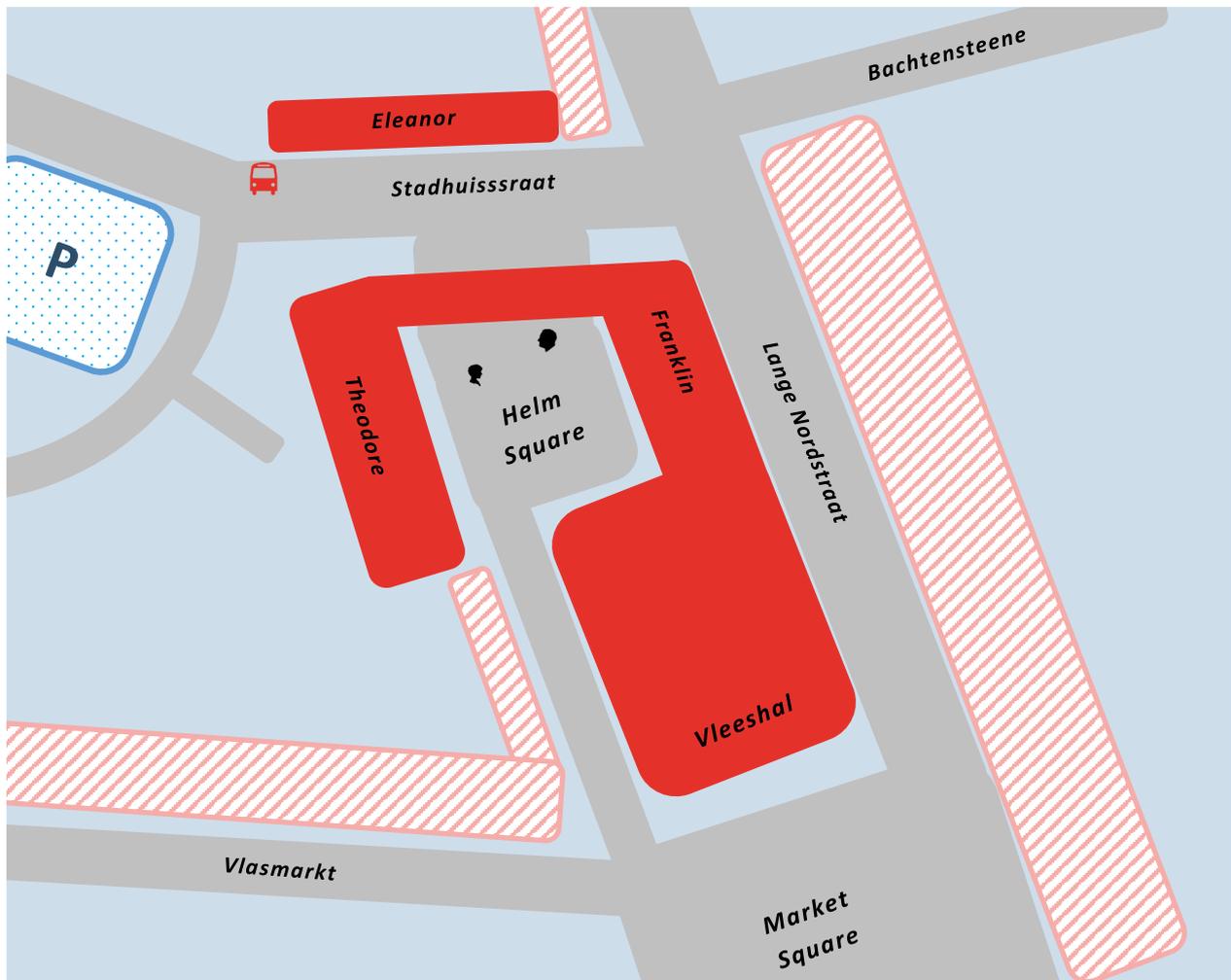
# Conference Information

## ● Venue

The conference will be taking place at University College Roosevelt, in the Franklin building. Further information on the specific locations of the panels, lunches and side events can be found on pages 19-45.

UCR has 3 main locations:

- Franklin (Conference building)
- Eleanor
- Theodore



## Franklin

### Ground Floor

- Room 13
- Room 14
- Room 15
- Trouwzaal

### Floor 1

- Raadzaal
- Burgerzaal
- B&W Kamer

### Floor 2

- Maquette Zaal
- Computer Lab

*(All rooms will be marked, and every floor will have a room directory.)*

## ● Registration Times

Thursday, 17 December 17:30—18:00

Friday, 18 December 9:00—9:30

## ● Conference Opening Session

The opening ceremony will be taking place in the Nieuwe Kerk, Abdij at 19:00 (*map can be found on page 18*), on Thursday, 17 December. Keynote speakers include Dr. Morten Kjaerum, Minister Jet Bussemaker & Dr. Sev Ozdowski.

## ● Conference Closing Session

The closing ceremony will be taking place in the Burgerzaal (in the Franklin building) at 11:30, on Saturday, 19 December.

## ● Internet Access

WIFI will be available for all attendees.

A specific network will be available for the duration of the conference.

## ● Computer Access

Computers and sockets for chargers will be available in each panel room. If a computer is locked, you can ask one of our volunteers to log in. You will be able to upload your presentation on computers using a USB stick.

## ● Mobile Devices

Please ensure that all mobile devices are turned off or silenced during presentations, dinners and ceremonies.

## ● Name Badges

Name badges will be provided for all conference attendees.

Please ensure that you are wearing the badge at all times.

## ● Welcome Bag

During registration, all attendees will receive a welcome bag with the conference program, along with other material provided by sponsors.

## ● Weather Predictions

Due to the location of Middelburg, not only in Western Europe, but also next to the sea, the weather is estimated to be cold, rainy and possibly snowy!

Please bring clothing that is appropriate for these conditions, e.g. gloves, scarves, jackets, etc.



## ● Multifaith Accommodations

Our meditation room will be reserved for religious practice, such as prayer. The room is located on the first floor of the Theodore building.

## ● Refreshments

A large assortment of complimentary refreshments will be provided during breaks. They will be served in the Voorhal on the ground floor.

## ● Special Diets

Please inform the organisation team on the website before the conference of any special dietary requirements or wishes.

## ● Media

Various forms of press will be present during the conference. Your attendance stipulates your agreement to be filmed & photographed.

The conference can also be followed on Facebook (IHREC2015) and Twitter (@6thihrec2015, #ihrec2015).

## ● **Transport Information**

Both the campus of UCR and Middelburg itself are fairly small, and therefore all buildings are reachable by foot. A map outlining main locations can be found on page 18, including the Nieuwe Kerk, train station, hotels, UCR and so on.

Walking is recommended if possible; it rarely takes more than 10 minutes to reach any destination within the centre of Middelburg.

## ● **Public Transport: Bus**

*To Central Station:* The bus stop just outside of UCR, 'Stadhuis', offers a direct route to the central train station of Middelburg. This bus takes approximately 8 minutes, and circulates every 30 minutes.

For specific information on public transport:

*[www.9292ov.nl](http://www.9292ov.nl)*

*[www.connexion.nl](http://www.connexion.nl)*

## ● **Taxis**

Taxis can be arranged via the student desk (left of entrance, Franklin building).

Taxis are also readily available at the central train station.

Should you wish to arrange your own taxi:

*0900 Taxiservice: 0900-8294737*

*Budget Taxi: 0630101015*

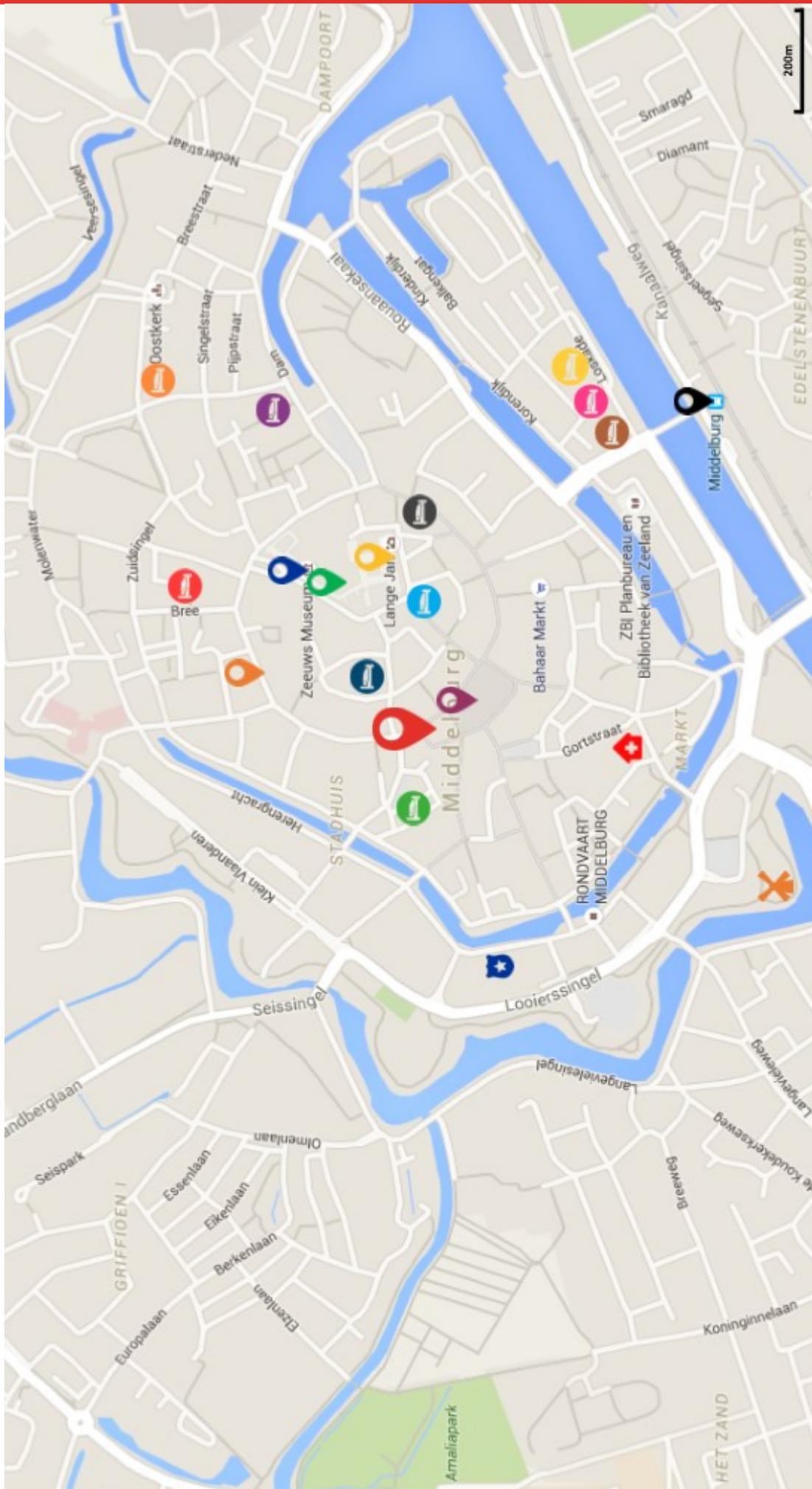
*Taxi at Sea: 0118-435106*

## ● **Parking**

A number of prepaid parking tickets will be distributed at the conference. If you are planning to come by car, you should park in one of the underground parking lots in Middelburg. You will then be able to use a prepaid card to leave the parking lot. You can ask for a prepaid ticket at the registration desk.

## ● **Shuttle Service**

A shuttle service will be provided for guests of the Van der Valk Hotel. The schedule can be found at the hotel directly.



## Legend

- |  |                                    |  |                                       |  |                              |
|--|------------------------------------|--|---------------------------------------|--|------------------------------|
|  | University College Roosevelt (UCR) |  | Hotel The Roosevelt                   |  | B&B 't Poorthuys             |
|  | Zeeuws Museum                      |  | Hotel De Nieuwe Doelen                |  | B&B Het Wisselvallig Fortuin |
|  | Nieuwe Kerk                        |  | Hotel Aan De Dam                      |  | B&B De Kloostertuin          |
|  | Kloostergang, Abdij                |  | Fletcher Hotel-Restaurant Du Commerce |  | B&B De Kaepstander           |
|  | Market Square                      |  | Budget Hotel Le Beau Rivage           |  | B&B Slapen bij Scherp        |
|  | Central Train Station              |  |                                       |  |                              |
|  | Zeeuws Archives                    |  |                                       |  |                              |
|  | Medical Clinic                     |  |                                       |  |                              |
|  | Police Station                     |  |                                       |  |                              |
|  | Windmill 'De Hoop'                 |  |                                       |  |                              |

# Social Functions

## ● Conference Dinner

The conference dinner will be held in the Kloostergang on Thursday, 17 December from 18.00-19.00. The dinner will consist of a walking buffet.

## ● Opening Ceremony and Reception

The opening ceremony will follow dinner on Thursday, 17 December in the Nieuwe Kerk, Abdij from 19.00-20.15. After dinner, attendees are invited to a reception back in the Kloostergang, Abdij from 20:15-21:30.

## ● Roundtable Lunch

During lunch on Friday, attendees are welcome to join a roundtable discussion. Five tables will be set up with discussion topics, and attendees may choose to join any of the discussions of interest. The roundtable discussions will take place in the Burgerzaal from 13.00-14.30.

## ● Evening Programs

On Friday evening, attendees are invited for a light dinner of traditional Dutch foods from 19.00-20.00 in the Market Square. Dinner will be followed by three cultural activities. More information on the on the evening activities is available on the next two pages.

## ● Instructions for Session Chairs

Concurrent sessions run for 90 minutes, and each presenter has a 15-minute timeslot, followed by a group discussion/Q&A at the end of all presentations, facilitated by the chair. Chairs will be provided with 5-minute and 1-minute time cards for use during each presentation. To facilitate movement between sessions and to ensure the program runs to schedule, please adhere to the program as provided.

## ● Instructions for Presenters

Individual presentation timeslot are 15 minutes each. A group discussion/Q&A will be facilitated by the chair at the end of all 4 presentations in the concurrent session. Please be in your session room 10 minutes early . If using a PowerPoint presentation, please bring your file on a USB stick to the room of your presentation during the break before your session, or 20 minutes before the start of the day's proceedings. A volunteer will assist with uploading your presentation.

## ● Publication of Conference Papers

A set of proceedings may be published either in print or online. The decision will be made after the conference.

# Evening Programs

6th International Human Rights Education Conference 2015 | 17 - 19 December

## Winter Market (Dinner)

19:00 - 20:00

Enjoy a hot chocolate or a mulled wine, accompanied by a traditional Dutch meal whilst taking in the cosy atmosphere of the Winter Market.

## Zeeuws Museum

20:00 - 22:00

Take an exclusive and unique tour through Zeeland's rich history, from clothes to tapestries, through the landmark that is the Zeeuws Museum! Every guest will be given one free drink.

## Zeeuws Archives

20:00 - 22:00

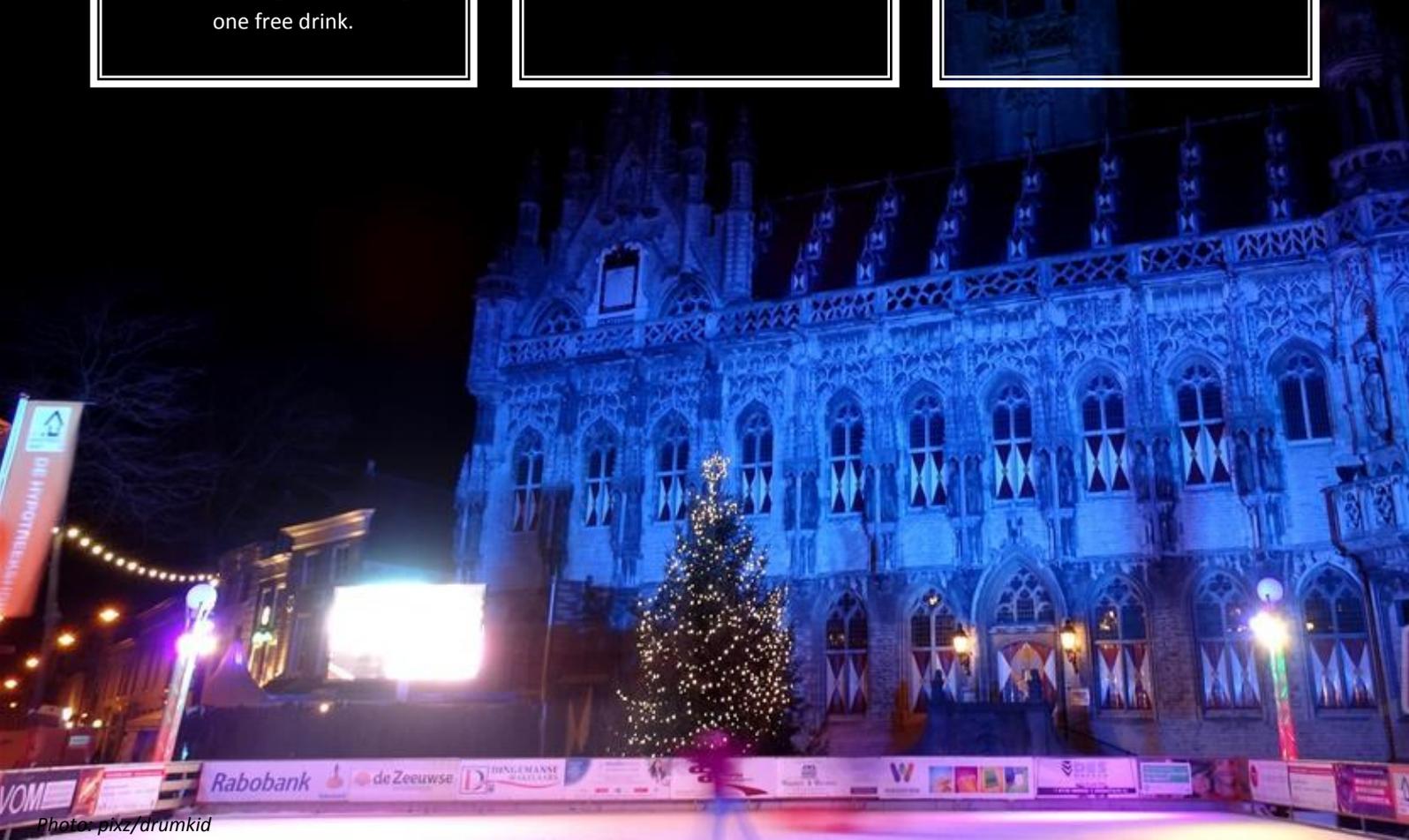
The regional archives are key to understanding Dutch history, and understanding the impact today of the slave trade conducted by and in the Netherlands in the past.

## Winter Market (Ice Skating)

20:00 - 22:00

Have a go at one of the Netherlands' most beloved sports and pastimes: ice skating!

*Note: Gloves are mandatory for skaters.*





## Winter Market

Ten Middelburg establishments offer an atmospheric winter market with a diverse arrangement of products along with live entertainment. Enjoy a complimentary **dinner** with:

- 2 drink vouchers
- Smoked Sausage Sandwich & Pea Soup
- Unlimited 'oliebollen'

Those who want to test their **ice-skating** skills are welcome to enter the rink. All attendees will receive

- 1 ice skating pass, including helmet and skates



## Zeeuws Museum

The Zeeuws Museum has over 30,000 art treasures that recall Zeeland's past. The varied collection includes the famous Zeeland tapestries and the historical collection of the Royal Zeeland Scientific Society, with unusual objects such as a baby dragon, an ivory pocket sundial and an Indian headdress. The museum also contains the Province of Zeeland's collection of contemporary art, including work by Marinus Boezem, Piet Dieleman and Jan van Munster.

### **Program Outline:**

- Activity: 'Handwerk', folding Zeeuwse hats
- Story tour of hall 'Sign of the Times', 2 guides (1.5 hours), **OR**
- Story tour of hall 'Fashion/Traditional Dress', 1 guide (1.5 hours)
- Tour/Discussion by Marjan Ruiter in tapestry hall (30 minutes)
- 'Unforgettable Zeeuws Museum'

(Website: <http://www.zeeuwsmuseum.nl/en/home-2014>)



## Zeeuws Archives

The Zeeuws Archives house records of the region's historic links to colonialism and the Transatlantic Slave Trade. There are countless individuals for whom the legacy of the slave trade is an integral part of their cultural identity. The Zeeland Archives has used its archival materials to let the past speak in order to foster a better understanding of our shared heritage. On invitation of the president of the United Nations Human Rights Council the Zeeland Archives presented its project in March 2015 in Geneva, Switzerland, in the debate on the state of racial discrimination worldwide during the 28<sup>th</sup> session of the Human Rights Council.

### **Program Outline:**

- Introduction to the Zeeland Archives, Archives of the MCC including 114 slave voyages
- Tour of the depots and presentation of the MCC archives
- Tour of the 'Van de Perre House', an 18<sup>th</sup> century city palace

(Website: <http://www.zeeuwsarchieff.nl/>)

# Program

## *Welcome Reception*

*Thursday, 17 December 2015*

Venue	Kloostergang, Abdij, 4331 BK Middelburg
17.30-18.00	Registration
18.00 - 19:00	Dinner
Venue	Nieuwe Kerk , Abdij, 4331 BK Middelburg
19.00-20.15	Conference Opening Ceremony
	<p><i>Opening:</i> Drs. <b>J.M.M. Polman</b>, Roosevelt Foundation, King's Commissioner of Zeeland</p> <p><i>Introductory Speech:</i> Dr. <b>Morten Kjaerum</b>, Head of Raoul Wallenberg Institute of Human Rights and Humanitarian Law</p> <p><i>Music by the Roosevelt College Choir</i></p> <p><i>Keynote Speech:</i> Dr. M. <b>Jet Bussemaker</b>, Dutch Minister for Education, Culture and Science</p> <p><i>Introduction to the Conference:</i> Dr. <b>Sev Ozdowski</b>, Foundation Convener &amp; Series Coordinator, International Human Rights Education Conferences</p> <p><i>Reflection on Previous Conferences:</i> Dr. <b>Reinhild Otte</b>, Former Chair of the Council of Europe Ad Hoc Advisory Group on Education for Democratic Citizenship and Human Rights</p> <p><i>Official Launch of the Conference:</i> Prof. Dr. <b>Barbara Oomen</b>, Conference Co-Convener</p>
Venue	Kloostergang, Abdij, 4331 BK Middelburg
20:15-21:30	Reception

## Friday, 18 December 2015

### Day 1 Panels: Session A & B

Venue	University College Roosevelt – Voorhal – Markt, Middelburg				
09:00 -09:30	Registration				
09:30 -11:00	Parallel Panel Session A				
Venue	Maquette zaal	Raadzaal	B&W Kamer	Room 13	Room 14
	<p>Panel 7</p> <p><b>Human Rights Education in Asia</b></p> <p>Chair: Siri Skåre</p> <p><i>This panel starts at 9:15!!</i></p>	<p>Panel 2</p> <p><b>HRE in Primary Schools</b></p> <p>Chair: Vicki Haverkate</p>	<p>Panel 27</p> <p><b>HRE against Radicalization</b></p> <p>Chair: Dr. Marcin Sklad</p>	<p>Panel 34</p> <p><b>Amnesty's HRE Strategies and Programmes</b></p> <p>Chair: Dr. Barbara Weber</p>	<p>Panel 17</p> <p><b>The Role of HRE for Memory</b></p> <p>Chair: Dr. Anja Mihr</p>
Venue	Voorhaal				
11:00 -11:30	Coffee and Tea Break				

11:30-13:00	Panel Parallel Session B				
Venue	Maquette zaal	Raadzaal	B&W Kamer	Room 13	Room 14
	<p>Panel 6</p> <p><b>HRE in Higher Education</b></p> <p>Chair: Dr. Sev Ozdowski</p>	<p>Panel 24</p> <p><b>Roosevelt Legacy</b></p> <p>Chair: Dr. Hans Krabbendam</p>	<p>Panel 12</p> <p><b>Raoul Wallenberg Institute: Support to HRE and Research around the World</b></p> <p>Chair: Dr. Morten Kjaerum</p>	<p>Panel 26</p> <p><b>Human Rights, Pedagogy and Diversity Teacher's Responses to Extremism</b></p> <p>Chair: Dr. Audrey Osler</p>	<p>Panel 20</p> <p><b>HRE and the Position of Migrants in Western Societies</b></p> <p>Chair: Dr. Adriana Van Dooijeweert</p>
Venue	Burgerzaal				
13:00-14:30	Lunch—Roundtable discussions				

*(Further information on the panels in session A & B can be found on pages 26-45)*

# Friday, 18 December 2015

## Day 1 Panels: Session C & D

14:30-16:00	Panel Parallel Session C				
Venue	Maquette zaal	Raadzaal	B&W Kamer	Room 13	Room 14
	<p>Panel 4</p> <p><b>Human Rights Education in Secondary Schools</b></p> <p>Chair: Dr. Greg Mannion</p>	<p>Panel 13</p> <p><b>The Role of NGOs in Implementing Human Rights</b></p> <p>Chair: Dr. Eduard Nazarski</p>	<p>Panel 18</p> <p><b>Human Rights Education for Strengthening Women's Rights</b></p> <p>Chair: Dr. Nancy Mykoff</p>	<p>Panel 25</p> <p><b>HRE to Prevent Radicalization: Challenges and Limits of Existing Approaches in Europe and the MENA Region</b></p> <p>Chair: Dr. David Connolly</p>	<p>Panel 21</p> <p><b>Peace, Conflict, and Youth – Applying the Standards of the CRC over the World</b></p> <p>Chair: Dr. Audrey Osler</p>
Venue	Voorhaal				
16:00-16:30	Coffee and Tea Break				

16:30-18:00	Panel Parallel Session D			
Venue	Maquette zaal	Raadzaal	B&W Kamer	Room 13
	<p>Panel 5</p> <p><b>Theories of Human Rights Education</b></p> <p>Chair: Dr. Yvonne Donders</p>	<p>Panel 22</p> <p><b>Children's Rights Education</b></p> <p>Chair: Dr. Sev Ozdowski</p>	<p>Panel 23</p> <p><b>Educating about the Rights of the Disabled</b></p> <p>Chair: Frank Elbers (tbc)</p>	<p>Panel 9</p> <p><b>Human Rights Education for Teachers</b></p> <p>Chair: Prof. Dr. Barbara Oomen (tbc)</p>
Venue	Burgerzaal			
18:15-19:00	Going Glocal Book Launch with Mayor H. Bergmann, followed by reception			
Venue	Market Square, Middelburg			
19:00-20:00	Dinner (sponsored by Delta N.V.)			
20:00-22:00	Cultural Evening (sponsored by Delta N.V.)			

(Further information on the panels in session C & D can be found on pages 26-45)

# Saturday, 19 December 2015

## Day 2 Panels: Session E

08:30-09:00	Welcome Morning Coffee				
09:00-10:30	Panel Parallel Session E				
Venue	Maquette zaal	Raadzaal	B&W Kamer	Room 13	Room 14
	<p>Panel 11</p> <p><b>Governments, National Human Rights Commissions and NGOs</b></p> <p>Chair: Dr. Felisa Tibbitts</p>	<p>Panel 19</p> <p><b>The Influence of the State on Human Rights Education</b></p> <p>Chair: Dr. Antoine C. Buyse</p>	<p>Panel 8</p> <p><b>Human Rights Education in Vocational Training</b></p> <p>Chair: Alicia Dibbets</p>	<p>Panel 14</p> <p><b>Human Rights in Art, Design and Communication Practice</b></p> <p>Chair: Dr. Anya Luscombe</p>	<p>Panel 16</p> <p><b>Freedom of Assembly – China, Hong Kong and Taiwan</b></p> <p>Chair: Dr. Jau-Wei Dan</p>
Venue	Voorhaal				
10:30-11:30	Poster and Fair with Coffee Break				
	<p>Presentation of current projects and recent research on human rights education.</p> <p>Display of material related to human rights education.</p>				

Venue	Burgerzaal
11:30-13:00	Closing Session
	<p>Chaired by the advisory committee.</p> <p>Reflection on the conference, discussing the way forward.</p>
Venue	Burgerzaal
13:00-14:30	Networking Lunch

*(Further information on the panels in session E can be found on pages 26-45)*

# Panel Overview

Panel 2	
Name	Human Rights Education in Primary Schools
Chair	<b>Vicki Haverkate</b> , M.A., University College Roosevelt, Middelburg, The Netherlands
Time	Friday 9:30 – 11:00
	<p>Human rights education and the creation of a human rights culture start at the primary school level. Human rights education can, however, also be deemed to contentious, or too abstract for primary school children. In addition, specific groups of schoolchildren, like those who have experienced violent conflict, or are subject to discrimination, also call for specific pedagogical approaches. In all cases, it is clear that a whole-school approach, in combination with support to teachers and specific pedagogies, seems to be the key to successful human rights education in the primary school context. In this panel, experts on human rights education in primary schools will compare experiences and empirical research findings.</p> <p>Presenters:</p> <ul style="list-style-type: none"><li>• <b>Alison Struthers</b>, 'Addressing the Controversy Surrounding Human Rights Education in Formal Schooling', University of Warwick, England</li><li>• <b>Dr. Robin Elizabeth Hancock</b>, 'All of This is Yours: Global Citizenship Education as Emancipatory Practice for African American Preschoolers', Department of Curriculum and Teaching, Teachers College, Columbia University</li><li>• <b>Tara Rao</b>, 'H for HRE: Human Rights Education for a Rights Respecting Society', Amnesty International India</li></ul>

**Panel 4**

Name	Human Rights Education in Secondary Schools
Chair	Dr. <b>Greg Mannion</b> , University of Sterling, Scotland, the UK
Time	Friday 14.30 – 16.00
	<p>Human rights education is generally understood as education about, via and for human rights. This panel is concerned with the translation of this general principle into human rights education in secondary schools. In introducing human rights education to secondary school curricula, what elements are highlighted, and which are lost? How to ensure pupil participation in strengthening rights-based education? How to ensure that human rights do not remain abstract principles, but are translated into real life concerns for high school pupils? How can various courses taught at high school, like language education, further human rights education an intercultural understanding? How to stimulate not only understanding and a sense of connectedness, but also a sense of agency?</p> <p>Presenters:</p> <ul style="list-style-type: none"><li>• Dr. <b>Greg Mannion</b>, 'Researching Children's 'Rights-in-Relation' from Pupils' Perspectives: How Addressing Participation Rights in School Supports Achievement and Attainment', University of Sterling, Scotland</li><li>• Dr. <b>Thomas Nygren</b>, 'Students Thinking and Caring about Indigenous Peoples' Human Rights', Uppsala University, Sweden</li><li>• Dr. <b>Silke Vogelsang</b>, 'Lost in Translation? Common Humanity as our True Lingua Franca. A Literature Review on the Notion of Common Humanity and its Place in Foreign Language Classrooms', University College Roosevelt, The Netherlands</li><li>• <b>Sandra Sirota and S. Garnett Russell</b>, 'Human Rights Education and Agency among Secondary School Students in New York City', Columbia University, NYC, USA</li><li>• <b>Frida L. Nilsson</b>, 'Empty Rights Human Rights in Swedish Upper Secondary School Curricula 1970 - 2011', Lund University, Sweden</li></ul>

<b>Panel 5</b>	
Name	Theories of Human Rights Education
Chair	Dr. <b>Yvonne Donders</b> , Professor of International Human Rights, University of Amsterdam, the Netherlands
Time	Friday 16.30 – 18.00
	<p>Human rights education is understood as education about, through and for human rights. This being said, theories underlying human rights education continue to evolve. Contributors to this panel highlight some of these evolving theories. Dr F. Tibbitts, for instance, revisits her often-cited models for categorizing human rights education as values and awareness, accountability and transformation. How to make the connection between human rights education and inclusion and participation? How to conceptualize, to give another example, identity as a cornerstone in human rights education? A final, fundamental discussion is how human rights education can counter critiques of being instrumentalized by neoliberal globalization, and come to include a counter-hegemonic perspective.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• Dr. <b>Felisa Tibbitts</b>, ‘Evolution of Human Rights Education Models’, Institute of Reconciliation and Social Justice, University of the Free State, South Africa</li> <li>• Dr. <b>Ana María Rodino</b>, ‘Revisiting Identity from a Human Rights Education Perspective’, Inter-American Institute of Human Rights, Costa Rica</li> <li>• <b>Mareike Niendorf</b>, ‘Inclusion and Participation as a Principles of Human Rights Education’, German Institute for Human Rights, Department Human Rights Education, Germany</li> <li>• <b>Catarina Alexandra de Marcelino Gomes</b>, ‘Human Rights Education: a Tool for Social Emancipation’ lus Gentium Conimbrigae, Portugal</li> <li>• Dr. <b>Johannes Morsink</b>, A Global Text for Global Human Rights Education: A North American Perspective, Drew University, USA</li> </ul>

<b>Panel 6</b>	
Name	Human Rights Education in Higher Education
Chair	Dr. <b>Sev Ozdowski</b> , Chair, Australian Council for Human Rights Education
Time	Friday 11.30 – 13.00
	<p>The degree to which universities, and other institutions of higher learning, should engage in human rights education, is still subject to a great deal of debate. Nevertheless, programs like those in the field of service learning have mushroomed all over the world in the past decades, aiming to strengthen connections between universities and the community, and to equip students with critical skills in the field of global citizenship. In this panel, panellists compare human rights education and service learning in different settings, differing from a community college to law school, and in different parts of the world.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• Dr. <b>Elizabeth Bryant</b>, ‘The Challenges of Human Rights Education in a Community College Setting’, Valencia College, Orlando, USA</li> <li>• Dr. <b>Zhang Wanhong &amp; Gao Wei</b>, ‘After Public Interest Service: An Empirical Impact Evaluation of Human Rights Clinic at a Chinese Law School’, Wuhan University Public Interest and Development Law Institute</li> <li>• Dr. <b>Xiaonan Liu</b>, ‘Anti-discrimination Legislation and Education in China’, China University of Political Science and Law</li> <li>• <b>Carol-Joy Patrick</b>, ‘Using Service Learning Courses to Provide Practical Platforms for Students to Experience Human Rights Obligations First-hand and Improve their Commitment to Democratic Citizenship’, Griffith University, Australia</li> </ul>

<b>Panel 7</b>	
Name	Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China
Chair	<b>Siri Skåre</b> , Director International Programme Division, NCHR
Time	Friday 9.15 – 11.00
	<p>This panel focuses on expectations to and experiences from engaging in Human Rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the ‘push factors’ and new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of Human Rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Anne Kari Bråtveit Johansen</b>, ‘China: Chinese National Policies on HRE: Experiences, Opportunities and Challenges’, Adviser, China Programme, NCHR</li> <li>• Dr. <b>Yang Soncai</b>, ‘Human Rights Training of Judges in Guangdong’, Human Rights Research Centre and National HRE and training base, Guangzhou University</li> <li>• Dr. <b>Huong Ngo</b>, ‘Vietnam: Human Rights Education in Vietnam and ASEAN’, Vietnam Programme Consultant</li> <li>• <b>Aksel Tømte</b>, ‘Indonesia: The Relevance of HRE at Grassroot Level’, Adviser, Indonesia Programme, NCHR</li> <li>• <b>Windi Arini Imam</b>, ‘Indonesia: Human Rights Training of Military Officials’, Indonesia Programme Consultant</li> <li>• Dr. <b>Anna Maria Lundberg</b>, ‘China: Teaching Minority Rights in China: Research-based Teaching at Yunnan University’, Associate Professor, NCHR</li> </ul>

<b>Panel 8</b>	
Name	Human Rights Education in Vocational Training
Chair	<b>Alicia Dibbets</b> , Independent Human Rights Researcher & Trainer
Time	Saturday 09.00 – 10.30
	<p>How also to empower young people outside of formal programs, like in the favela in Brazil, by means of and for the realization of Human Rights? How to build Human Rights into vocational curricula, for instance of social work programs? How to also ensure that professionals in those fields that severely impact Human Rights apply Human Rights insights into their daily practice? One example is the way in which the health profession can draw inspiration from Human Rights and play a role in realizing them in contexts ranging from the US to Pakistan. Another is the way in which the UDHR can form a founding stone for Human Rights education for prison officers.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Janaina Pereira Antunes</b>, ‘The Role of Non-state Actors in Human Rights Education: Reflections from the Perspective of a Research and Experience in Rio de Janeiro, Brazil</li> <li>• Dr. <b>Joseph Wronka</b>, ‘Human Rights as the Bedrock of Social Justice: Implications for the Helping and Health Professions’, Springfield College</li> <li>• <b>Michiel Lichtenberg, Saskia Maarsen, Joep Holten</b>, ‘Human Rights Education in the Social Work Curriculum of the University of Applied Sciences of Amsterdam’</li> </ul>

<b>Panel 9</b>	
Name	Human Rights Education for Teachers
Chair	Prof. Dr. <b>Barbara Oomen</b> (tbc), Dean of University College Roosevelt, the Netherlands
Time	Friday 16.30 - 18.00
	<p>Teachers, as is often recognized, can play a key role in human rights education. Nevertheless, teacher training colleges often hardly pay attention to the practice and the pedagogics of human rights education. In this panel, panellists first investigate the attitudes of teachers – in this case preservice social studies teachers in Turkey – towards education for global citizenship and human rights education. The Danish Institute for Human Rights subsequently presents an innovative approach to introducing human rights in teaching education programs. Training the trainers, for instance on themes as discrimination, does require a specific approach, that is addressed in the final paper in this panel.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Cecilia Decara</b>, ‘Strategic Collaboration with Teacher Educations’, The Danish Institute for Human Rights</li> <li>● <b>Gabriela Martinez</b>, ‘What is Needed to Teach Human Rights? Deconstructing Educators’ Professional Knowledge and Teaching Practices’, PhD Candidate, University of Cambridge, UK</li> <li>● <b>Vicki Haverkate</b>, ‘The Past Needs Human Rights Too: Why the Approach to Transatlantic Slavery in Dutch Schools Matters’, University College Roosevelt, Middelburg</li> <li>● <b>Louise Métrich</b>, ‘Implementation of Human Rights Education in Schools – Case Study on Hungary’, Tom Lantos Institute, Budapest, Hungary</li> </ul>

<b>Panel 11</b>	
Name	Governments, National Human Rights Institutions and Intergovernmental Organizations: Roles and Responsibility, Challenges and Good Practices in the Area of Human Rights education
Chair	Dr. <b>Felisa Tibbitts</b> , Institute of Reconciliation and Social Justice, University of the Free State, South Africa
Time	Saturday 09.00 – 10.30
	<p>The panel will present papers on Human Rights education responsibilities and roles of key actors including states, intergovernmental organizations and National Human Rights Institutions. We will discuss how these actors can be supported, but also challenged in their human rights education activities. Key questions include: How can the quality of human rights education be raised? How can pedagogy standards, guidelines and policy advice help in this endeavor? How does the Council of Europe interact with the member states and other partners in the field of human rights education? How can National Human Rights Institutions move to a more unified and systematic approach to strategically implement their human rights education mandate? What can we learn from experiences in the field of policy advice on human rights education?</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Jonneke Naber</b>, ‘Opportunities for Human Rights Education in the Netherlands’, Netherlands Institute of Human Rights, Utrecht, the Netherlands</li> <li>● <b>Yulia Pererva</b>, ‘Addressing Extremism and Radicalisation through Human Rights Education’, Education Department, Council of Europe</li> <li>● Dr. <b>Sandra Reitz</b>, ‘Experiences of the German Institute for Human Rights in the Field of Policy Advice on Human Rights Education’, Head of HRE Department, German Institute for Human Rights:</li> <li>● <b>Olga Ege</b>, ‘A Discussion and Presentation of the Draft Strategic Guideline: Strengthening Human Rights Education: An Inspirational Tool to Guide NHRIs to a Strategic and Systematic Approach to HRE’, Special Advisor at the Danish Institute for Human Rights (DIHR):</li> </ul>

<b>Panel 12</b>	
Name	Raoul Wallenberg Institute: Support to Human Rights Education and Research around the World - Strategies, Methods and Results
Chair	Dr. <b>Morten Kjaerum</b> , Director, Raoul Wallenberg Institute, Lund, Sweden
Time	Friday 11.30 – 13.00
	<p>The Panel will highlight the work of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law (the Institute) in promoting human rights through education and research at academic and professional institutions around the world for over three decades. Strategies, methods and results will be discussed at both a general level and from a national/regional perspective. The Institute’s rationale for focusing large portions of its work on support to human rights education and research at academic and professional institutions will be reviewed, including how higher education contribute to greater human rights enjoyment within society at large. The five panellists will present experiences from supporting institutions in different parts of the world from a very practical perspective. Lessons learned from the different settings will be discussed and compared and both institutional and personal know-hows will be shared.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Andreas Ljungholm</b>, ‘Support to Human Rights Education and Research in Cambodia – A Unique Programme’, Head of Cambodia Office, RWI</li> <li>● <b>Ville Forsman</b>, ‘Supporting a More Human Rights Responsive Justice Sector in Turkey’, Head of Istanbul Office, RWI</li> <li>● <b>Merethe Borge MacLeod</b>, ‘How to Bring Human Rights Education to 150,000 Prosecutors?’, Head of China Office, RWI</li> <li>● <b>Amelie Sällfors</b>, ‘Working with Human Rights and Gender Equality Education, Research and Outreach at Universities in Belarus – RWI’s Experiences’, Programme Officer, RWI</li> <li>● <b>Nieves Molina Clemente</b>, ‘The Role of National Human Rights Institutions to Promote Equality and Inclusive Societies’, Head NHRI Unit RWI</li> <li>● <b>Carla Boukheir</b>, ‘Support to Human Rights Mainstreaming in the Middle East and North Africa (MENA) – An Innovative Methodology?’, Head of Amman Regional Office, RWI</li> </ul>

<b>Panel 13</b>	
Name	The Role of NGOs in Implementing Human Rights Education
Chair	Dr. <b>Eduard Nazarski</b> , Chair of Amnesty International, Amsterdam, the Netherlands
Time	Friday 14.30 – 16. 00
	<p>Whereas human rights education is, in terms of international law, a state obligation, its actual implementation is often taken up by NGOs, large and small, local and international. This panel focuses on the practice of NGOs involved in human rights education from all over the world.</p> <p>What are effective workshops to strengthen human rights understanding amongst professional audiences, for instance in Chile? How to make use of human rights education to strengthen the position of strongly marginalized communities, for instance in Bangladesh? How does the material in the field of human rights education compare to materials provided by the government and the National Human Rights Institute, in this case in Turkey? What are the effects of the large-scale project on human rights friendly schools, set up by Amnesty? In the panel, instances of innovation in human rights education are compared, for instance the way in which Australian NGOs and scholars made use of Australia’s bid for a seat on the Human Rights Council to educate Australians about the country’s human rights obligations.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• Dr. <b>Gulsen Kaya</b>, ‘Materials on Human Rights Education in Turkey: A Comparison’, Social Sciences University of Ankara, Turkey</li> <li>• Dr. <b>Wendy O’Brien</b>, ‘ Leveraging International Law to Achieve Human Rights Education: The Role of Non-state Actors’. Deakin University, Australia</li> <li>• <b>Tania Manríquez Roa</b>, ‘ Non-state Actors’ Tailored Training in Human Rights’, Center for Human Rights – Faculty of Law, University of Chile</li> <li>• <b>Shayne Smart</b>, ‘ The Geneva Conventions in Pictures’, XPLANE. Switzerland</li> </ul>

<b>Panel 14</b>	
Name	Human Rights in Art, Design and Communication Practice
Chair	Dr. <b>Anya Luscombe</b> , University College Roosevelt, Middelburg, the Netherlands
Time	Saturday 9.00 - 10.30
	<p>Whether it's painting or poetry, music or theatre, the arts manage to transmit an understanding of the value of freedom, and the pain involved in human rights violations, that texts cannot. In addition, art in itself forms the ultimate celebration of the freedom of expression. Similarly, the media also play a key role in assuring freedom of expression and writing about human rights. In this panel, a number of experts compare how the arts and the media can contribute to human rights education. This panel will focus on communication practices through art, the media and social media, highlighting how storytelling on human rights education is constructed</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Aquino Hayunta</b>, 'Art as an Entry Point to Human Rights Education', Indonesia Art Coalition, Indonesia</li> <li>• <b>Graeme Bristol</b>, 'The Human Rights City', Center For Architecture &amp; Human Rights, Canada</li> <li>• <b>Shayne Smart</b>, 'The Geneva Convention in Pictures', XPlane, Switzerland</li> <li>• <b>Majda El Muhtaj</b>, 'Media and Human Rights in Indonesia: The Role of Journalists Professional Organizations for Human Rights Education in North Sumatra, Indonesia', Chairperson Center for Human Rights Studies, State University of Medan</li> </ul>

<b>Panel 16</b>	
Name	Implementation of HRE: Freedom of Assembly: A Comparative Analysis of China, Hong Kong and Taiwan
Chair	Dr. <b>Jau-Wei Dan</b> , Soochow University, Taipei, Taiwan
Time	Saturday 09.00 – 10.45
	<p>This panel is constituted of 4 participants from Department of Political Science and Human Rights Program at Soochow University in Taiwan and 1 participant from Department of Education at University of Taipei. Professor Jau-wei Dan will be the moderator of this panel. Professor Shioh-Duan Hawang teaches in both faculties with expertise in comparative and congressional politics and political rights. Another 3 members are PhD or MA students from different country or region with their local understanding and passion on the democratic performance of assembly.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Dr. Shioh-Duan Hawang</b>, ‘Could Assemblies Become Regional Educators of Democracy: A Comparative Analysis of China, Hong Kong and Taiwan’, Professor, Department of Political Science, Soochow University, Taiwan</li> <li>● <b>Xu-Dong Cai</b>, ‘How Collective Resistance Takes Place in China: A Study of Environmental Protests since 2007’, PhD Student, Department of Political Science, Soochow University, Taiwan</li> <li>● <b>Ho-Yee Ip</b>, ‘The Political Prosecution in Post-Umbrella Movement Era’ MA Student, Master of Social Sciences in Human Rights, Soochow University, Taiwan</li> <li>● <b>Chia-Wei Chang</b>, ‘Looking for a Better Governance in Taiwan: An Observation on the Democratic and Educational Impact from Significant Assemblies’, MA Student, Department of Political Science, Soochow University, Taiwan</li> </ul>

<b>Panel 17</b>	
Name	Holocaust Education and Human Rights Education as Mutually Reinforcing Fields
Chair	Dr. <b>Anja Mihr</b> , Professor at the Institute of Human Rights, Utrecht University, the Netherlands
Time	Friday 9.30 – 11.00
	<p>The Four Freedoms, and the Universal Declaration of Human Rights, were formulated as a response to the atrocities of the Second World War. Today still, attention for the holocaust remains not only important in itself, but also a way to address the value of Human Rights. In this panel, panelists explore the connection between holocaust education and Human Rights education via a variety of angles. One is to explore what history learning and Human Rights education can learn from each other, and how they can be mutually reinforcing. Another is to focus on specific individuals, events and places. On Etty Hillesum, for instance, who was born in Middelburg and whose diaries provide inspiration for many. Or on holocaust memorials, and how to best use these for educational purpose – as is the central question in a contribution to Greece.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Else Engel</b>, ‘Narrating the Holocaust: Challenges of Combining History Learning and Human Rights Education’, (paper by Prof. Dr. Martin Lücke)</li> <li>● <b>Dr. Maria-Daniella Marouda &amp; Dr. Visiliki Saranti</b>, ‘The Role of Holocaust Memorials and Museums in Human Rights Education: The Case of Greece’, Panteion University of Athens, Greece</li> <li>● <b>Dr. Klaas A.D. Smelik</b>, ‘Human Rights – The Example of Etty Hillesum (Middelburg 1914 – Auschwitz 1943)’, Director of Elly Hillesum Centre, Middelburg</li> </ul>

<b>Panel 18</b>	
Name	Human Rights Education for Strengthening Women’s Rights
Chair	Dr. <b>Nancy Mykoff</b> , University College Roosevelt, Middelburg, the Netherlands
Time	Friday 14.30 – 16.00
	<p>Educating girls, and addressing those issues that make them most vulnerable to a variety of Human Rights abuses, often requires specific attention, and a targeted approach. In spite of specific Human Rights instruments, like CEDAW, women and girls are still subject to a wide variety of Human Rights abuses all over the world. This throws up the question as to how to make Human Rights education work towards the empowerment of women, and the general awareness of abuse of women’s rights, especially in those situations where there is a tension with religious and cultural beliefs, like in the case of Nigeria presented in this panel. In this panel, panellists discuss both Human Rights education for the empowerment of women and girls in general, and more specific questions. One is how to equip girls to combat sexual harassment is one example, for instance in India Another is how to offer girl combatants, in situations of demilitarization, the type of education that helps them transition from war to peace, for instance in the DRC? Finally, the question on how to use local knowledge to educate policymakers about human trafficking, for instance in Moldova, is discussed.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Katri Tukiainen</b>, ‘Fragility of Girls Associated with Armed Forces and / or Armed Groups in Sub-Saharan Africa’, University of Tampere, Finland</li> <li>● <b>Dr Usha Ajithkumar &amp; Dr Sumathi Balachandran</b>, ‘Students’ Sexual Attitude and Views on Sexual Harassment – a Comparative Study’, University of Mumbai, India</li> <li>● <b>Dr. Caroline Olu Dickson &amp; Dr. Emily I. Alemika</b>, ‘Human Rights of Women and the Plights of Women with a Focus on Widowhood Rite Practices: A Call for Proper Human Rights Education in Nigeria’</li> </ul>

Panel 19	
Name	The Influence of the State on Human Rights Education
Chair	Dr. <b>Antoine C. Buyse</b> , Utrecht University, Utrecht, the Netherlands
Time	Saturday 9.00 – 10.30
	<p>As signatories to human rights conventions, states are the main duty bearers when it comes to implementing human rights education. Many states, however, end up not complying with their commitments in this field, or even taking measures, which contravene them. In this panel, panelists explore the way in which, and the degree to which, states actually take up this role and the role that human rights education plays in doing so. One example discussed concerns strengthening juvenile justice in the Philippines. Another focuses on how a change in ruling party, for instance in Taiwan, can impact upon the dedication towards human rights education. States can, via educational curricula, also add a focus to human rights education that can be considered counter-productive - as is discussed in a contribution on Turkey– or even use universities as sites of rights abuse – as is discussed concerning Zimbabwe.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• Dr. <b>Jau-Wei Dan</b>, ‘An Examination of Human Rights Education of Two Ruling Parties in Taiwan’, University of Taipei, Taiwan</li> <li>• <b>Abdulkerim Şen</b>, ‘A Peculiar Case of Human Rights Education in Turkey’, UCL Institute of Education, United Kingdom</li> <li>• <b>Thol Theany</b>, ‘Amicable and Distrustful Relationship between Cambodian Legal System and Ratified International Human Rights Law’, Pannasastra University of Cambodia</li> <li>• Dr. <b>Emily I. Alemika</b>, ‘Translating the Legal Framework in the Rights of a Child in Nigeria into Effective Practice through Human Rights Education: The Mitigating and Militant Factors’, Nigeria</li> <li>• <b>Abeba Fisehatsen</b>, ‘Inconsistency within the Human Rights Policy’, Migrant Help Desk, Pretoria, South Africa</li> </ul>

<b>Panel 20</b>	
Name	Human Rights Education and the Position of Migrants in Western Societies
Chair	Dr. <b>Adriana van Dooijeweert</b> , President of the Dutch Institute of Human Rights, Netherlands
Time	Friday 11.30 to 13.00
	<p>Discrimination of migrant populations, and ethnic minorities is an increasing problem all over the world, which is only strengthened by what is perceived as ‘refugee crisis’ in Europe. How to best educate about, and for these minority groups? This is the central question in this panel, which, for instance, discusses attempts to offer education in primary and secondary schools to new young migrants in Norway. Panellists also focus on the role that universities can play in this respect, both inside the classroom – for instance in combating Islamophobia in Germany – and in their interaction with societies.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● Dr. <b>Eva Kalny</b>, ‘Teaching about Human Rights and Anti-Muslim Racism in Social Science: Challenges and Strategies’, Leibniz University Hannover, Germany</li> <li>● Dr. <b>Lena Lybæk</b>, ‘New Migrants and Human Rights in Education in Norway: Perceived Limitations, Discourses of Exclusion and Students’ Responses’, PhD, associate professor, Buskerud and Vestfold University College</li> <li>● <b>Daniel Kontowski</b>, ‘Four Freedoms, Refugees, and Education’, PhD student &amp; researcher, University of Warsaw, Poland</li> </ul>

<b>Panel 21</b>	
Name	Peace, Conflict, and Youth – Applying the Standards of the CRC over the World
Chair	Dr. <b>Audrey Osler</b> , Buskerud and Vestfold University College, Norway
Time	Friday 14.30 to 16.00
	<p>This panel examines child rights in education in established democracies and post-conflict societies, to explore how practices in different global settings might inform each other. It thereby seeks to probe the concept of universality of rights and challenge the common perception in western societies of a world divided between “heavenly” rights-respecting nations and the “hellish” global South (Okafor &amp; Agbakwa, 2001). The panel addresses a number of conference themes, including ways in which UN standards are applied in schools and non-formal community education, addressing specifically the provisions of the Convention on the Rights of the Child (CRC) Article 29 (1) in educating mainstream, indigenous and minority and other vulnerable populations in learning to live together. The CRC has been almost universally ratified and has had an impact on social policy across the globe, influencing contemporary understandings and constructions of childhood. Research papers addressing policy and practice, and the perspectives of teachers and of young people from Bosnia, Uganda and northern Europe, aim to uncover meanings of children’s rights in diverse contexts and explore the implications for educators in creating learning communities where children’s freedom of expression, religion and belief are fostered and their security and freedom from fear guaranteed.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Saidat Mugerwa Nassali</b>, ‘Educating for Peace and Human Rights? The Experiences of Ex-abductees’ Children in Post-war Northern Ugandan Schools’, Buskerud and Vestfold University College, Norway</li> <li>● Dr. <b>Audrey Osler</b>, ‘The Convention on the Rights of the Child: a Right to an Intercultural Education for All?’, Buskerud and Vestfold University College</li> <li>● Dr. <b>Ådne Valen-Sendstad</b>, ‘Children’s Voices in a Conflicting Consensus’, Buskerud and Vestfold University College, Norway</li> </ul>

**Panel 22**

Name	Children's Rights Education
Chair	Dr. <b>Sev Ozdowski</b> , Chair, Australian Council for Human Rights Education
Time	Friday 16.30 to 18.00
	<p>Even if the Convention on the Rights of the Child was adopted over 25 years ago, violations of children's rights, and knowledge about the Convention remain a perpetual challenge. Panelists in this workshop discuss methods to raise awareness of children's rights, for instance via a method developed by the German Institute for Human Rights and piloted in Kyrzygstan, Guatemala and Burkina Faso. More than any other Human Rights convention, the CRC calls upon all actors to play their role strengthening children's rights. Against this background, one contribution focuses on the role of the ombudsman in the prevention of abuse of children's rights, instead of their violation, and a contribution on Hungary looks at the role of the ombudsman in this field. Another focuses specifically on the role of NGOs in furthering children's rights in Iran. A final set of actors that has an important play are businesses, and a last contribution discusses how to educate business leaders about children'</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Dr. Máté Szabó</b>, 'Children's Rights and Human Rights Education in Hungary', Eötvös Loránd Univ. Fac. State and Law, Inst. Political Science, Budapest, Hungary</li> <li>● <b>Judith Feige</b>, 'Children's and Young People's Rights in Development Cooperation - Methods for Practical Implementation (focusing on HRE)', German Institute for Human Rights, Berlin, Germany</li> <li>● <b>Sbusisiwe Nxumalo</b>, '<i>Business as a Key Non-state Actor in Respecting and Supporting Children's Rights</i>', Candidate attorney at Bowman Gilfillan Inc, Johannesburg South Africa</li> <li>● <b>Behnaz Tavakoli</b>, 'The Perspective of NGOs' Staffs in Iran regarding to Human Rights Education with Marginalized Children', PhD candidate at Humboldt University of Berlin, Germany</li> <li>● <b>Esther Polhuijs</b>, 'Contribution of UNICEF to Children's Rights Education in The Netherlands', UNICEF, The Netherlands</li> </ul>

<b>Panel 23</b>	
Name	Educating about the Rights of the Disabled
Chair	<b>Frank Elbers (tbc)</b> , Executive Director Human Rights Education Associates, USA
Time	Friday 16.30 – 18.00
	<p>The Convention on the Rights of Persons with Disabilities, drawn up in 2006, has by now been ratified in countries all over the world. Nevertheless, raising awareness about the Convention and its implications, and about disability rights in general, still requires a large effort. To complicate matters, there are many other antidiscrimination laws and policies that are also of relevance in this field, and that can The contributors to this panel discuss worldwide efforts to strengthen the rights of the disabled. One contribution concerns the position of students with visual impairments in the United Arab Emirates. Two other contributions focus specifically on Human Rights education for social work students, and the shift in focus that comes with a rights-based framework. At the HU University of Applied Sciences, for instance, a game is developed to teach students about the UNCRPD.</p> <p>Presenters</p> <ul style="list-style-type: none"> <li>• Prof. Dr. <b>Bogusława Bednarczyk</b>, ‘Human Rights Education in the Context of the European Policy against Discrimination based on Disability’, Jagiellonian University/Andrzej Frycz Modrzewski College, Poland</li> <li>• Dr. <b>Muna M AlHammadi</b>, ‘Educational Rights for Students with Vision Impairment in UAE Higher Education Institutions: Addressing the Gap between Federal Law No. (29), 2006, and the Reality of Practice’, Community Development Authority, Dubai, UAE</li> <li>• Dr. <b>Filomena Critelli</b>, Dr. <b>Laura Lewis</b>, <b>Adalberto Méndez López</b>, ‘Human Rights and Disability: Lessons Learned from Globally Networked Course for Social Work and Law Students’, SUNY University of Buffalo, USA/ Universidad La Salle, Mexico</li> <li>• <b>Jeroen Knevel</b>, ‘Teaching about UNCRPD: youRight - a Human Rights Game for Higher Education’, HU University of Applied Sciences Utrecht &amp; HU Research Centre for Social Innovation, Utrecht, the Netherlands</li> </ul>

<b>Panel 24</b>	
Name	Translating the Roosevelt Legacy into Practice - Case Studies from the Education Field
Chair	Dr. <b>Hans Krabbendam</b> , Assistant Director of the Roosevelt Study Center, Middelburg, The Netherlands
Time	Friday 11.30 to 13.15
	<p>The pursuance of human rights was of prime importance to Franklin and Eleanor Roosevelt, as evidenced by the safeguards for the elderly and unemployed put in place during the New Deal, the ideals expressed in FDR's Four Freedoms Speech, the civil rights and women's rights work by Eleanor or the UN's Universal Declaration of Human Rights. To The Roosevelts human rights were applicable everywhere in the world, but also had to be started close to home. To enable the implementation of such rights, education of citizens was paramount. As FDR said, "Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education." The Roosevelt legacy lends itself to a range of educational forms and initiatives. This panel seeks to assess the connection between that legacy and human rights today by presenting five examples of educational practice formats, ranging from theoretical courses to project based practical assignments and service-learning.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• Dr. <b>Hans Krabbendam</b>, 'Why a Historical Context is Necessary to Successfully Teach Human Rights in the Roosevelt Legacy', Assistant Director of the Roosevelt Study Center, Middelburg, The Netherlands</li> <li>• Dr. <b>Dario Fazzi</b>, 'Eleanor Roosevelt, Human Freedom, and the World Wide Web', Researcher at the Roosevelt Study Center, Middelburg, The Netherlands</li> <li>• Dr. <b>Anya Luscombe</b>, 'Journalism Course – UCR, Zeeuws Library, Liberation Day Festival, Roosevelt Stichting, Province of Zeeland', Associate Professor of Media at University College Roosevelt (Utrecht University) in Middelburg, The Netherlands</li> <li>• Dr. <b>Ann Marie Wilson</b>, 'Engage The Hague: Grounding 'Global Citizenship' at Leiden University College', Assistant Professor of History at Leiden University, The Netherlands</li> <li>• Dr. <b>Jonathan Becker</b>, 'Bard College –Center for Civic Engagement', Director of the Center for Civic Engagement and vice president for international affairs and civic engagement at Bard College, USA</li> </ul>

<b>Panel 25</b>	
Name	HRE to Prevent Radicalization: Challenges and Limits of Existing Approaches in Europe and the MENA Region
Chair	Dr. <b>David Connolly</b> , Head of the Conflict Prevention Program, The Hague Institute for Global Justice
Time	Friday 14.30 to 16.00
	<p>Literature and practice indicate some of the crucial roles that education can play in preventing different forms of violent conflict and promoting peace, especially in fragile contexts. HRE is specifically relevant to violent radicalization, as it can shape attitudes, values and behavior across generations and build a culture of peace and mutual respect. Yet, there is still limited understanding of how and in which circumstances traditional HRE can be effective in building resilience against radicalization. Additionally, digital communication and competing sources of information and indoctrination pose new challenges to traditional school-based approaches. Especially in contexts where massive human rights violations occur, HRE can be perceived as contested or even externally imposed. This panel takes an interdisciplinary approach to explore the challenges of HRE in countering radicalization and its links to other forms of violent conflict. The papers will build upon experiences from different contexts, including the Occupied Palestinian Territories, Jordan and European states.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Frank Ubachs</b>, 'A Never-ending Story? Facing Competing Narratives in Human Rights Education', Fellow at the Center for Religion, Conflict and the Public Domain of Groningen University</li> <li>● <b>Agnese Macaluso</b>, 'Preventing Radicalization through Education: Limits and Opportunities', Researcher, Conflict Prevention Program, The Hague Institute for Global Justice</li> <li>● Dr. <b>Johanna Ospina</b>, 'Human Rights Education: Oil on the Fire in the Occupied Palestinian Territories?', Carlos III University in Madrid</li> </ul>

<b>Panel 26</b>	
Name	Human Rights, Pedagogy and Diversity, Teacher's Responses to Extremism
Chair	Dr. <b>Audrey Osler</b> , Buskerud and Vestfold University College, Norway
Time	Friday 11.30 to 13.00
	<p>This panel addresses a key theme within the conference: the practice of Human Rights education (HRE), specifically focusing on Human Rights pedagogy and on addressing students freedom of belief and freedom of expression. All the papers examine teachers' perspectives of their work and the challenges they face in addressing HRE within contrasting cultures but within a common 21<sup>st</sup> century policy context, namely, one in which global concerns about securitisation, extremism, and radicalisation of youth are paramount in the minds of public and policy-makers, yet where committed teachers continue to find ways of working to promote social justice and Human Rights. The papers address HRE in contrasting geographical, social and cultural contexts: Japan, the Nordic countries of Iceland and Norway, and the UK. In bringing these papers together we wish to explore common challenges, build on teachers' understandings, and consider how students' freedom of expression and freedom of belief can be guaranteed in today's global context. The papers make proposals for effective professional training which will equip teachers with the skills to support their students in challenging injustice in their local communities and enable them to make links between Human Rights struggles in different contexts.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Susan Gollifer</b>, 'The Fragility of Human Rights Education in Iceland: Teachers' Perspectives' University of Iceland</li> <li>• <b>Lena Heimsnes</b>, 'Problematizing the Recruitment of Schools to the Battle against Extremism in Norway', Buskerud and Vestfold University College,</li> <li>• Dr. <b>Yuka Kitayama</b>, 'The Rise of the Far-right and Challenges for Human Rights Education in Japan', Buskerud and Vestfold University College, Norway</li> <li>• Dr. <b>Hugh Starkey</b>, ' Human Rights as Powerful Knowledge for Teachers in Contexts of Super-Diversity', UCL Institute of Education, London, UK</li> </ul>

<b>Panel 27</b>	
Name	Human Rights Education against Radicalization
Chair	Dr. <b>Marcin Sklad</b> , University College Roosevelt, Middelburg, the Netherlands
Time	Friday 9.30 to 11.00
	<p>One of the most pressing issues in human rights education today is its relationship to combating radicalization. In May 2015, for instance, the Council of Europe adopted an Action Plan to combat violent extremism and radicalization, to be discussed in this panel. Truly countering radicalization, however, is a deeply psychological process that requires empirical research grounded in social psychology. This is the approach taken in a University College Roosevelt project of which the results, for the participating students and for the school children involved, are discussed in two separate papers. As radicalization of young people occurs all over today's world, the search for the educational measures to counter these processes is a universal one. Myanmar, for instance, has seen recent eruptions of anti-Muslim violence and Buddhist extremism, which call for appropriate educational responses – another issue discussed in this panel.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Yulia Pererva</b> 'Addressing Extremism and Radicalisation through Human Rights Education', Education Department, Council of Europe (paper by Sjur Bergan)</li> <li>● Dr. <b>Marcin Sklad and Dr. Eri Park</b>, 'Framework for Universal School-based Primary Prevention of Radicalization by Means of Teaching Social and Civic Skills', University College Roosevelt, Middelburg, the Netherlands</li> <li>● Dr. <b>Eri Park and Dr. Marcin Sklad</b>, 'University College Roosevelt Students as Multipliers: College Students Teaching High-school Students Social-emotional and Civic Skills', University College Roosevelt, Middelburg, the Netherlands</li> </ul>

**Panel 34**

Name	Amnesty International: People Know their Rights and are Empowered to Claim Human Rights. Amnesty's HRE Strategies and Programmes.
Chair	<b>Barbara Weber</b> , Global Director Human Rights Education , Amnesty International
Time	Friday 9:30 - 11.00
	<p>The panel will give an insight in Amnesty International's human rights education strategies and programmes carried out on the global, regional and national level. How can human rights education contribute to counter the "shrinking space" for civil society world-wide? Human rights education as part of Amnesty's "whole package", campaigning, activism, advocacy and research to promote and protect human rights. The panel will discuss learnings of the past years and how this has informed Amnesty's new strategy and theory of change for the next four years.</p> <p>Presenters:</p> <ul style="list-style-type: none"><li>• <b>France Gaudreault</b>, 'The whole package - Integrating Human Rights Education in Campaigning, Activism and Advocacy: Challenges and Opportunities of Amnesty Switzerland', HRE Coordinator, Amnesty International Switzerland</li><li>• <b>Tara Rao</b>, 'Scale and Spread Human Rights Education in the Formal Education Sector in India', Head of Human Rights Education, Amnesty International India</li><li>• <b>Mazen Jaber</b>, 'Training and capacity building for Human Rights Defenders in conflict and closed countries. Lessons learned/ future plans. HRD Academy' HRE Coordinator, Amnesty Regional Office Beirut</li><li>• <b>Barbara Weber</b>, '– HRE massive – open and online. First Amnesty MOOC in cooperation with edX,' Global Director Human Rights Education, Amnesty International</li></ul>



## 6TH INTERNATIONAL HUMAN RIGHTS EDUCATION CONFERENCE

---

# Conference Program Addendum

---

This addendum reflects any relevant changes that came about after the printing of the Conference Program.

*Please find notable changes listed below:*

- Corrected date and panel distribution in Program Summary  
*(Please use this schedule!)*
- Updated Panel 2
- Updated Panel 7
- Updated Panel 9
- Updated Panel 11
- Addition of Panel 15: 'Global Perspectives on Human Rights and Higher Education', chaired by Dr. Amos Nascimento, Washington University
- Additional and updated biographies
- List of additional attendees
- Information on roundtable discussions: Friday's roundtable discussions will take place during lunch in the Burgerzaal. The discussion themes will be indicated on the tables.

Presented by



<b>Panel 7</b>	
Name	HRE in Asia: NCHR experiences from China, Indonesia, Vietnam and ASEAN
Chair	<b>Yi Wang</b> , Norwegian Centre for Human Rights, Faculty of Law, University of Oslo
Time	Friday 9.30 – 11.00
	<p>This panel focuses on expectations to and experiences from engaging in Human Rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the ‘push factors’ and new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of Human Rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Anne Kari Bråtveit Johansen</b>, ‘China: Chinese National Policies on HRE: Experiences, Opportunities and Challenges’, Adviser, China Programme, NCHR</li> <li>• Dr. <b>Yang Soncai</b>, ‘Human Rights Training of Judges in Guangdong’, Human Rights Research Centre and National HRE and training base, Guangzhou University</li> <li>• Dr. <b>Huong Ngo</b>, ‘Vietnam: Human Rights Education in Vietnam and ASEAN’, Vietnam Programme Consultant</li> <li>• <b>Aksel Tømte</b>, ‘Indonesia: The Relevance of HRE at Grassroot Level’, Adviser, Indonesia Programme, NCHR</li> <li>• <b>Windi Arini Imam</b>, ‘Indonesia: Human Rights Training of Military Officials’, Indonesia Programme Consultant</li> </ul>
<b>Panel 9</b>	
Name	Human Rights Education for Teachers
Chair	<b>Dr. Barbara Oomen</b> , Dean of University College Roosevelt, Middelburg
Time	Friday 16.30 - 18.00
	<p>Teachers, as is often recognized, can play a key role in human rights education. Nevertheless, teacher training colleges often hardly pay attention to the practice and the pedagogics of human rights education. In this panel, panellists first investigate the attitudes of teachers – in this case preservice social studies teachers in Turkey – towards education for global citizenship and human rights education. The Danish Institute for Human Rights subsequently presents an innovative approach to introducing human rights in teaching education programs. Training the trainers, for instance on themes as discrimination, does require a specific approach, that is addressed in the final paper in this panel.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>• <b>Cecilia Decara</b>, ‘Strategic Collaboration with Teacher Educations’, The Danish Institute for Human Rights</li> <li>• <b>Gabriela Martinez</b>, ‘What is Needed to Teach Human Rights? Deconstructing Educators’ Professional Knowledge and Teaching Practices’, PhD Candidate, University of Cambridge, UK</li> <li>• <b>Vicki Haverkate</b>, ‘The Past Needs Human Rights Too: Why the Approach to Transatlantic Slavery in Dutch Schools Matters’, University College Roosevelt, Middelburg</li> <li>• <b>Louise Métrich</b>, ‘Implementation of Human Rights Education in Schools – Case Study on Hungary’, Tom Lantos Institute, Budapest, Hungary</li> <li>• <b>Tara Rao</b>, ‘H for HRE: Human Rights Education for a Rights Respecting Society’, Amnesty International India</li> </ul>

<b>Panel 11</b>	
Name	Governments, National Human Rights Institutions and Intergovernmental Organizations: Roles and Responsibility, Challenges and Good Practices in the Area of Human Rights education
Chair	Dr. <b>Felisa Tibbitts</b> , Institute of Reconciliation and Social Justice, University of the Free State, South Africa
Time	Saturday 09.00 – 10.30
	<p>The panel will present papers on Human Rights education responsibilities and roles of key actors including states, intergovernmental organizations and National Human Rights Institutions. We will discuss how these actors can be supported, but also challenged in their human rights education activities. Key questions include: How can the quality of human rights education be raised? How can pedagogy standards, guidelines and policy advice help in this endeavor? How does the Council of Europe interact with the member states and other partners in the field of human rights education? How can National Human Rights Institutions move to a more unified and systematic approach to strategically implement their human rights education mandate? What can we learn from experiences in the field of policy advice on human rights education?</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Jonneke Naber</b>, ‘Opportunities for Human Rights Education in the Netherlands’, Netherlands Institute for Human Rights, Utrecht, the Netherlands</li> <li>● <b>Yulia Pererva</b>, ‘Strengthening member states’ commitment and supporting peer-to-peer learning among the countries: the role of the Council of Europe in the area of human rights education’, Education Department, Council of Europe</li> <li>● Dr. <b>Sandra Reitz</b>, ‘Experiences of the German Institute for Human Rights in the Field of Policy Advice on Human Rights Education’, Head of HRE Department, German Institute for Human Rights:</li> <li>● <b>Olga Ege</b>, ‘A Discussion and Presentation of the Draft Strategic Guideline: Strengthening Human Rights Education: An Inspirational Tool to Guide NHRIs to a Strategic and Systematic Approach to HRE’, Special Advisor at the Danish Institute for Human Rights (DIHR)</li> </ul>

<b>Panel 15</b>	
Name	Global Perspectives on Human Rights and Higher Education
Chair	Dr. <b>Amos Nascimento</b> , Associate Professor, University of Washington
Time	Friday 16.30 to 18.00
	<p>This is a multicultural group of scholars representing various continents and perspectives on Human Rights. They are leaders of important educational programs at their respective universities and members of a “Human Rights Network” of Methodist-related universities, led by the moderator. The purpose of the panel is to consider global perspectives from a bottom-up approach that acknowledges contextual differences in relation to Africa, Asia, Europe, Latin America, and North America and finds commonalities emerging from these various experiences and their common work on Human Rights Education.</p> <p>Presenters:</p> <ul style="list-style-type: none"> <li>● <b>Dr. Amos Nascimento</b>, ‘Human Rights, Community, and the Legacy of Roosevelt’, Associate Professor, University of Washington</li> <li>● <b>Dr. Roseli Fischmann</b>, ‘African-Brazilians and Human Rights Education’, Professor at Methodist University of São Paulo</li> <li>● <b>Dr. Johannes Morsink</b>, ‘A Global Text for Global Human Rights Education: A North American Perspective’, Professor, Drew University</li> </ul>



2015



6TH INTERNATIONAL  
**HUMAN RIGHTS EDUCATION  
CONFERENCE**  
17—19 December

Speakers  
&  
Abstracts

# **Speakers and Abstracts**

## **Dr. Usha Ajithkumar**

*Hansraj Jivandas College of Education*

Assistant Professor

A teacher educator, research interest in human rights, gender issues, technical and vocational education, presented papers at international and national conferences, published books and articles in international journals.

### **Students' Sexual Attitude and Views on Sexual Harassment – a Comparative Study'**

Indian society is in a stage of rapid social transition yet the problem of gender-based violence is getting worse in India. National Crime Record Bureau statistics show crimes against women increased by 7.1 percent nationwide since 2010. There has been a rise in the number of incidents of rape recorded too. In 2011, 24,206 incidents were recorded, a rise of 9 percent from the previous year. More than half of the victims are between 18 and 30 years of age. Figures indicate that 10.6 percent of total victims of rape were girls less than 14 years of age, while 19 percent were teens between the ages of 14 and 18. Alarming in almost 94.2 percent of cases offenders were known to the victims and those involved included family members, relatives, and neighbors. There is a need to gender-sensitize the teenagers. Girls themselves should be made aware of their right to a safe and harassment-free environment. Thus, combating sexual harassment involves developing an understanding of what sexual harassment is and a change of attitudes in all- particularly the teenagers.

## Dr. Emily I. Alemika, PhD.

University of Jos-Nigeria  
Faculty of Law



Mrs. E.I. Alemika is a Professor of Law Faculty of Law and Member of Senate, University of Jos. She obtained first degree in Law and PhD Law and Diplomacy (with specialization in Human Rights and criminal Justice) Called to Bar as Solicitor and Advocate of Supreme Court of Nigeria (1991); Master in Info Sc. University of Ibadan (1995); MSc. Criminal Justice-Phil-USA (1985); She has worked in various capacities as Investigating Officer with CID Nigeria Police Force Jos, 1885/86. Law Librarian and Head of Law Library,(1991-2004). Had taught several courses including, Criminal Justice; Human Rights Law; International Humanitarian Law; Legal Research Methodology, Criminology. Serve as Visiting Professor; Former HOD Public Law Department (2008-2010). Member of Editorial Board and Editor-in-Chief of the Departmental and Faculty Journal 2009-date. Member of Senate Committee on Gender Issues 2007-2010; Initiator of the curriculum for Bachelor's degree in Criminal Justice. She is a Counselor, Human Rights Activist and member of several professional bodies and Associations, including, FIDA- offering Provano Service. Alemika loves service to humanity, reaching out to the youth, the Disadvantaged and Vulnerable people groups. Serves as Patron, Member of Board of Trustees, Resource Persons, rapporteur and Legal Adviser to Law and non-law organizations and students Associations.

### **Translating the Legal Framework on the Rights of a Child in Nigeria into Effective Practice through Human Rights Education: The Mitigating and Militating Factors**

Nigeria as a nation is a signatory to several scores of the international (UN) provisions on human rights, conventions, covenants, and other regional provisions; which include the Universal Declaration of Human Rights (1948), the Convention on the Rights of the Child (1989), Declaration on the Protection of Women and Children in Emergency Armed Conflict; the Optional Protocol on the Convention on the Rights of the Child on Sale of Children and Prostitution and Pornography; Optional Protocol on the Convention on the Rights of the Child on the Involvement of Children on Armed Conflict; Convention against Discrimination in Education; African Charter on Human and Peoples' Rights; African Charter on the Rights and Welfare of the Child (1999). These provisions and a host of other national enactments, regulations and institutional frameworks are in place to mitigate for the proper promotion and protection of the rights of children globally, Nigeria included. However, reports have shown that several militating factors abound for effective safeguard and protection of the rights of children in Nigeria. The main objective of this study therefore, is to identify some of the provisions of law relating to the rights of children, to provide critical overview, identify some impediments to implementation with a view to proffer solutions for effective application in Nigeria. Hopefully, the study will assist the relevant stakeholders in policy decision making in Nigeria while serving as conduit and additional databank on Global Human Rights Education which the UN hopes to achieve in no distance space and time.

## **Dr. Muna AlHammadi**

*Community Development Authority*

Lecturer & Social Care Specialist



Muna AlHammadi has a PhD in disability studies from Deakin University in Australia (2015). She started her career as a volunteer at the Emirates Association of the Visually Impaired in 2000. Then she worked as a lecturer at UAE University in 2007. She also worked as an educational specialist for students with vision impairments at the Ministry of Education in Dubai. In August 2014 Muna worked as a lecturer of Emirati Studies at Higher Colleges of Technology, which she is currently still teaching. She also starts working as a social care specialist at Community Development Authority in Dubai in August 2015.

### **Educational Rights for Students with Vision Impairment in UAE Higher Education Institutions: Addressing the Gap between Federal Law No. (29), 2006, and the Reality of Practice**

This study explored the relationship between Federal Law No. (29), 2006, of the United Arab Emirates, concerning the rights of persons with disabilities and the reality of practice for students with vision impairment in the higher education institutions in that country. The study investigated the extent to which this law meets the educational needs of tertiary students with vision impairment and the effects of this law on the quality of support services provided to such students. Three groups totaling thirty-four participants took part in this study: students with vision impairment; support staff working at some universities; and officers from the country's Ministries of Education and Higher Education. Qualitative methods were implemented to collect and analyze data for this research. Interviews, observations and documentary evidence were used to conduct the study. Data for this study were gathered during the academic years 2010-11 and 2012-13. Analysis of the results can assist decision-makers at the Ministry of Social Affairs in the United Arab Emirates to review and develop the articles relating to this area of education policy set down in Federal Law No. (29), 2006, in such a way as to meet the educational needs of such students. It can also assist universities in the country in providing better access to higher education for students with visual impairment.

# Janaina Pereira Antunes

*Youth Career Initiative*

Autonomous Lawyer & Volunteer Teacher



Autonomous lawyer and volunteer teacher on the worldwide social program called “Youth Career Initiative”, in the City and State of Rio de Janeiro, Brazil, since 2006 (Teaching “Citizenship, Human Rights and Ethics”). Has a postgraduate studies in Human Rights at Ius Gentium Conimbrigae, Law School, Coimbra University (Coimbra, Portugal, 2015), and with Master Degree in Law and Sociology, obtained at Universidade Federal Fluminense (“Fluminense” Federal University, Niterói, State of Rio de Janeiro, Brazil), in 2014. Former teacher at Law School of UFRJ - Federal University of Rio de Janeiro (in 2013). Papers presented at conferences and published in Brazil, related to Human Rights: “Mothers of pain” and “Poor young people and the education as a form of social inclusion”. Volunteer in other activities, in the past (such as free legal assistance and reading for blind).

## **The Role of Non-state Actors in Human Rights Education: Reflections from the Perspective of a Research and Experience in Rio de Janeiro, Brazil**

In Brazil, there are two common and widespread public perceptions of young people who live in urban peripheries in the country. On one hand, there is a notion that they are all potentially criminal; on the other, that everyone living in slums (favelas) and poor areas is an apathetic (and unhappy) victim of an unfair social and economic order. Based on qualitative research on poor, young people between the ages of 19 and 23 and who live in slums and poor areas in the State of Rio de Janeiro, I found a group of young people who do not fit into either description. This research seeks to illuminate why their choices are so different from those of other youths in similar groups. A few factors did contribute to their choices. One of them was the participation in a non-state social program, which contributes to making human rights a fact, not only a right.

Also, from my perspective as a Human Rights teacher in this social program, after 9-years of experience, I can affirm that this new knowledge can empower them, their families and others, in regards to rights and duties in society, considering the human rights field.

Based on the previous assumptions, the goal of this paper is to contribute to the idea that non-state actors can participate in a significant way to make human rights possible, especially considering a scenario so complex, as we have in Brazil. Waiting for the government cannot be the only option.

## Dr. Jonathan Becker

*Bard College*

Vice President & Director



Jonathan Becker is Vice President for Academic Affairs and Director of the Center for Civic Engagement at Bard College in Annandale-on-Hudson New York, where he is also an Associate Professor of Political Studies. His scope of work includes international dual-degree partnerships with the American University of Central Asia, Al-Quds University, and St. Petersburg State University/Faculty of Liberal Arts and Sciences; Bard College Berlin; the Bard High School Early Colleges; the Bard Prison Initiative; and the Clemente Course in the Humanities. Jonathan earned his Ph.D. from St. Antony's College, Oxford in 1993. He is the author of *Soviet and Russian Press Coverage of the United States: Press, Politics and Identity in Transition* (1999) and articles and chapters in a variety of publications.

### **Bard College – Center for Civic Engagement**

The Center for Civic Engagement at Bard College embodies the fundamental belief that education and civil society are inextricably linked. In an age of information overload, it is more important than ever that citizens be educated and trained to think critically and be actively engaged with issues affecting public life. Through its educational endeavors in the United States and abroad, CCE demonstrates a firm conviction that institutions of higher education can and should operate in the public interest. Through its student-led initiatives, collaborative partnerships with local schools and international institutions (such as Smolny College in St. Petersburg and Al-Quds College in East Jerusalem), teacher education programs and reimagining prison education, Bard seeks to use innovative approaches to allow higher education to play a vital role in promoting human rights, creating a more just society and learning opportunities for people from all backgrounds.

## Dr. Bogusława Bednarczyk

*Andrzej Frycz Modrzewski Krakow University*

Director



Prof. Bogusława Bednarczyk, Ph.D. Dean of the Department of International Relations(2002-2012) and the Director of the Human Rights Center(2006-present) at the A. F. Modrzewski University in Krakow /Poland/. She has also been (until 2014) a professor at the Institute of Political Science and International Relations, Jagiellonian University /Krakow/ Poland. Her academic and research interests focus on legal and political aspects of human rights protection and promotion, history of political ideas and international relations. She has published numerous articles on different aspects of human rights in various journals and has spoken on international issues at international conferences through Europe, the USA, Asia and Africa.

### **Human Rights Education in the Context of the European Policy against Discrimination based on Disability**

The purpose of this paper is twofold. First, it aims to present the current challenges and opportunities facing the European antidiscrimination policy, and second, it aims to move beyond the myth and stereotypes to take a closer look at 'rights parity' for disabled people. It seeks to offer an overview of the problems of educational discrimination and disadvantages faced by disabled people, and the current legislative and policy measures for addressing these at international and EU levels. It examines some of the gaps, and barriers to effective implementation of measures in the field of education and training, highlights areas where further efforts are needed and makes some recommendations for actions at European, national and educational institutional levels.

The author formulates theses saying that the large number and diversity of legal acts concerning disabled people raises social awareness in this area, at the same time causing, however, an informational chaos in which it is hard to point to the instruments of efficient execution of such rights. Therefore, it is vital for their real respect that the obedience to those laws is monitored both by especially nominated public subjects and non-governmental organizations.

Although, in recent years, there has been a considerable change in approach to close the protection gap and ensure that persons with disabilities enjoy the same standards of equality rights and dignity as everyone else, the most compelling human rights issues of our day – built environments and accessibility of persons with disabilities, still requires constant attention.

Persons with disabilities face discrimination and barriers that restrict them from participating in society on an equal basis with others every day. They are denied their rights to be included in the general school system, to be employed, to live independently in the community, to move freely, to vote, to enjoy social protection, to access justice, and to choose medical treatment.

## Carla Boukheir

*Raoul Wallenberg Institute*  
Head of Jordan Office



Carla Boukheir heads the Raoul Wallenberg Institute's regional office in Amman, Jordan. Carla holds a Master in Socio-Economic Development from the Lebanese University. She joined RWI in 2011 having previously worked for e.g. the International Committee of the Red Cross and served as a consultant for various national and international organizations. She has extensive experience working with Human Rights both within a development cooperation context and from a monitoring and advocacy aspect as well as working within the framework of the International Humanitarian Law.

### **Support to Human Rights Mainstreaming in the Middle East and North Africa (MENA) – An Innovative Methodology?**

The Raoul Wallenberg Institute and its partner judicial institutes in seven countries from the MENA region, drawing on past initiatives carried out together, have developed an innovative method to actively mainstream international human rights principles in their respective curricula, in other words, to refer to relevant international human rights principles when teaching each area of the national law.

The ambition is that, in the longer run, judicial professionals will have the knowledge and tools to increasingly support the use of human rights standards by local courts.

To that end, RWI and the judicial institutes developed national action plans tailored for the specificities of each country but structured around a common framework. The process is centered on developing reference material reviewing the relationship between national law and international human rights standards and presenting national case law relating to the concerned international standards. The end result being the development of practical recommendations based on the analysis and national jurisprudence as to the best way courts can overcome challenges of non-compliance.

This presentation will present the Institute's innovative methodology in mainstreaming Human Rights at the Judicial Institutes in seven countries from the MENA region. The rationale and the strategies will be discussed as well as some particular successes and risks.

## Graeme Bristol

*Centre for Architecture and Human Rights*  
Executive Director



Graeme Bristol, a Canadian architect, is the founder and executive director of the Centre for Architecture and Human Rights, an international foundation advancing a rights-based approach to development in the practice of architecture through ongoing demonstration projects, research and education programmes. He holds a Masters in architecture from the University of British Columbia and a Masters in human rights law from Queen's University Belfast.

### The Human Rights City

Roosevelt's Four Freedoms was an inspired piece of rhetoric – simple, memorable and broad enough to allow us to expand on his thoughts. In the 74 years since that speech, the cause of human rights has evolved dramatically, not just in terms of our understanding of the reach of human rights but also in the tools we use to protect and promote it. The field of architecture provides an example of an alternative set of tools; one which can exemplify Roosevelt's Four Freedoms.

The first part of this paper concerns the relationship between architecture and the Four Freedoms. The Centre for Architecture and Human Rights has identified five areas where these two streams of knowledge intersect: cultural rights, rights of access, the right to housing, environmental rights and labour rights. How do these reflect the four freedoms?

The second part of the paper reviews the implementation of those freedoms in the practice of architecture. What role can architects and engineers play in advancing them? Does current practice support or obstruct them? Does the infrastructure of the profession (its institutions and regulations) support these freedoms?

The final part of the paper speculates on the effect a rights-based approach to practice might have on the development of a 'human rights city'. We have some common concepts of a 'green city' but neither the press nor the professions have considered a human rights city. What role can architects and engineers play in combining these two visions of an urban future?

# Dr. Elizabeth Ann Bryant

*Valencia College*

Adjunct Professor in the Humanities and History Departments

Elizabeth Ann Bryant is an adjunct professor in the Humanities and History Departments at Valencia College in Orlando, Florida. Prior to her job at Valencia, Dr. Bryant spent two years in Poland, under the auspices of a Fulbright Grant, researching Nazi-deemed homosexuals in Auschwitz-Birkenau. She earned her Ph.D. from Florida State University in 2012. In addition to teaching classes on the history of genocide, contemporary gendercide, and general humanities courses, she is currently working on a manuscript about the impact of the Rabbi Stephen S. Wise on the United States' response to the Holocaust.

## The Challenges of Human Rights Education in a Community College Setting

On January 6th, 1941, President Franklin Delano Roosevelt gave his Four Freedoms Speech. Though America was not yet embroiled in World War II, FDR wanted to ensure that certain fundamental rights were guaranteed to every person and his words ultimately became the basis for the Universal Declaration of Human Rights. However, entering into the 21st century, Roosevelt's freedoms have still not come to universal fruition.

As a professor working at a community college, this topic is something with which I continuously struggle. Since I teach both history and humanities courses, I expose contemporary human rights violations that are occurring throughout the world, and stress that most people seem unwilling to address their own complicity in allowing these events to happen, which often leads to feelings of frustration and helplessness among my students who believed that these occurrences only took place in the past.

In my presentation, I will voice the specific challenges that community college educators face when teaching about human rights, especially in an era where much of the curriculum is dictated by set educational standards. Another issue I will discuss is how many professors in this setting do not have the background to successfully incorporate this information into their courses which, when combined with students who are often ill-prepared to digest such difficult material, leads to these topics often being overlooked. Finally, I will offer suggestions on how educators can offer more practical tools so that students can become involved and stop the cycle of apathy to promote tolerance and understanding within both the local and global contexts.

## Dr. Jet Bussemaker

*Government of the Netherlands*

Minister for Education, Culture, and Science



Jet Bussemaker (1961) has been the Minister of Education, Culture and Science since November 5, in the 'kabinet-Rutte II'. From February 22, 2007 until February 23, 2010 she was State Secretary for Health, Welfare and Sport in the 'vierde-Balkenende I'. Ms Bussemaker was from May 19, 1998 until February 22, 2007 Member of Parliament for the Labour Party. In parliament she was concerned with public health, social affairs and culture. Previously she was a policy officer at the Ministry of Social Affairs and Employment, researcher and lecturer at the University of Amsterdam and assistant professor assistant professor in the Department of Political Science and Public Administration VU University Amsterdam. In 2011-2012 she was rector of the Hogeschool of Amsterdam.

## Dr. Antoine Buyse

*Human Rights Practice*  
Professor and Director



Antoine Buyse is professor of Human Rights, director of the Netherlands Institute of Human Rights (SIM) and a member of the Young Academy of the Royal Academy of Arts and Sciences. He is Editor-in-Chief of the Netherlands Quarterly of Human Rights, member of the editorial board of the Dutch human rights review, and he hosts a weblog about the European Convention on Human Rights. He is co-coordinator of the University's Focus Research Area 'Cultures, Citizenship and Human Rights' and is connected to the Montaigne Centre for Judicial Administration and Conflict Resolution and the University's strategic theme 'Institutions'.

# Xu-Dong Cai

*Department of Political Science at Soochow University*  
PhD Student

## **How Collective Resistance Takes Place in China: A Study of Environmental Protests since 2007**

Chinese people enjoy few freedom of assembly, but it doesn't mean that there are no collective actions against the authorities. Actually, collective resistance is witnessed more and more frequently across the country. The paper tries to find out how Chinese activists broke through restrictions and successfully forced local governments compromised in such an undemocratic state. Some important environmental protests over the past decade were explored, including the protest against a petrochemical plant happened in Xiamen City in 2007, which was believed as marking China's environmental awakening and the most recent one happened in Shanghai in 2014. The paper also tries to demonstrate the interaction between the authorities and activists in a dynamic way, and address the evolution of both sides' resilience, as well as its implications for social and political developments in China.

## Chia-Wei Chang

*Department of Political Science, Soochow University*  
Master's Student



CHANG, CHIA-WEI is an MA student of the Department of Political Science at Soochow University (SCU) in Taiwan. After graduating from the Department of Law at National Chengchi University (NCCU) in 2007, he obtained an award of College Student Essay Contest held by the Ministry of Foreign Affairs (MOFA) ranking excellent work about international issues and obstacles of democratization in Taiwan. From 2008-2009, he served as an infantry second lieutenant and then a legal research assistant in the Legislative Yuan focusing on the enactment and modification of statutes about equality and disadvantaged minorities including labors, caretakers and Tibetans in exile. From 2010-2014, he worked at Academia Sinica successively as a case officer of academic awards, a congressional liaison, and a legal research assistant of the director of Institutum Iurisprudentiae (IIAS), a former Justice of the Constitutional Court, carrying out a research program about the right of privacy and freedom of speech.

### **Looking for a Better Governance in Taiwan: An Observation on the Democratic and Educational Impact from Significant Assemblies**

Since 1997, Taiwan has been a “free” country according to Freedom House Evaluation. During her progress of liberalization and democratic transition, significant assemblies were a key catalyst realizing demos’ cry compatible with Juan Linz’s definition. For instance, though indirectly, “Formosa Incident of 1979” contributed to the lift of ban on the newspapers and parties. Furthermore, “Wild Lily Student Movement of 1990” led to the initiation of substantial Congress elections.

Albeit passing Samuel P. Huntington’s “two turnover test” in 2008, Taiwan has been undergoing ordeals challenging good governance. Remarkably in 2013, the death of an army conscript triggered “White Shirt Movement” resulting in military reforms.

Continually in 2014, “Sun Flower Movement” brought about a reassessment of Cross-strait economic and trade relations. Outside the occupied Congress, multitudinous scholars, students and civil groups jointly established and participated in democratic forums called “D-Street” representing the concept of “deliberative democracy”. The organism shows a novel composition and function of mobilization; that is, youth and academic participation makes “instant and democratic education.”

Nevertheless, Taiwanese government is still unwilling to give up the prior approval authority towards assembly applications. The oppression of “Sun Flower Movement” caused unwanted injuries. Recently, the suicide of a student after confronted with criminal investigation on an occupation movement astonished the society. Thus, there is still space for “better” governance.

To sum up, this paper will focus on three dimensions about freedom of assembly in Taiwan: the impact on democratic transition, the function of democratic education, and the governance upon legality and administration.

# Nieves Molina Clemente

*Roaul Wallenberg Institute*

Head of NHRI's Unit

Nieves Molina Clemente is the Head of NHRIs Unit at the RWI. She holds a Masters in Law and she is a PhD Candidate at the Faculty of Law of Copenhagen University, where she also taught "International Protection of Refugees". Although, her area of expertise is international criminal law, access to Justice and human rights investigation, she held positions as Chief Technical Adviser to several NHRIs, including Iraq. With the United Nations, she has served in leadership positions in Iraq, the Middle East Region, DRC, Rwanda, Croatia, Kosovo and Albania.

## **The Role of National Human Rights Institutions to Promote Equality and Inclusive Societies'**

With over a decade of experience establishing and supporting NHRIs, the RWI has developed a capacity development model that focuses on an integral support to the institution from basic operational capacity to ensuring human rights technical knowledge.

During the last twenty years, NHRIs have proliferated in different contexts and with similar structures. Freedom House report assessed 195 countries surveyed as 46% free and 26% as not free. An almost equal number for NHRIs have been established in countries that some level of democracy as in non democratic countries. Regardless of this contexts, many of the institutions were constituted within the framework of the Paris Principles of 1991 with a mandate to protect and the promote human rights.

The presenter will explore the role that NHRI have played a role on promoting human rights education taking examples from the work carried out by the Institute and her previous experience in the field. Furthermore, the presenter will explore how, taking into consideration the different political contexts in which the NHRIs operate, NHRIs have established national relationships with other national and international actors to promote a culture of human rights and responsible citizenship.

## Dr. David Connolly

*The Hague Institute for Global Justice*

Head of the Conflict Prevention Program



Dr. David Connolly is Head of the Conflict Prevention Program at The Hague Institute. He is formerly a lecturer and research fellow at the Post-war Reconstruction and Development Unit, University of York, 2005 – 2013. He has been commissioned by the World Bank, the government of Afghanistan, UNDP, Centre for Humanitarian Dialogue, CARE International, Oxfam, Save the Children and Mercy Corps, among others. Since 2009 he has completed a series of projects for UNICEF on the ‘role of education in peace building’ and he is currently a senior advisor on monitoring and evaluation.

## Dr. Filomena M. Critelli

*Institute for Sustainable Global Engagement at the School of Social Work at the University at Buffalo*

Associate Professor



Dr. Critelli teaches courses in social welfare policy, community social work, and international social welfare. Her research and publications are focused on women's rights and gender-based violence in domestic as well as International contexts and human rights of vulnerable groups. These interests include global migration, rights of immigrants and disability rights. Dr. Critelli is currently partnering with faculty from La Salle University, Mexico City on a globally networked course titled Disability and Human Rights through the Lens of Social Work and Law, and has led Study Abroad Programs to Brazil and to Italy.

### **Human Rights and Disability: Lessons Learned from Globally Networked Course for Social Work and Law Students**

The paper examines an innovative model of online international learning regarding disability through a human rights perspective that was piloted through a collaboration between Universidad LaSalle, Mexico and University at Buffalo, USA. The course is organized around a timely global human rights and development issue that is closely associated with poverty. It is designed to strengthen students' sense of global engagement; promote effective practice with persons with disabilities through cross-national, cross-disciplinary, human-rights based education; and to foster cross-cultural expertise and competence. The evolving human rights framework rejects a traditional medical-social welfare model of disability and reframes it as a manifestation of the organization of the external environment and the result of social, economic, and political marginalization and abrogation of human rights. The numerous implications for effective professional education in law and social work are discussed. Also, the paper examines pedagogical strategies and case study materials, identifies key disability rights themes that cut across the two nations and cultures and how distance learning technology is incorporated in the course. Preliminary analysis of the successes and challenges of this newly piloted approach to cross-national human education based on data from students are also presented.

## Dr. Jau-Wei Dan

*University of Taipei*  
Professor of Education



Jau-wei Dan is Professor of Education at University of Taipei, Taiwan. He was trained in Glasgow University, Scotland, and had been visiting academic in London University and Oxford University. He has wide interests in various issues related to moral philosophy, political philosophy and philosophy of education, and has published articles and books focusing on moral education, human rights education and analytic philosophy of education. Translation is also one of his interests, he has translated John Stuart Mill's three books and Immanuel Kant's "Groundwork of the Metaphysics of Moral". His current research is in the area of modern moral philosophy and free will.

### **An Examination of Human Rights Education of Two Ruling Parties in Taiwan**

In 2000, the Democratic Progressive Party (DPP) was in hold of the presidency of the Republic of China (Taiwan, ROC). Since DPP stood for the democratic force that was against authoritarianism, President Chen Shui-bian declared his emphasis on human rights during his inaugural address. He expressed his wish to "legislate international human rights law into domestic law," establish the National Human Rights Commission and invite personnel from international organizations to help Taiwan enforce human rights. It was beyond doubt that the DPP, with determined and strong-willed leaders, sought to found the nation on human rights. Having been led by a minister and deputy minister with human rights consciousness, the Ministry of Education began to take action, such as establishing the Committee for Human Rights Promotion, and endorsing the four year plan for human rights education. The DPP's willingness and action to promote human rights education is the first among Chinese nations, but in 2008, the more conservative Kuomintang (KMT or Nationalist's Party) regained control over the regime. Although Ma Ying-jeou mentioned human rights policy in his election manifesto, he has implemented no policies related to human rights education during the early years of his office. As a result, we would expect that human rights education in Taiwan during the presidency of Ma Ying-jeou will not flourish as much as a DPP regime. This paper demonstrates DPPs strategy and policy to promote human rights and makes a comparison to human rights education in Taiwan after 2008. In addition, this paper will compare the efficacy of human rights education of both regimes from a practitioner's point of view.

## Cecilia Decara

*The Danish Institute for Human Rights*  
Team leader Education



Cecilia Decara is heading National Education at the Danish Institute for Human Rights and appointed International Advisor on human rights education. Cecilia has contributed to several Danish and international publications on strategic work on human rights education. Including on monitoring of human rights education, curricula development and production of learning materials. Besides heading the national education work, Cecilia is currently an international advisor in Albania, Greenland, Yemen and Zimbabwe. She recently conducted an extensive mapping on human rights education at primary and secondary school level and at the level of students of B.Ed. at university colleges in Denmark. This mapping - along with a carefully planned follow up process - had extensive impact on the recent curricula reforms resulting in human rights education being strengthened significantly in the obligatory curricula at both the level of teacher's training and at school level.

### Strategic Collaboration with Teacher Educations

In 2013, The Danish Institute for Human Rights (DIHR) completed an extensive mapping in the field of HRE in primary and secondary schools and University Colleges responsible for educating teachers. The study showed that 87% of the teachers say that their teacher education did not motivate them at all or to a lesser extent to teach HRE to students. Further, the mapping showed that only few teachers as well as few professors at University Colleges are considering HRE to go beyond teaching about human rights. However, when introduced to the international framework for human rights education, and to the need to further unfold the preamble of the Danish School Act on strengthening students' rights and responsibilities, they recognise a great potential for educating not only about human rights, but also through and for human rights.

The mapping shows lack of knowledge and tools among teachers and at University Colleges. Based on insights from the study and international recommendations to Denmark on strengthening education in human rights among professionals working with children and young people, DIHR has established a strategic collaboration with University Colleges responsible for educating teachers. Through this work, DIHR has, together with professors, produced a 10 ECTS points module on HRE for B.Ed students. The module is to be rolled out at least at three University Colleges in 2016. In order to support the professors in conducting the course module, DIHR is producing an extensive digital learning material, which corresponds to the module and addresses the following dimensions: 1) Knowledge on human rights – How do I conduct HRE adapted to age and level? 2) Modern interpretation and linkages to national protection and promotion – What is the status of human rights? 3) Human rights as a compass in the pedagogical work – How do I, in my role as a teacher, promote respect for fundamental human rights principles?

## Alicia Dibbets

*Human Rights Practice*

Independent Researcher & Trainer



Alicia Dibbets works as an independent human rights researcher and trainer. Previously she worked at the International Federation of Health and Human Rights Organisations (IFHHRO) where she developed education material on human rights for health workers. She has worked at the Netherlands Institute for Human Rights and as a human rights researcher at Utrecht University. She has a Masters in International Human Rights Law. Her areas of expertise include human rights education for professionals and the implementation of economic, social and cultural rights. More information about her work can be found via: [www.humanrightspractice.nl](http://www.humanrightspractice.nl).

## Dr. Caroline Olujembi Olorunda Dickson

*Foundation for Family-values International (FFI) and Royal Destiny Ministries International*  
Entrepreneur & Author



Dr. Carol is a consultant, an entrepreneur, an author, a teacher, a counselor, a family therapist, a life coach and in-high demand motivational speaker. She has an honorary Doctorate degree from Global Harvest Christian University (college). Also graduate from College of Education, Agbor. She is the founder of Foundation for Family Values international (FFI) a nonprofit organization with a primary focus on building strong family values, impacting the young generation, empowering women, widows and orphans by organizing seminars, conferences, trainings and campaigns. She is the vice-president of Royal Destiny ministries international. She is the producer of the sensational weekly TV program – “Encounter with Destiny” on Delta Broadcasting Station (DBS) Warri, Delta state. A resource person on the TV talk show “Mama Helen and You” on African Broadcasting Network (ABN). An international speaker in conferences, seminar, campuses and conventions with features in “maximizing your potentials and pursuit of purpose” Winners chapel- London , “success in family life” Recovery Chapel- London , “Power of womanhood” Women convention- Manchester, Family conference- Derby, seminar on “maximum parenting”- Burton-on-Trent, Youth training program - Dubai to mention a few. Dr. Carol is the author of a book titled “Lets Talk About Love” and the editor in chief of an upcoming magazine “WOHAL” Woman, Have A Life. Dr. Carol is a minister of the gospel, a multitasking youth and human capital development expert with a robust appetite for knowledge and believes in developing human capacity. She believes in excellence. She runs a mentoring program also.

### **Human Rights of Women and the Plights of Women with a Focus on Widowhood Rite Practices: a Call for Proper Human Rights Education in Nigeria** *(in partner with Emily I. Alemika)*

Women had in the past and in present time suffered various forms of discrimination globally. This led the UN considering a unique legal framework known as CEDAW to address the unique challenges associated with women based on their gender. Nigeria, although, is yet to enact a local law to address some of the plights of women in the country. However, she is a signatory to CEDAW, one of the UN principal Legislations on all forms of discrimination against women, and several other international and regional instruments on women rights. There are also measures at the national level to eradicate some harmful practices targeted at women: such as genital mutilations, widowhood rites, girl child prostitution, wife abuse and such other horrendous practices that underrate the dignity of a human person. From experiences, it thus appears that no amount of provisions of law may be able to solve some of the challenges associated with the harmful practices such as widowhood rite in Nigeria except for continuous and proper education to alley fear and ignorance of the would be widow (victims of the harmful practice) as regards of repercussions of not performing the rites as a traditional/cultural practice, on one hand, and creating adequate awareness about the numerous of international instruments and national provisions safeguarding the rights of women in Nigeria. Therefore, this paper is focused on advocacy for human rights education for both the perpetrators and the would-be victims of widowhood rite such that, if properly channeled, may go a long way to ameliorate the plights of women in Nigeria.

## Dr. Yvonne Donders

*University of Amsterdam*

Professor & Head of Department



Prof. Dr. Yvonne Donders is Professor International Human Rights and Cultural Diversity and Head of the Department of International and European Public Law at the Faculty of Law of the University of Amsterdam. She has graduated from Utrecht University in international relations and has done her PhD at the Law Faculty of Maastricht University on cultural human rights and the right to cultural identity. Her research interests include public international law; international human rights law, in particular economic, social and cultural rights and human rights and cultural diversity. She teaches courses on international law and international human rights law and gives lectures on cultural rights and cultural diversity.

From 2008 to 2015 Yvonne Donders was Director of the Amsterdam Center for International Law (ACIL) at the Faculty of Law. From March 2011 to October 2012 she worked as project manager (1 day per week detachment) at the National Human Rights Institute of the Netherlands (College voor de Rechten van de Mens), assisting the transformation from Equal Treatment Commission to NHRI. Previously Yvonne Donders worked as Programme Specialist on Economic, Social and Cultural Rights in the Division of Human Rights and Struggle against Discrimination of UNESCO's Secretariat in Paris.

Yvonne Donders is currently member of the National Commission for UNESCO, member of the Human Rights Committee of the Advisory Council on International Affairs, member of Editorial Board of the Netherlands Quarterly of Human Rights, member of the Board of the Dutch International Law Association (KNVIR), member of the European Expert Network on Culture (EENC), Chair of the Advisory Board of the Dutch Shelter City project. She was Chair of the Dutch United Nations Association (Nederlandse Vereniging voor de Verenigde Naties, NVVN) from May 2007 to May 2015.

## Adriana van Dooijeweert

*College Voor de Rechten van De Mens*  
Chairman



Adriana Dooijeweert is judge since 1987. From 2001 to 2008 she was a member on the board of the court in The Hague. From 2008 she was 50 percent effective as a criminal judge/magistrate. For the remaining 50 percent, she was chairman of the Advisory Committee on Migration Affairs, an independent committee that gave unsolicited advice to the government and parliament on immigration law and policy. The chairmanship of the Board for Human Rights is a full-time function. Van Dooijeweert will still remain deputy judge in the Court of The Hague.

## Olga Ege

*The Danish Institute For Human Rights*  
Special Advisor



Olga Ege has more than 10 years of professional experience on gender equality, human rights and rights based approach (HRBA). At the age of 30 Ms Ege co-founded a private consultancy targeting small and medium size NGOs with a method of engaging a network of local consultants in the Global South. She is behind the establishment of a successful HRBA network, and has together with UNDP staged a documentary-theatre play about women's rights.

Ms. Ege has solid capacity development skills, as well as extensive project management experience in various sectors. She has undertaken numerous trainings on HRBA for key development stakeholders, as well as designing and developing strategic tools. Furthermore, Ms. Ege has developed and coordinated the implementation of various policies and strategies on both project level, organisational level, as well as on policy level. Olga Ege holds an MA in Development Studies from Roskilde University in Denmark.

### **A Discussion and Presentation of the Draft Strategic Guideline: Strengthening Human Rights Education: An Inspirational Tool to Guide NHRIs to a Strategic and Systematic Approach to HRE**

National Human Rights Institutions (NHRIs) have a key role to play in promoting human rights through human rights education (HRE). HRE is strongly anchored in an international discourse surrounding human rights (HR) and the international HR framework thus provides NHRIs with a very broad range of responsibilities and roles with potentially excessive demands. However, it provides no clear criteria for NHRIs HRE mandate and activities. Thus, the framework gives little direction to how NHRIs could best work with HRE to ensure the highest quality and impact.

As a result, many NHRIs are facing a number of challenges in their work with HRE, hereunder lack of common quality standards and strategic approach to HRE. NHRIs have a tendency not to work broadly across their mandate areas on HRE and often focus their HRE activities on their own training and information about HR. Moreover, there is a lack of networking amongst NHRIs on HRE and a need for knowledge sharing and cooperation amongst NHRIs on HRE.

In recognition of the above challenges, DIHR invited partner NHRIs and HRE experts to a Symposium on Human Rights Education in Copenhagen in December 2014. As a result of the Symposium and the identified challenges, DIHR is currently developing a strategic guideline to provide a simple, practical, hands-on tool, which can inspire and facilitate NHRIs and others to reflect on HRE and thereby move towards a more unified and systematic approach to strategically implement their HRE mandate.

## Frank Elbers

*HREA*

Executive Director



Frank Elbers has 25 years of experience in development and human rights in post-communist Eastern Europe, the Middle East and North Africa and sub-Saharan Africa. Before joining HREA full-time in 2003 as Deputy Director, he worked for the Anne Frank House as Education Officer for Southeastern Europe; as a staff associate in the Human Rights Education Programme at the Netherlands Helsinki Committee; and as Program Officer West Africa at SATELLIFE and was a consultant for Education Development Center, UNESCO and UNIFEM. Frank served on the Executive Committee of the North-South Centre of the Council of Europe and is currently the Board chair of the Democracy and Human Rights Education in Europe Network (DARE) and an Advisor to the Right to Education Project. He has been an instructor and trainer for courses and workshops on human rights-based programming, gender mainstreaming, international human rights law, and monitoring women's human rights.

## Majda El-Muhtaj

*Center for Human Rights Studies at the State University of Medan*  
Chairperson



Bachelor in Islamic Criminal Law from the Institut Agama Islam Negeri Sumatera Utara (State Institute of Islamic Studies of North Sumatra); Bachelor in Criminal Law from the Universitas Alwashliyah (Alwashliyah University); Master in Constitutional Law from the Universitas Sumatera Utara (University of North Sumatra). His publications include hundreds of articles about human rights and also published three books on Human Rights, namely *Hak Asasi Manusia dalam Konstitusi Indonesia* (Human Rights in Indonesian Constitution, 2005); *Dimensi-Dimensi HAM*; *Mengurai Hak-Hak Ekonomi, Sosial dan Budaya* (Human Rights Dimension; an Explanation of Economic, Social and Cultural Rights, 2008); *Demokrasi & Hak Asasi Manusia* (Democracy and Human Rights, 2015).

### **Media and Human Rights in Indonesia: The Role of Journalists Professional Organizations for Human Rights Education in North Sumatra, Indonesia**

In Indonesian national law perspective, freedom of press has been believed as one of the vehicles to implement the people's sovereignty with the principles of democracy, human rights, justice and supremacy of law. After the fall of Soeharto Regime in 1998, well known Reform Era (Reformasi) Indonesia enacted a new law concerning press namely Act Number 40 of 1999. Press Law states that national press has functions as vehicle of information, education, entertainment and social control. However in practice, the press freedom in Reformasi is still face with threats and challenges. Safety for journalists, for instance, is a real problem when news touches the power holder. Frankly, if there is no safety for journalists in reporting, it is easy to repress freedom of expression in general. *Persatuan Wartawan Indonesia* (Indonesia Journalists Association or PWI) and *Aliansi Jurnalis Independen* (Independent Journalists Alliance or AJI) are journalists profession organizations in Indonesia and also in North Sumatra. Both of them have recruited, educated and trained their members to be professional journalists. Actually, their efforts to bring around their profession are related to uphold supremacy of law and human rights. This article elaborates the role and function of journalists professional organizations in upholding human rights in North Sumatra. This article also studies on significant efforts by PWI and AJI to bring about understanding and awareness of human rights so that all journalistic products can be an important vehicle to respect, protect and fulfill of human rights in Indonesia, especially in North Sumatra.

## Else Engel

*right now Human Rights Consultancy & Training*  
Trainer, Consultant and Co-founder



Else Engel works as a trainer and consultant on human rights education and children's rights and is the co-founder of right now Human Rights Consultancy & Training ([www.right-now.eu/en](http://www.right-now.eu/en)). She currently works as a research associate at the History Didactics Division at the Freie Universität Berlin on a joint project with HREA on combining history learning and human rights education. The results of the CHANGE project will be published in a handbook for educators in formal, non-formal and higher education in 2016 ([www.historyandhumanrights.de](http://www.historyandhumanrights.de)). Else Engel has studied History, Geography and Educational Science and holds an MA in Children's Rights.

### **Narrating the Holocaust: Challenges of Combining History Learning and Human Rights Education**

The Holocaust remains a core theme in history education at schools and universities as well as in non-formal education at memorial sites and museums. Two different educational approaches can be observed and distinguished: one that is based on history learning (e.g. Yad Vashem, Jewish Museum Berlin) and one that, in addition, draws on human rights education (e.g. Anne Frank Centre Berlin, Ghetto Fighters House Museum, House of the Wannsee Conference).

In a joint project by the Freie Universität Berlin, HREA and right now we are developing an approach that strives to combine both educational approaches on an equal basis. If the developed CHANGE concept for combining history learning and human rights education wants to be convincing it has to stand the test of being suited for developing educational programmes on the Holocaust.

At the conference I will present how the CHANGE concept can support educators in bringing history learning and human rights education together when developing educational programmes on the Holocaust. I will illustrate possibilities for how learning about history and human rights as well as dealing with past and present can become one learning process. Moreover, I will compare the CHANGE concept to existing combined approaches and cast a self-critical eye on the challenges that such a concept presents and on how they can or why they cannot (yet) be overcome.

## Dario Fazzi

*Roosevelt Study Center*  
Researcher



Dario Fazzi is a researcher at the Roosevelt Study Center in Middelburg, the Netherlands, and has been visiting professor at many European universities. His main research interests rest in U.S. social and foreign policy history. He has completed a manuscript on Eleanor Roosevelt's involvement in the anti-nuclear protests of the cold war and he is co-editing a special issue on her role as a transatlantic public diplomat. He has also published articles and contributed chapters on nuclear policymaking and peace movements both in the United States and Europe.

### **Eleanor Roosevelt, Human Freedom, and the World Wide Web**

Throughout her life Eleanor Roosevelt put forward an idea of human freedom based on three specific elements. First, investments in citizens' education as a boost for social justice and peace. Secondly, mutual understanding as a "prelude to world peace." Finally, the right to hope. The modernity of this message is obvious if compared to the dynamics of virtual communities now made possible by the internet. Eleanor Roosevelt's collection of correspondence and manuscripts is a particularly rich source for online educational programs. This paper will therefore explore the latest examples of the possibilities to conduct on-line based researches on ER and trace and test her enduring global legacy.

## Judith Feige

*German Institute for Human Rights, Human Rights Education / Monitoring-Body UN-CRC*  
Policy Advisor



Judith Feige is Policy Adviser at the German Institute for Human Rights in the Department of Human Rights Education. Since October 2015 she works as well for the independent monitoring body to the UN-Child Rights Convention at the Institute. The Institute is Germany's independent National Human Rights Institution (NHRI). Judith Feige currently focuses on the UN-Child Rights Convention, the right to participation, Human Rights Education, Inclusion and Diversity. She is Social Worker and holds a Masters degree in "Social Work as a Human Rights Profession."

### **Children's and Young People's Rights in Development Cooperation - Methods for Practical Implementation (focusing on HRE)**

The German Institute for Human Rights has recently published a training manual on children's and young people's rights in development cooperation. The objective is to raise awareness regarding international human rights protection and, specifically, children's and young people's rights, in order to apply them in the context of one's own work. The manual makes explicit use of the methodology of children's rights and human rights education. Exercises include a card game on the children's rights convention, group work on how to use state report processes and a planning process. The methodology draws on the experiences gained from a pilot conducted in 2013/14 in Kyrgyzstan, Guatemala and Burkina Faso. The target groups during this pilot phase were employees of organizations involved in international development cooperation and their partner institutions, including non- governmental organizations. However, the feedback received so far shows that the manual can also be used in contexts outside of development cooperation.

The paper summarizes the experiences gained during the development, piloting and dissemination of this manual, including results from follow-up evaluations. Some of the interactive and practical exercises to support participants in reflecting on what they have learned in relation to their own work shall be presented and discussed. The challenges of awareness raising without manipulation and of sustainable transfer into everyday life will be elaborated based on the experiences with the manual as an example that can surely be generalized to other experiences in the field of human rights education

## Abeba Fisehatsen

*Migrant Help Desk*



Born in Asmara, Eritrea, I always felt the need to become an influential leader towards bridging the gap between business and humanity, and at Migrant Help Desk this opportunity to turn a dream into reality was too good to turn down. I completed my Senior Certificate at the Asmara School of Development in 2007, and proceeded to obtain my undergraduate degree in Political Science at the University of Asmara in 2010. I then got my BA Honor in International Relations at UNISA in 2012, and I am planning on pursuing Masters in International Development in the near future. I worked in various organizations where I gained an insight in research and communications at the highest level with working at the UN in South Africa as a highlight. I am excited about the potential of Migrant Help Desk and I am looking forward to establishing Migrant Help Desk as the hub in the pursuit of changing lives in Africa. I firmly believe that in this new era vulnerable groups need assistance from civil societies in order to maintain their basic human rights otherwise they will be left to their own devices against the power of powerful companies, people and organizations. It is therefore essential that we forge a strong coalition of support amongst communities leaders, media, organization and at the head of influential organization to grant acknowledgement on the issue of human rights and mobilize for change when it due, using this education conference as a platform.

### **Inconsistency within The UN Human Rights Policy**

In Africa, many governments go extra mile to win favor from world bank and the UN which recommended a review of the Human rights policies to support the millennium development goal by signing treaties given that the state fiscal capacity is too weak and therefore cannot build appropriate structure and frameworks to ensure effective enforcement of its human rights policies. The reality is that, in Africa these and others Human Rights Policies regulations, treaties are not etched in stone as they may appear to be to the world agencies. Leaders in industrialized countries may deal with this subject at a superficial level, whereas in Africa they are forced to confront HR in its most stark manifestation where it has often erupted into real conflict.

Africa's HRE environment is very different as it faces numerous entry barriers. Yet fundamentally, Africa has to shed focus from simply HRE to much broader educational imperatives in which Human rights policy integrates with development policy at the local, national and regional level. This has been the central thinking in this paper- that the continent's vast mineral resources can play a transformative role in its effort to combat poverty only if it builds appropriate social and economic development linkages that meet national and regional development objectives. Such linkages are of course diverse- whether this is with regard to improving equity and transparency in revenue collection and distribution; empowering the poor, thus improving people's livelihoods; on linking HRE to local economic development and the manufacture of products that support societal needs.

## Ville Forsman

*Raoul Wallenberg Institute*  
Head of Istanbul Office



Ville Forsman heads the Raoul Wallenberg Institute's office in Istanbul, Turkey. Ville holds a Master's degree in International Law from Åbo Akademi University, Finland. Mr. Forsman has worked with the RWI since 2012 and previously most recently worked as director of Amnesty International in Turkey and other human rights related projects in the same country.

### **Supporting a More Human Rights Responsive Justice Sector in Turkey**

In Turkey, the Raoul Wallenberg Institute is seeking to support a more human rights responsive administration of justice by strengthening human rights research and teaching at law faculties and by specific interventions to improve the curricula at the Justice Academy, where judges and prosecutors are trained, and at the Police Academy, where future police leadership is trained.

A key part of the strategy adopted in the ongoing programme in Turkey is to use human rights as a common ground and bridge builder in a society that is divided by increased polarisation on many levels. On the most general level, the programme seeks to establish knowledge and attitude focused working relations between state and civil society mediated by the academic partners and to find ways to work with perceived value divisions between human rights and local religious values. At the same time, the programme seeks to position itself so as to provide human rights support for a peace process if and when the armed phase of the current conflict between the state and the PKK ends, and to build bridges between the religious and secular segments of society.

A key way of linking these poles to each other in the programme is the Human Rights Based Approach, where the programme seeks to connect both with future primary duty-bearers such as police and judiciary and with rights-holders such as the most vulnerable individuals, including for instance refugees, through introduction of Clinical Legal Education in public law faculties.

The presentation will explore the difficulties of carrying out human rights capacity-building in a society that is increasingly engulfed in division and conflict.

## France Gaudreault

*Amnesty International*  
Human Rights Coordinator



France Gaudreault is currently Human Rights Coordinator at Amnesty International Switzerland. Before she started working for Amnesty International in 2012, she was a lecturer in Political Science and International Relations in Switzerland and Canada. At that time, she was writing her PhD thesis in International Relations and Ethics with a focus on the human rights discourse. Her previous experiences include teaching Political Science in a College in Canada, Assistant for the Policy Dialogue Unit at the North South Centre of the Council of Europe in Lisbon and for the Conflict Transformation Programme of the Life and Peace Institute based in Sweden.

## Susan Gollifer

*School of Education, University of Iceland*  
Adjunct Professor



Susan Gollifer is adjunct professor and a doctoral candidate in the School of Education, University of Iceland. Her doctoral thesis examines human rights education at upper secondary school level and at Icelandic teachers' understandings of social justice and how this relates to their own life histories. Sue has a background in English language teaching and has lived all over the world, including in Cambodia, Botswana and the Solomon Islands. She speaks fluent Khmer and Spanish and is learning Icelandic.

### **The Fragility of Human Rights Education in Iceland: Teachers' Perspectives**

In this paper I draw on the life stories of ten upper secondary school teachers in Iceland to present their pedagogical responses to social justice concerns. I discuss the implications of the teachers' current practices on realising a transformative human rights education (HRE), understood as engagement in critical dialogue on global concerns as a means of learning to recognise and embrace diversity in order to address forms of extremism. I suggest that without an explicit HRE focus in formal teacher education or professional development programmes, teachers' commitments to social justice represent a fragile form of HRE and may serve to perpetuate rather than challenge injustices. This undermines not only teachers' commitments to human rights, but also state commitments as articulated in national and international policy frameworks. In Iceland, democracy and human rights represent one of six curriculum pillars in the national curriculum guides for all levels of schooling. Although there is no official subject called human rights, schools, and in particular teachers, are responsible for ensuring the integration of the curriculum pillars into all aspects of schooling. I analyse teachers' practices in relation to learning about, through and for human rights and draw on the work of academics such as Osler (2015) who are seeking to identify a theoretical base for HRE. I conclude by discussing the potential of critical narrative as pedagogy and intersectionality as theories to support the work of teacher educators who want to promote transformative HRE that seeks to respond to contemporary forms of extremism.

## Catarina Alexandra de Marcelino Gomes

*Human Rights Centre of the Faculty of Law of the University of Coimbra*  
Programme Officer and Researcher



Catarina Gomes is the Programme Officer/Researcher at the Lus Gentium Conimbrigae/Human Rights Centre, Faculty of Law, University of Coimbra. She is currently attending a PhD Programme in “Human Rights in Contemporary Societies”, Institute for Interdisciplinary Research and Centre for Social Studies of the University of Coimbra (Portugal). She holds a Masters’ Degree in Education Sciences, Faculty of Psychology and Education Sciences, University of Coimbra and another in Human Resources Management, Instituto Superior Miguel Torga, Coimbra (Portugal). She has held positions in the field of education, in adult training and training management, particularly as a pedagogical coordinator, facilitator and trainer in human rights, citizenship and employability and processes of recognition, validation and certification of competences. Since 2014, she has been a lecturer of the Post-Graduation Course in Human Rights (as well as in other courses organised by the IGC/HRC) in charge of the class “Human Rights Education”. Her main areas of interest are human rights education and the right to education.

### Human Rights Education: A Tool for Social Emancipation

This paper aims at understanding the role of Human Rights Education (HRE), taking into consideration the criticism that the human rights discourse is being instrumentalised by neoliberal globalisation. Thus, our purpose is to understand HRE within a “counter-hegemonic” perspective, aimed at social transformation and as an instrument to mobilize and protect the human rights of those (people/groups) who, for many reasons, are in disadvantage.

In order to be committed to social change and the empowerment of the “invisible” groups, it is essential to define HRE contents which promote a knowledge for emancipation as opposed to a knowledge for regulation. Those contents should adopt a cross-cutting approach, through a top-down perspective (creating governmental and legislative policies to support the implementation of HRE), but also a contextualized bottom-up perspective, recognizing the needs and cultural differences (Interculturality). The NGOs, social movements, civil society, etc. have here an important role, promoting human rights as a tool for social emancipation and as a struggle against exclusion.

Acknowledging HRE within this “counter-hegemonic” perspective, it can have an increasingly important role in promoting a more critical and participator society. Educating for human rights is to educate in order to see “the other” and respect him/her as a protagonist of its own history and cultural plurality. In conclusion, bearing in mind that HRE, as education in general, has a regulatory and an emancipatory potential, it is needed a joint discussion on how to build an intercultural HRE which favors and develops emancipatory tools necessary for the development of new social practices.

## Dr. Robin Elizabeth Hancock

*Teachers College, Columbia University*  
Recent Graduate



Robin Elizabeth Hancock is a recent graduate of Teachers College, Columbia University's department of Curriculum and Teaching where she earned her doctorate in early childhood education. Her research there was centered on the enactment of global citizenship curricula as a means of empowering preschool aged African American children. Specifically Dr. Hancock is concerned with how young children from marginalized communities negotiate their identities as global citizens in climates where they are consistently receiving negative racialized messages about themselves and their communities. She is currently exploring how children's television in the United States and abroad can be utilized to promote global citizenship education in ways that counter these messages. Dr. Hancock has taught preschool in the United States and South Africa for ten years. She managed the University of California, Berkeley based early education nonprofit, Jumpstart for Young Children and served as a consultant for the US based non-profit Reach the World which utilizes various tech tools to connect American classrooms to students around the world. Dr. Hancock is a member of Kappa Delta Pi's Educational Society, an active participant in the American Educational Researchers Association and serves as a reviewer for the Journal of Negro Education.

### **All of This is Yours: Global Citizenship Education as Emancipatory Practice for African American Preschoolers**

By the time preschool-aged African American children enter preschool, they have already been exposed to many negative indicators which inform them of their “place” and their “worth” in the communities they frequent. The general consensus among teachers is that a globalized education carries the benefit of positively altering the child’s understanding of their worth and position in the world. However, almost no research has been done on the value of global education for African American children. This paper is a summary of the enactment of a global citizenship curriculum in a small, community preschool serving a predominantly African American population in the Bedford-Stuyvesant neighborhood of Brooklyn, New York in the United States. Specifically observed are the particular ways that one class of students make sense of their roles as global citizens through a curriculum and is both anti-colonial and Afrocentric. The questions used to guide this study are: 1) What does global citizenship education curriculum look like at Sunshine preschool?, 2) How do children at this preschool negotiate their identities as global citizens within this particular curriculum? More specifically, how do these children make sense of their “place” in the global community within this curriculum?

The research summarized in this paper was conducted as a case study with the researcher serving as a participant observer in the classroom. The study identified four primary themes within the curriculum. These are Lessons in Power, Membership in a Global Community, Self Esteem Development, and Teacher Intentionality. Most centrally, this study articulates the ways that the enactment of global citizenship curriculum can contribute to countering negative conceptions of self in very young African American children.

## Vicki Haverkate

*University College Roosevelt*

Educational research and outreach



Vicki Haverkate is an experienced secondary school teacher and archaeologist with a focus on the archaeology of Africa and of enslavement. She is currently researching approaches to the transatlantic slave trade in Zeeland's schools and is interested in the teaching of difficult global issues past and present. At UCR she has taught Global Citizenship and supports both students and professors who are working with schools through various educational and research projects including the Going Glocal program and the Terra project. Haverkate also leads UCR's involvement in Waterloo Uncovered an international archaeological project and veterans' charity.

### **The Past Needs Human Rights Too: Why the Approach to Transatlantic Slavery in Dutch Schools Matters**

To be enslaved, utterly controlled, even owned, and forced into servitude is to be denied human rights, indeed denied humanity completely. Discussion of human rights education would be incomplete without contemplating how cases of such extreme human rights violations can be approached. This paper puts forward the view that there is a need to re-think the way transatlantic slavery, especially in the 17<sup>th</sup> and 18<sup>th</sup> centuries, is portrayed in Dutch Schools. Although there has been considerable research into education about transatlantic slavery in the United States and in Britain, the same cannot be said of the Netherlands. Recent investigation of primary school text books suggests that Dutch schools perpetuate and engender a culture of social forgetting in which the fruits of mass enslavement, namely the Dutch Golden Age with all its trappings of cultural and entrepreneurial growth are celebrated but there is little recognition of the full extent to which this was dependent on slave labour; let alone acknowledgement of its impact on the lives of enslaved people or on the societies they were stolen from. By focussing on trade, text books strengthen the grasp of ethnocentric epistemic paradigms and contextualise human rights violations in the past, and implicitly in the present too, as unfortunate consequences of progress. How might teaching about transatlantic slavery be able to ameliorate this? Firstly, actual classroom practice should be investigated further. Then, alternatives to ethnocentric pedagogies, ways of presenting the narratives of enslaved people that recognise their humanity fully can be considered.

## Dr. Shioh-Duan Hawang

*Department of Political Science at Soochow University*  
Professor



She is a Professor of the Department of Political Science at Soochow University and Director of Citizen Congress Watch. She received her Ph. D Degree from Emory University, U.S.A. She specializes in comparative politics, voting behavior, congressional politics, political culture, political rights and constitutional system. Her main experiences include Associate Research Fellow of the Department of Political Science, Soochow University (1986-1987), Associate Professor of Department of Political Science, Soochow University (1987), Visiting Professor of University of Michigan, Ann Arbor (1997-1998). She also served as Chair of Department of Political Science, Soochow University (2000-2006, 2009-2015) and Director of Chang Fo-Chuan Center for the Study of Human Rights (2010-2015).

### **Could Assemblies Become Regional Educators of Democracy: A Comparative Analysis of China, Hong Kong and Taiwan**

Though not being clearly extended in Franklin Roosevelt's prominent 1941 Four Freedoms Speech, "freedom of assembly" should be regarded as one of branches originated from the trunk of "freedom of speech and expression". Since 2010, large-scale assemblies had contributed to the democratization among several authoritarian regimes. In recent years, the relay baton of Jasmine Revolution has been exchanging for civilians in East Asia by turns from China to Malaysia.

Nonetheless, the protection and restriction of assembly differ from the democratic status demarcated by borderlines. Thus, this paper will take China, Hong Kong and Taiwan as cases of research in several aspects:

According to 2015 Freedom House Evaluation, three regimes respectively affiliated to the classification of "not free", "partly free" and "free".

Compared with other undemocratic countries during Arab Spring, the scale and effect of resonant movements in China were worlds apart. With increasingly tense restriction of association, assembly and media in China, it is worthy observing the interaction and development between collective resistances and authoritarian governability.

Similarly tangled with autonomous or sovereign controversy, both of "Umbrella Movement" in Hong Kong and "Sun Flower Movement" in Taiwan showed people's distrust against political and economic interference from undemocratic China. Dissimilarly from the retrospective view, whether the goal of two movements could be more easily achieved seemingly depends on the democratic performance of target governments.

Under the assumption of "demonstration effect", significant assemblies arising regional awakening may be considered as a powerful educator sending out democratic message for reference.

# Thomas Aquino Wreddya Hayunta

*Indonesian Art Coalition*  
Program Coordinator



Aquino Hayunta (Indonesia) has a background as human rights activist before joining Indonesian Art Coalition as a Program Coordinator. He was part of the students and volunteers movement who threw down the authoritarian New Order in 1998. He joined a Volunteer Team for Humanity who conducted investigations for several human rights violation cases in Indonesia including the Mei 98 riot, mass-killing 65, violation in Lampung, Tanjung Priuk, the students murder in 98. Some of the findings were adopted by the National Human Rights Commission although never brought to justice by the government. Afterward he joined several human rights organizations including women rights organizations and later on establishing a youth movement organization called Pamflet Generasi. Previously he worked in Hivos, a humanitarian organization based on The Netherlands in its Jakarta branch. He is now working for Indonesian Art Coalition (KSI) which consists of more than a hundred members throughout Indonesia. KSI focused on art advocacy and promoting the connection between arts and social issues, including human rights issues.

## Art as an Entry Point to Human Rights Education

Art is often left out of consideration when we talk about human rights education. Human rights education has already changed a lot in the previous decade, where, before it taught through formal workshops or seminars, gradually changed by using new approach such as game, simulation or live-in. However the use of art in human rights education is still rare whereas art is directly promoted as one of the most fundamental aspects of human rights; the freedom of expression, and through the freedom of expression one can learn to appreciate the other items of human rights.

In this paper the writer will elaborate the connection between the promotion of human rights and art, especially with the art movement and network in Indonesia. The paper will analyze art through the lens of the art practitioners where in some cases is tightly connected with the others aspect of human rights. We could see how the art community promotes cultural rights, anti-censorship movement, diversity, women rights, anti-corruption and anti-fundamentalism issues.

This paper will also describe shortly how the New Order regime under Suharto eliminated the art movement at the early phases of his regime; controlling the art and culture with special attention, and how the art and culture movement rose and continued the reformation project after the student movement lost its momentum in 2006. This paper will also examine the art (such as theatre, music or mural) as a method used in human rights workshop or class and its effectivity.

# Lena Heimsnes

*Buskerud and Vestfold University College*

Teacher



Lena Heimsnes is a practising teacher and a Masters candidate on the MSc programme, Human Rights and Multiculturalism at Buskerud and Vestfold University College, Norway. Her dissertation is a study of the recently introduced counter-extremism education programme in Oslo schools, examining the perspectives of both policy-makers and teachers involved in delivering this programme.

## **Problematizing the Recruitment of Schools to the Battle against Extremism in Norway**

Many western European countries face the challenge of young people travelling to Syria to join IS forces. In 2014, Norway, in common with other countries, developed an action plan against radicalization and violent extremism. In Oslo, this action plan formed the starting point for the development of learning materials for upper secondary schools. These materials form a 90-minute educational unit within social science. Through a discourse analysis of these learning materials and interviews with key personnel engaged in developing and teaching anti-radicalisation materials, my research problematizes the recruitment of schools in the battle against extremism. I identify a number of concerns. First, explanations and interpretations of the motives behind this programme vary. The learning materials state that their purpose is to “raise awareness”. Yet the political initiative expects teachers to “identify signs of radicalization”. The paper discusses the content of the teaching unit and considers its possible impact on students, and its potential to achieve its stated goal of challenging extremist viewpoints. What impact does it have on students’ and teachers’ attitudes to radicalization and extremism? Do teachers feel adequately prepared to teach this sensitive material? The paper considers a range of ethical issues raised in engaging teachers and schools in identifying and reporting students vulnerable to radicalisation. I consider these questions within a human rights framework, reflecting on students’ freedom of belief, and freedom of expression, in a school environment in which students might normally be encouraged to explore their identities and develop their thinking.

## Ip Ho-Yee

Soochow University  
Master's Candidate



Orange Ip Ho-Yee was active in the Hong Kong social movement during 2008-2011, her enthusiasm in human rights affairs is assured. After working in a human rights organization for several years, she traveled to Taiwan pursuing a human rights master degree in Soochow University. She believes that there should be a foreseeable cooperation among China, Hong Kong and Taiwan regarding the human rights affairs. Her research interest is International laws which her current research topic is 'How The Chinese human rights defenders utilize the International human rights mechanisms-- The cases of Convention against Torture'. Through this research, Orange Ip believes that Hong Kong and Taiwan can take this as a reference in the modal on how the Chinese human rights defenders participating in the international human rights mechanisms, as well as the tactics under the deteriorating human rights situation in China

### The Political Prosecution in Post-Umbrella Movement Era

Before 1997, Hong Kong is a colony of Britain. After handing over the sovereignty to China, the doctrine of separation of powers is seemingly neglected. Corruption, the forced eviction or the policies affecting the livelihood of the people prompt Hong Kong people more eager to fight for a democratic political system. The main demand is full democracy. In Umbrella Movement occurred in September 2014, protesters want the right to nominate and directly elect the head of the Hong Kong government, known as the chief executive.

Every social movement has countless stories with bleed and tears. In Hong Kong, the definition of “unlawful assembly” means meetings of three or more people, it is giving a leeway for authorities to apply the law arbitrarily on political opposition. The student leaders in the Umbrella Movement were charged of “inciting others to take part in an unlawful assembly”, and “taking part in an unlawful assembly” on August 27 in 2015. Apart from the student leaders, who are prosecuted because of the Umbrella Movement? Why are they prosecuted? Tactically, what are the commonalities that make the government charges them? What are the stories behind the prosecution?

In this research, we are going to explore the above questions and discuss whether the freedom of assembly is protected under Hong Kong Basic Law and ICCPR.

## **Ngo Huong**

*Human Rights Laws at School of Law, National University Hanoi*  
Coordinator



Ms. Ngo Huong is a leading development expert in Vietnam. She joins the academia and civil society sector in Vietnam. She is currently a PhD fellow on Human Rights and Peace Studies at Mahidol University (Thailand). She holds master in law (LLM) in Public International Law and Master of Philosophy (Mphil) Human Rights from University of Oslo and a master degree in Development Management from the Asian Institute of Management in the Philippines.

Ms. Ngo is currently coordinating the master programme on Human Rights Laws at School of Law, National University Hanoi. Ms. Ngo is the co-founder of Center for Development and Integration since 2005. The Center has strong focus on Labor's Rights, Good Governance, Rule of Law, Accountability and Transparency and Access to Information, Trade and Development. Ms. Ngo also had experiences at Asian Development Bank, NORAD and other NGOs in Vietnam.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the 'push or pull factors'? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Windi Arini Imam

*Norwegian Centre for Human Rights*  
Masters Student



I am Indonesian currently taking my Master's Degree in Theory and Practice of Human Rights at the Norwegian Centre for Human Rights – University of Oslo. Before taking the Master's degree I worked for Fadillah Rivai Rizki (FRR) Law Office for four and a half years, my last position was as program manager for military trainings. FRR Law Office is different from other law offices in Indonesia for two reasons; first, it was founded by lawyers with extensive experience in human rights and international humanitarian law (IHL) and second, it focuses in conducting human rights and IHL trainings for Indonesian National Military (TNI). My responsibility as Program Manager was to oversee the trainings right from planning stage to reporting stage. Occasionally I also give lectures in human rights and IHL.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the 'push or pull factors'? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Mazen Jaber

*Amnesty International*

Human Rights Education Coordinator



Mazen Jaber is the Human Rights Education Coordinator at Amnesty International's Regional Office for the Middle East and North Africa in Beirut. After working more than 12 years at Amnesty International, Mazen brings a diverse experience, and refined participatory facilitation skills to Amnesty's work with human rights defenders and youth activists in non-formal education settings. Mazen is also the editor of the human rights education magazine 'Mawared' which is published by Amnesty International's Regional Office for the Middle East and North Africa. In formal education settings he has delivered lectures for graduate students including Maastricht University, Netherlands, Lund University, Sweden and Beirut Arab University on a variety of themes including Freedom of Expression, Association and Assembly in the context of the Arab Uprisings. He holds a Bachelor degree in Philosophy from the American University of Beirut (1996).

## Anne Kari Bråtveit Johansen

*Norwegian Centre for Human Rights*  
Head of Department



Anne Kari Bråtveit Johansen has worked for the China Programme at the Norwegian Centre for Human Rights since 2009, where she is in charge of the human rights education and research projects. She holds a Master degree in anthropology of Chinese societies from Chinese University of Hong Kong and a Bachelor degree in Chinese studies from University of Oslo. She lived in Beijing from 2002-2008 where she worked for the Raoul Wallenberg Institute of Human Rights and Humanitarian Law's China Programme, with university cooperation between Norway and China and later as the coordinator for the Sino- Norwegian Centre for Interdisciplinary Environmental Research (SINCIERE). Her special area of expertise and experience is on human rights in China, university cooperation and project management in particular related to human rights education and research support.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the 'push or pull factors'? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Dr. Eva Kalny

*Leibniz University Hannover, Germany*  
Habilitation in the Department of Sociology



Eva Kalny received her PhD in cultural anthropology at the University of Vienna, Austria and her Habilitation (Post Doc) in sociology and cultural anthropology at the University of Hannover, Germany. She has been active at the national and international level with human rights organizations including Amnesty International and UNHCR. She has dedicated her academic work to different aspects of human rights in Guatemala (war & trauma, racism, customary law & gender, ESCR) as well as discussions on culture, cultural relativism and human rights, and she has developed a course on and against anti-Muslim racism.

### **Teaching about Human Rights and Anti-Muslim Racism in Social Science: Challenges and Strategies**

Courses on human rights in social science curricula provide an excellent opportunity to inform about current processes of discrimination and exclusion in a given society. At the same time, this is a form of intervention into ongoing ideology formation and requires high flexibility. This paper will elaborate on the strategies I developed for a course for undergraduates in sociology on anti-Muslim racism in Northern Germany. The main challenges included: processes of exclusion among the students present in the class; on-going discriminatory media campaigns representing Muslims as violent, barbaric towards their children, etc.; and the question of how to deal with hostile, homogenizing and stereotypic imaginary of Islam brought forward – and defended - by the students. As university courses do imply grading, it is specifically important to create an atmosphere that allows but does not enforce the change of attitudes. At the same time, personal dismay can be substantial when individuals recognize their own discriminatory attitudes and actions as well as structures and processes of exclusion in their society.

I will present several of the methodological methods I applied and developed for my course, including a panel discussion on male Muslim and Jewish circumcision, a topic debated ardently in German newspapers, talk shows and the internet during summer 2012, just weeks before the start of one of my courses.

## Dr. Gulsen Kaya

*Social Sciences University of Ankara*  
Lecturer at Social Sciences



Dr. Gülsen KAYA OSMANBAŞOĞLU, Lecturer at Social Sciences University of Ankara. Obtained her PhD in 2014 from İhsan Doğramacı Bilkent University, Political Science Department. Throughout her PhD studies, she also gained TUBITAK (The Scientific and Technological Research Council of Turkey) scholarship. She also worked for the National Human Rights Institution (NHRI) as an expert and joined numerous international meetings on Human Rights issues as the representative of NHRI of Turkey. She recently joined to The Second Asian Symposium on Human Rights Education on 2-4 August 2015. She also recently published an article called "The Politics of What You Wear on Your Head" in *Middle East Critique*, 24(4), s.389-406. She gives "New Issues in Social and Political Theory" and "Political Movements in Turkey" courses as well. Her area of interests to a large extent consist of human rights issues and Turkish politics.

### **Materials on Human Rights Education in Turkey: A Comparison**

This paper aims to analyze and compare key actors' human rights education materials in Turkey regarding Roosevelt's four freedoms namely, freedom of speech and expression, freedom of worship, freedom from want and freedom from fear. Despite the significance of other factors that determine quality and efficiency of human rights education, the materials used in human rights education courses also play an important role. This paper shall analyze the discourses of school course books, slide shows, movies and booklets that are used in human rights education in Turkey by three main actors. The first actor is the Ministry of National Education that offers these courses in the schools, manages the curriculum and approves the course books that are used at the schools. The second key actor is National Human Rights Institution whose duty is defined as serving for the protection and development of human rights in Turkey. In that regard, one of the main job description of this institution is providing education for special target groups such as preparatory programs for civil service candidates (National Human Rights Institution of Turkey Law, Article 11). The third key actor is interest groups and Non-governmental Organizations that are specialized on Human Rights Institution in Turkey. This paper deals with these three key actors' human rights education materials and compare them according to Roosevelt's four freedoms and share the findings and suggestions to enhance the quality and effectiveness of human rights education in Turkey.

## Dr. Salome Konkat Kigbu

*Faculty Of Law, University Of Jos-Nigeria*  
Senior Lecturer and Head of Department



Mrs. S.K Kigbu is a Senior Lecturer and the Head of Private Law Department of Law and Member of Senate, University of Jos. she obtained her first degree in Law and PhD Law (with specialization in Human Trafficking Law) from the university of Jos. Called to Bar as a Solicitor and Advocate of Supreme Court of Nigeria (2001); Master in Law, University of Jos (2004); she has taught several courses including, Legal Method; Family Law; Immigration Law; Environmental and Town Planning Law, Medical Law. And has attended several conferences and workshops amongst them are; the International Federation of Obstetrics and Gynecologists Conference 2009 in Cape Town South Africa, Legal writing and drafting Conference Lagos, several law teachers Conferences, and Nigerian Bar Association Conferences. With Particular Interest in the promotion and protection of women and Children's Rights. She is happily married to Dr. Joseph H. Kigbu and is blessed with children.

## Dr. Yuka Kitayama

*Buskerud and Vestfold University College*  
Postdoctoral fellow



Yuka Kitayama is JSPS postdoctoral fellow at Buskerud and Vestfold University College, Norway. Her research addresses equity issues of multicultural education and socio-cultural context in policies and practices of citizenship education. She has conducted her research in Japan, England, Scotland and Norway on educational challenges for social inclusion. She received her doctorate from Osaka University with focus on education for citizenship as a project for social justice and inclusion in schools in England. She is currently leading an international research project on democratic values and diversity in teacher education, funded by Heiwa Nakajima Foundation. The project brings together a team of researchers from both in Norway and Japan.

### **The Rise of the Far-right and Challenges for Human Rights Education in Japan**

This paper examines emerging far-right movements and the challenges they pose for human rights and justice education in Japan. It highlights the impact of the far-right movements on education, and examines concerns and reactions of educators through empirical research. It reports educators' voices, reflecting their concerns and uncertainties regarding education against racism, as well as examining different interpretations of the problems perceived by educators from different cultural backgrounds. In February 2013, a video filmed a 14-year-old girl chanting with a loudspeaker in an anti-Korean demonstration lead by far-right groups. The video was posted on YouTube and widely shared. A number of minority ethnic schools, meanwhile, were targeted for racist attacks by far-right groups. They suggest that the rising far-right movement is a serious threat to children not only because it would involve them as offenders, but also its racial harassment targets minority children. These increasing outward displays of xenophobic nastiness also raise sensitive debates on banning hate speech and freedom of expression. The study reveals that the extent of concerns on xenophobia and racism were quite different between ethnic minority teachers and majority teachers. It efforts to combat racism in schools often depends on individual teachers, due to the lack of institutional strategies to challenge racism. This paper also examines approaches to challenge the far-right ideology drawing on human rights principles.

## Morten Kjaerum

*Raoul Wallenberg Institute*

Director



Morten Kjaerum has been Director of the Raoul Wallenberg Institute of Human Rights and Humanitarian Law in Sweden since 2015. Prior to that, he was the first Director of the European Union Agency for Fundamental Rights (FRA) in Vienna from 2008 to 2015, and the founding Director of the Danish Institute for Human Rights (DIHR) from 1991 to 2008. He started his career in the non-governmental sector at the Danish Refugee Council. Mr. Kjaerum has been involved since 1991 in human rights capacity building projects with governments and national institutions in all parts of the world. From 1986 until today, he has written extensively on issues related to a number of human rights.

## Jeroen Knevel

*Utrecht University of Applied Sciences & Research Centre for Social Innovation*  
Researcher



Educated in Graphic Design (Academy of Arts, Kampen), Social Work (Utrecht University of Applied Sciences) and Sociology (Monash University, Melbourne). 7 years of work experience as social worker and case manager with homeless people, care and support to persons with intellectual disabilities and psychiatry. 6 years of work experience as lecturer and researcher at the Utrecht University of Applied Sciences Utrecht & Research Centre for Social Innovation. Topics: Human rights, ethics, basic health law, positive psychology, solution focused approach. Research projects: Community Support, HASIC (Healthy Ageing Supported by Internet and Community), Professionals & Inclusion, Inclusion in Continued Higher Education. Miscellaneous projects: design of games for the purpose of individual and group coaching, and games with regards to understanding human rights. Volunteer in recording life stories of elderly residing in institutional settings.

### **Teaching about UNCRPD: youRight - a Human Rights Game for Higher Education**

The purpose of the UN Convention on the Rights of Persons with Disabilities is to protect and promote the right of people with disabilities to participate equally in societal life. Educators have a responsibility to train their students in accordance with this doctrine. One effective way of raising awareness and transferring knowledge is achieved by engaging students' actively. One such example can be found in non-digital gaming. Game elements such as competition, progression bars, levels and rewards have proven effective in engaging students' and in helping them to better understand the subject matter that is taught. In applying this principle, social work courses at the Utrecht University of Applied Sciences now include a non-digital game entitled youRight that addresses the UN Convention on the Rights of Persons with Disabilities. The content of the game has been designed in collaboration with disability advocacy organizations, colleagues and students themselves and consists of descriptions of everyday situations in peoples' lives vis-à-vis human rights and inclusive communities, statements for debate and quiz questions. Students are encouraged to work in teams with capacity for competition between teams. Game elements used include progression bar, unpredictability and rewards. The game youRight encourages greater interaction between educators and students and promotes engagement with a range of human rights topics. During this presentation, the game will be demonstrated and attendees will be invited to discuss the implementation of the game in higher education.

## Daniel Kontowski

*University of Winchester & University of Warsaw*  
PhD Candidate



Daniel Kontowski is a PhD student investigating comparative European liberal education from the value studies perspective. He has been researching Dutch, Russian and US institutions, and published articles on Polish MISH and CLAS colleges. In 2015 he was a visiting scholar at Boston College Center for International Higher Education. More info at: [www.kontowski.com](http://www.kontowski.com)

### Four Freedoms, Refugees, and Education

Liberal education and providing professionals for the economy are the two main approaches present in European higher education. But it is not interdisciplinary curriculum that constitutes the difference – but the approach to the ‘third mission’. In the long term, the relation between colleges/universities and their societies is of critical importance.

In a September 18th article, Hans de Wit and Philip Altbach have called higher education institutions to introduce scholarships and cut the red-tape when admitting refugees from Syria and other countries. On the same day, University of Warsaw and AGH University of Science and Technology in Cracow announced a plan to fund 30 places for refugees at 5-year programs (covered by the universities). Even though a number is small, and dates far ahead, it is yet something: non-state actors taking action against the majority of mono-ethnic East European society. Without human rights education countering xenophobia, they announced humanitarian action for future determined refugees.

Roosevelt’s four freedoms represent an active stance for securing the most basic human rights: a claim that those freedoms are not to be denied any human. If education deals with humans, it should promote them – not only among current students and faculty, and certainly not only with regard to one society. There seems to be little understanding of this kind present right now, both in regular and ‘liberal’ programs, especially in translating strategic documents into real actions.

My hope is to take a look at Polish, British and Dutch universities and evaluate to what extent they took on human rights education and humanitarian action. To what extent global citizenship, universal values and human rights at the universities emulate Pope Francis call to Catholic parishes? How cutting the physical distance to the refugee problem influenced agenda of higher education institutions – especially those claiming “liberal education” status?

## Dr. Hans Krabbendam

*Roosevelt Study Center*  
Assistant Director & Lecturer



Hans Krabbendam is the Assistant Director of the Roosevelt Study Center in Middelburg, the Netherlands. He earned his PhD from Leiden University in 1995. His main research interests are U.S. religious and immigration history and the Progressive Movement. He is the author of *Freedom on the Horizon: Dutch Immigration to America, 1840-1940* (Grand Rapids, MI: Eerdmans Publishing Company, 2009) and *The Model Man: A Life of Edward W. Bok, 1863-1930* (Amsterdam/Atlanta: Rodopi, 2001). He also lectures at University College Roosevelt.

### **Why a Historical Context is Necessary to Successfully Teach Human Rights in the Roosevelt Legacy**

This paper explains how college students are made aware of the historicity of human rights. Educating human rights benefits from an interdisciplinary approach that includes a historical perspective. This presentation shows that human rights are not only the product of a top-down, state-sanctioned, deductive agenda, but as much of a process of bottom-up, inductive effort by responsible citizens. There is no better illustration of this process than following the Roosevelts in their trial and error of phrasing, testing, and broadening human rights in their use of power. Through the lives of Theodore, Franklin, and Eleanor Roosevelt, the students learn how human rights grow out of political ideals and practices, how action and reaction in historical circumstances shaped the development of the UN's human rights agenda. This paper will show how a research course trains students to think historically about human rights, connect them with drafting policies and apply these insights to their educational endeavors. This will help them to think realistically about the growth of human rights and respond to obstacles.

## Dr. Laura A. Lewis

*Global Partnerships, Institute for Sustainable Global Engagement at the School of Social Work at the University at Buffalo*

Assistant Dean, Director of Field Education & Co-Director



As the Director of Field Education, Dr. Lewis is responsible for the administration of the practicum component of the Masters in Social Work curriculum. Dr. Lewis has facilitated academic partnerships in Moldova, India and Mexico, and has developed international field experiences for MSW students in several countries, including India, Macedonia, Tanzania, Thailand, and Korea. She has taught globally networked courses in partnership with faculty from the Pedagogical Institute in Moldova and from Middlesex University in the United Kingdom, and has led a Study Abroad trip to Moldova.

### **Human Rights and Disability: Lessons Learned from Globally Networked Course for Social Work and Law Students**

The paper examines an innovative model of online international learning regarding disability through a human rights perspective that was piloted through a collaboration between Universidad LaSalle, Mexico and University at Buffalo, USA. The course is organized around a timely global human rights and development issue that is closely associated with poverty. It is designed to strengthen students' sense of global engagement; promote effective practice with persons with disabilities through cross-national, cross-disciplinary, human-rights based education; and to foster cross-cultural expertise and competence. The evolving human rights framework rejects a traditional medical-social welfare model of disability and reframes it as a manifestation of the organization of the external environment and the result of social, economic, and political marginalization and abrogation of human rights. The numerous implications for effective professional education in law and social work are discussed. Also, the paper examines pedagogical strategies and case study materials, identifies key disability rights themes that cut across the two nations and cultures and how distance learning technology is incorporated in the course. Preliminary analysis of the successes and challenges of this newly piloted approach to cross-national human education based on data from students are also presented.

## Chen Lili

*Raoul Wallenberg Institute*

Independent Researcher & Trainer



Chen Lili holds the degrees from China University of Political Science and Law (CUPL) and University of Nottingham in the UK, majoring in Public International Law. As the Director of International Exchange & Cooperation Department of National Prosecutors College of China, Chen Lili has been jointly managing the “Prosecutors and Human Rights Protection - Training of Trainers” project with RWI since the very beginning in 2004. She also manages a range of other international cooperation projects on behalf of the National Prosecutors College.

### **How to Bring Human Rights Education to 150,000 prosecutors?**

The Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) has been working with key academic and justice sector institutions in China since the mid-1990s, and has become one of the main international organisations working to strengthen human rights education, research and outreach in China.

In China legal professional groups, such as judges, prosecutors and police, have their own internal education and training systems. One of RWI’s most comprehensive and long-term projects with the justice sector is precisely with such an internal training institution, the National Prosecutors College, and its network of branch colleges in provinces across China. The strategic focus is on building human rights understanding, awareness and teaching skills amongst prosecutor trainers to institutionalize human rights education capacity at national and provincial levels, and to reach a larger audience of professional prosecutors. Ultimately the hope is that the human rights of ordinary citizens will be better protected by duty bearers who are able to put lofty ideals into practice.

There are obvious challenges in measuring and quantifying positive change in relation to human rights education and awareness-raising in any context, but perhaps especially in an authoritarian state where political ideology is increasingly dominant. Given the size and complexity of a country like China, and the mere fact that there are 150,000 professional prosecutors, it is difficult to directly assess the impact of interventions like this project on the larger human rights situation.

This presentation will focus on the specific challenges of attempting to measure results, quantitative and qualitative results, and seek to engage the audience on what are useful and meaningful indicators for human rights education.

## Dr. Xiaonan Liu

*China University of Political Science and Law*  
Associate Professor and Director



Xiaonan Liu is an associate professor and director of the Constitutionalism Research Institute at China University of Political Science and Law. She holds a Ph.D. degree in law and pursues her postdoctoral studies in education. She has been a visiting scholar at Columbia University and New York University and obtained a master's degree in law from Yale University. She is the member of the Executive Committee of Chinese Women's Research Society, and the China Social Law Society. With research interests in jurisprudence, constitutional law, anti-discrimination law, and gender study, she has written or edited more than 10 books. She has chaired or participated in many international, state, and provincial research programs and published more than 60 research papers.

### Anti-discrimination Legislation and Education in China

Equality and non-discrimination is one of the fundamental principles of international human rights law, and the education on equality and non-discrimination is part of the human rights education. Although the Constitution and other relevant laws prohibited discrimination in China, discrimination is still serious and the entire society still lacks the idea of equality and human rights. Thus, the education on equality and non-discrimination is especially important. In China, the education on equality and non-discrimination has just started, and there are four kinds of courses offered regarding this topic in higher education: (1) a few law schools start to offer a special course on anti-discrimination law, (2) the course of human rights law includes equality and non-discrimination, (3) courses on women's rights or the rights of persons with disabilities have the component of discrimination based on sex and disabilities, (4) the traditional law courses start to add more contents on equality and discrimination. Besides higher education, there are also some trainings on equality and non-discrimination for the public. This paper will draw a picture on the legal framework and the movement of anti-discrimination in China and will also provide a snapshot of the current situation of anti-discrimination education in China including the relevant courses offered by the Chinese law schools, and trainings on equality and non-discrimination for different groups of people, such as legislators, judges, young scholars and medias. The problems and challenges of anti-discrimination education in China, and suggestions on how to solve these problems will be also addressed.

## Andreas Ljungholm

*Raoul Wallenberg Institute*  
Head of Phnom Penh office



Andreas Ljungholm heads the Raoul Wallenberg Institute's office in Phnom Penh, Cambodia. Andreas holds both a Swedish LL.M and a Master in International Human Rights Law from Lund University. He joined RWI in 2003 having previously worked for e.g. the Human Rights Chamber of Bosnia-Herzegovina and OHCHR. He has extensive experience working with human rights both within a development cooperation context and from an international court setting. He was Head of RWI's office in Jakarta 2005-2007, Head of RWI's Asia Unit 2007-2013 and since 2013 he is the Head of RWI's office in Phnom Penh.

### **Support to Human Rights Education and Research in Cambodia – A Unique Programme**

When the Khmer Rouge regime fell in Cambodia in 1979 most intellectuals in Cambodia had been executed. Only around 10 lawyers survived the brutal regime. The education system had been ruined and all teaching at universities had vanished. The international community has over the last 20 years invested millions of dollars in aid and development cooperation in Cambodia. Almost all funds have gone to supporting NGOs and the government, but almost nothing in human rights education at academic institutions. There are over 3000 NGOs in Cambodia and approximately 300 of these are working with human rights. None of these organisations have a clear focus on strengthening human rights education at academic institutions. 70 % of the Cambodian population is below 30 years of age. This generation of future leaders and professionals will play an important role in the promotion and protection of human rights in Cambodia. This presentation will discuss the Institute's unique cooperation programme in Cambodia which was launched in 2013 and focus in particular on human rights education at academic institutions. Strategies, methods and results will be discussed and some of the challenges and opportunities will be highlighted.

## Adalberto Mendez Lopez

*Law School of Universidad La Salle Mexico City, La Comisión Nacional de los Derechos Humanos*  
Human Rights Professor & Director



Adalberto Mendez Lopez obtained his law degree from Universidad La Salle. In addition, he obtained a pre-master degree in the İstanbul Bilgi Üniversitesi in Turkey, and he also got an LLM degree in International Legal Studies from the Washington College of Law of American University, in Washington, D.C. He is involved in the Human Rights field, participating in different projects in Mexico and around the world. He collaborates with the School of Social Work of the University at Buffalo teaching a course titled Disability and Human Rights through the Lens of Social Work and Law.

### **Human Rights and Disability: Lessons Learned from Globally Networked Course for Social Work and Law Students**

The paper examines an innovative model of online international learning regarding disability through a human rights perspective that was piloted through a collaboration between Universidad LaSalle, Mexico and University at Buffalo, USA. The course is organized around a timely global human rights and development issue that is closely associated with poverty. It is designed to strengthen students' sense of global engagement; promote effective practice with persons with disabilities through cross-national, cross-disciplinary, human-rights based education; and to foster cross-cultural expertise and competence. The evolving human rights framework rejects a traditional medical-social welfare model of disability and reframes it as a manifestation of the organization of the external environment and the result of social, economic, and political marginalization and abrogation of human rights. The numerous implications for effective professional education in law and social work are discussed. Also, the paper examines pedagogical strategies and case study materials, identifies key disability rights themes that cut across the two nations and cultures and how distance learning technology is incorporated in the course. Preliminary analysis of the successes and challenges of this newly piloted approach to cross-national human education based on data from students are also presented.

## Michiel Lochtenberg

*Department Social Work Studies, University of Applied Sciences Amsterdam*  
Social Worker



I was born and raised in Amstelveen, a suburb area of Amsterdam. My father is a psychiatrist and my mother is an editor in chief of a journal about children all over the world. Both inspired me to become a social worker and to learn from different kind of cultures and their perspectives. Nowadays I live in the South-West part of Amsterdam.

As a social worker I have been working in the addiction and homeless care. Since 2014 I started as a lecturer at the University of Applied Sciences of Amsterdam, department Social Work studies

During my study trips to Chile, Argentina, US, Turkey and Romania I noticed/experienced/learned that in those countries there is more focus on the human rights approach compared to the Netherlands. Ever since I have been questioning the importance and value of the human rights approach in the Netherlands. That's why I think it's important that the Schools of Social Work should integrate this approach in their curriculum.

### **Human Rights Education in the Social Work Curriculum of the University of Applied Sciences of Amsterdam**

Current decentralization of health care and budget cuts in the social domain puts economic, social and cultural rights of citizens at risk and some get violated in the process. The municipality of Amsterdam has initiated a human rights agenda to determine themes to improve current policy, such as anti-discrimination, women's- and LGBTQ emancipation, social health care and welfare.

The Social Work profession plays an important role in addressing social challenges and promoting human rights. Even though human rights principles can be seen as the fundamental bases of the profession, human rights education is not included in the current curriculum. We have therefor posed the question; is it necessary to develop and implement human rights education in the curriculum of social work education with the goal to educate future professionals who are competent to promote human rights and take action for social change?

To develop a curriculum based on principles of human rights, would entail a more normative professionalism, for it implies a professional identity based on norms and values based on these rights. Furthermore, it contributes to a social work profession that is critical to oppressive structures and seeks social transformation when it comes to social justice, emancipation and equality.

The authors are orienting and discussing the importance of human rights education for social work education within their department, and wish to critically review the current curriculum and make necessary changes.

## **Dr. Anna Maria C. Lundberg**

*Norwegian Centre for Human Rights*  
Associate Professor



### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the ‘push or pull factors’? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Dr. Anya Luscombe

*University College Roosevelt*

Independent Researcher & Trainer



Anya Luscombe is Associate Professor of Media and Head of the Academic Core Department at University College Roosevelt in Middelburg, the Netherlands. Previously she worked as a journalist for commercial radio stations and the BBC, and in public relations. At UCR she teaches media literacy, journalism and rhetoric. Her research interests include radio, journalism, media history and sociolinguistics. Her current research focuses on the media work of American First Lady, Eleanor Roosevelt, in particular the way she used the radio during the early part of the Cold War to educate audiences about peace and human rights.

### **Journalism Course – UCR, Zeeuws Library, Liberation Day Festival, Roosevelt Stichting, Province of Zeeland**

The Plan of Action for the Third Phase (2015-2019) of the World Programme for Human Rights Education stresses the fundamental role that journalists and media professionals play in the promotion and protection of human rights and argues that “Human rights-related content and values, with an emphasis on contextual specificities, should be part of any formal training [...] certification [and ...] ongoing professional development. The bi-annual awarding of the Four Freedoms Awards in Middelburg, in itself an important news event, offers an ideal opportunity for journalism students to engage with human rights and freedom. This presentation will outline the various components of a UCR journalism course’s Multi-media Freedom Project where students working with and for external parties produced a variety of journalistic materials for publication and enabled both themselves and the external partners to critically reflect on the issue of freedom.

## Dr. Lena Lybæk

*Buskerud and Vestfold University College*  
Associate Professor



Lena Lybæk, PhD, is Associate Professor at Buskerud University College, Norway. She has a PhD from Durham University in England, and has worked with moral, intercultural and interreligious education in teacher education colleges in Norway since 1999. She has co-developed Buskerud University College's international and interdisciplinary MSc program in Human Rights and Multiculturalism, where her main teaching and research responsibilities are. Her particular research interests are cultural and religious diversity and human values. Related areas are: intercultural education and citizenship, religion and migration, anthropology, gender, and human dignity/human rights.

### **New Migrants and Human Rights in Education in Norway: Perceived Limitations, Discourses of Exclusion and Students' Responses**

Education empowers: it is an important means by which persons can obtain the skills to participate fully in their communities. The legal obligation to fulfil (or facilitate) the right to education implies that states take measures to assist individuals and communities to enjoy the right to education. In this paper, I report on lower secondary, upper secondary and introduction center schools' efforts to facilitate education for new young migrants. I discuss teachers' understandings of their role, and the obstacles and limitations they encounter in seeking to fulfil the right to education for this group of students. I do so in light of previous analyses of school policies and curricula with regard to questions of citizenship and belonging (Osler and Lybæk 2014). Although teachers are committed to these students, I argue they are constrained by the curricular and common sense understandings of prerequisites for learning and participation. I also show how these understandings are adopted by the students themselves. Students are disadvantaged not only through the practical consequences of migration, but also by structural frameworks, and by dominating discourses in educational policies and practice. The data is based in a school development project involving eleven educational institutions in Buskerud municipality in Norway, where I served as a leader and researcher. The project was initiated by the Norwegian Center for Multicultural education.

## Agnese Macaluso

*The Hague Institute for Global Justice*

Researcher for Conflict Prevention Program



Agnese is a Researcher under the Conflict Prevention Program at the Hague Institute for Global Justice. She is involved in a number of projects looking primarily at the role of education in conflict prevention and peacebuilding, urban violence and local governance. She also specializes in economic sanctions and Iran-US relations.

Agnese holds a Master's Degree (cum laude) in international Relations and European Studies from the University of Florence. She previously worked at The Italian Permanent Representation to The European Union and at the African Directorate of the European External Action Service.

### **Preventing Radicalization through Education: Limits and Opportunities**

Following the rise of the Islamic State (IS) and the growing number of foreign fighters travelling to Syria and Iraq, western societies in particular are witnessing an unprecedented emphasis on the need to find sustainable and effective strategies to tackle radicalization. Overall, there is agreement that education has a significant potential in that regard, especially among youth, as it can shape values and attitudes at this formative stage of life, and can in turn build resilience. Literature reports evidence that quality education and human rights education in particular, can play a critical role in helping young people distance themselves from extremism and resist the 'pull factors' that may drive them to recruitment. Still, radicalization remains a vague concept, which sometimes refers to mental processes, attitudes, and only in certain cases to actual behaviors and actions. This lack of clarity hinders the design of effective strategies, including educational programs, and increases the risk of counterproductive effects. This paper aims to discuss at what stage of children's life and school enrollment, school-based education can be more effective as a strategy to prevent the early stage of radicalization, also exploring and drawing lessons from recent initiatives in Europe.

## Dr. Greg Mannion

*School of Education, University of Stirling*  
Senior Lecturer



Dr. Greg Mannion is a senior lecturer in the School of Education, University of Stirling, Scotland. His research brings together theory of participation and rights, intergenerational education, person-place relations, nature and culture. Much of his research looks at the way 'place' can be important in the participation and learning for children and young people alongside adults and communities. In recent projects, his research considers 'glocal pedagogies', and the role of voice and participation in raising attainment and achievement in education. See more at <http://www.stir.ac.uk/education/staff-directory/academic/greg-mannion/> and <https://stir.academia.edu/GregMannion>

### **Researching Children's 'Rights-in-Relation' from Pupils' Perspectives: How Addressing Participation Rights in School Supports Achievement and Attainment**

Policy and curricular reforms have been employed all over the world to try to ensure that schooling address and supports children's rights but these initiatives have suffered from being ill-thought out and are often seen as supplementary to the core business of school life. In tandem, other research suggests right-based approaches to education improves the quality of learning and is associated with higher attainment. The project, funded by the Scottish Commissioner for Children and Young People, set out to discover, from young people's own perspectives, the effects of their rights-based lived experiences in seven secondary schools in Scotland. These were carefully selected schools with considerable catchments in areas of deprivation that were known to enable pupils to achieve and attain better than expected given their circumstances. For the collection of data in secondary schools, we used a place-sensitive visual, ethnographic approach using walking interviews and pupil-taken photography. We found rights-based experiences within and through schooling were socio-materially co-produced across different arenas of school life. The research documents the importance of positive pupil-teacher relations and how four key 'arenas' of school life were all important in supporting 'rights-in-relation'. From young people's own viewpoint, sense of attainment and achievement appeared to be deeply interconnected to the opportunities for having their participation rights realized. We argue, *inter alia*, that pupil participation supports achievement and attainment and that a rights-based education is in fact a 'good education'.

# Merethe Borge Macleod

*Raoul Wallenberg Institute*  
Head of Beijing Office



Merethe Borge MacLeod holds degrees in Chinese Studies from Oxford University and Development Studies from the London School of Economics. She has extensive project management experience in relation to many aspects of the Rule of Law, such as human rights, good governance and public administration. Her special area of expertise and experience is human rights and legal reform in China, but she has also worked for UNDP in Sudan. Merethe joined RWI in 2009, and is now working as Head of the RWI Beijing Office.

## How to Bring Human Rights Education to 150,000 Prosecutors

The Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI) has been working with key academic and justice sector institutions in China since the mid-1990s, and has become one of the main international organisations working to strengthen human rights education, research and outreach in China.

In China legal professional groups, such as judges, prosecutors and police, have their own internal education and training systems. One of RWI's most comprehensive and long-term projects with the justice sector is precisely with such an internal training institution, the National Prosecutors College, and its network of branch colleges in provinces across China. The strategic focus is on building human rights understanding, awareness and teaching skills amongst prosecutor trainers to institutionalize human rights education capacity at national and provincial levels, and to reach a larger audience of professional prosecutors. Ultimately the hope is that the human rights of ordinary citizens will be better protected by duty bearers who are able to put lofty ideals into practice.

There are obvious challenges in measuring and quantifying positive change in relation to human rights education and awareness-raising in any context, but perhaps especially in an authoritarian state where political ideology is increasingly dominant. Given the size and complexity of a country like China, and the mere fact that there are 150,000 professional prosecutors, it is difficult to directly assess the impact of interventions like this project on the larger human rights situation.

This presentation will focus on the specific challenges of attempting to measure results, quantitative and qualitative results, and seek to engage the audience on what are useful and meaningful indicators for human rights education.

## Dr. Maria Daniella Marouda

*Panteion University*  
Assistant Professor



Alternate Director of European Training and Research Center on Human Rights and Humanitarian Action of Panteion University - Consultant on IHL at the Hellenic Red Cross, since 2000. Member of the Comité pour le Concours Jean Pictet, since 2003 ([www.concourspictet.org](http://www.concourspictet.org)). Professor in International Law, National Defense School and the Police National Security Academy. Trainer of Secondary School Teachers, as well as of NGO volunteers and staff on principles of humanitarian action. Counselor of Greece before the International Court of Justice in the case on Jurisdictional Immunities of the State (Italy v. Germany, Greece Intervening). (2011-2012). Former Legal Officer of the Hellenic Committee on International Humanitarian Law (1999-2005) working on compatibility study of Greece's IHL obligations. Has worked in various international bodies, among which as a Protection Delegate of the International Committee of the Red Cross in Sri Lanka (1997-1999), Elections Supervisor OSCE in Bosnia Herzegovina, and Albania (1996-1997), Representative of Greece in International Human Rights and Humanitarian Conferences (ICC PREPCOM, Missing Persons Mechanisms et al. and Assistant Researcher, UNHCR-Greece (1995-6). Holds a PHD (2004) in International Law ["International Responsibility for violations of IHL: State and individual responsibility in motion"] and a Post Doc (National Scholarship), on "Humanitarian Space Discourse in the 21st Century: Legal framework for an effective and safe humanitarian action", I. Sideris Publisher, 2012) and has published extensively on state responsibility for serious violations of international law, war crimes, crimes against humanity and genocide, as well as on humanitarian law and action, human rights, refugee and migration protection.

### **The Role of Holocaust Memorials and Museums in Human Rights Education: The Case of Greece**

Up until World War II Greece had a thriving and prosperous Jewish community. Made up mainly of two branches – the Romaniote Jews who are indigenous and have inhabited Greece for 2000 years and the Sephardim Jews who migrated to the Ottoman Empire from Spain and Portugal in the wake of the Granada fall – the Jewish community had an outstanding presence in Greek public life. During the Nazi invasion and occupation of Greece (1941-1944), large portions of the Jewish population were transferred to extermination camps. The so-called "Shoah" diminished astoundingly Jewish presence on the Greek territory by putting a horrifying end at centuries of Jewish history in Greece and changing inevitably public life in the respective urban centres.

Hitherto, Holocaust memorials have been erected in all major cities, while museums and synagogues have also a long-standing presence in urban centres (Chania, Salonica, Athens, Rhodes etc.). However, Greece could not avoid the anti-semitic wave that swept across Europe. Holocaust memorials have been vandalized and synagogues desecrated, anti-Semitic hate speech and stereotypes became common place. These attitudes are partly owed to the fact that educational institutions in the country seem to overlook the Holocaust and its relevance for human rights education.

The present paper aims to explore the way that memorial sites in Greece can link the history of the Holocaust to human rights, in furtherance of the central idea of the UN era: promotion of human dignity, equality and fundamental human rights for all.

## Gabriela Martínez-Sainz

*University of Cambridge / CEDH Mx (Centre for Human Rights Studies, Mexico)*

PhD Candidate



Gabriela Martínez Sainz is a PhD Candidate at University of Cambridge where she is researching human rights education in Mexico, with a view to integrate professional knowledge and practices applying gained knowledge to the development of educational and training programmes for practitioners. She was a visiting student at the Centre for Socio Legal Studies at University of Oxford where she collaborated in the UNESCO funded project 'Countering Hate Speech.' She is the co-founder and researcher at the Centre for Human Rights Studies in Mexico and author of textbooks on citizenship and ethics education for secondary and high school students in Mexico.

### **What Is Needed to Teach Human Rights? Deconstructing Educators' Professional Knowledge and Teaching Practices**

Since 2008, Human Rights Education (HRE) has gained significant prominence in public policy in Mexico as a mechanism to address violence and prevent further Human Rights violations across the country. Moreover, since the constitutional reform of 2011 that incorporates all the international treaties of Human Rights that Mexico has signed or ratified into the domestic legal framework, HRE has become an essential mechanism to translate Human Rights law into practice. Despite their increasing relevance, there is limited research on the implementation of these programmes and the challenges educators face in this process. In particular, there is little knowledge of the challenged educators face in translating the international framework of Human Rights to make these rights accessible and relevant for the different groups they teach; moreover, there is no systematic information of how they establish specific teaching content, set educational objectives and establish learning outcomes. The current research project fills this gap in the literature by exploring educators' professional knowledge and teaching practices, analysing how educators, responsible for implementing HRE programmes in Mexico, make sense of the concept of Human Rights and understand HRE, and how they develop the necessary skills to teach about, for, and through Human Rights.

# Louise Métrich

*Tom Lantos Institute*

Programme Manager for Human and Minority Rights



Louise Métrich is programme manager for Human and Minority Rights at the Tom Lantos Institute (TLI), where, among other things, she is in charge of developing the citizenship and human rights education programme. She joined the TLI in May 2013 as a programme manager for Roma Rights and Citizenship and worked on a variety of issues, such as evaluations of Roma policies, Roma activism, and the Roma genocide. Louise holds a French-German double degree in political sciences from the Institute of Political Sciences of Lille and the University of Münster where she researched the political integration of Roma in Romania. She then studied in the MA programme “Identity, Culture and Power” at the SSEES, UCL, and wrote her thesis on “Marginality and the Roma – An Analysis of Representations”. Previously, Louise worked for two years as a human rights and civil society officer at the Embassy of France to the Czech Republic.

## Implementation of Human Rights Education in Schools – Case Study on Hungary

Human Rights Education (HRE) exists to a limited extent in the Hungarian formal education system: while human rights are not taught as a specific subject, they are integrated in various parts of the official curriculum, e.g. in history classes. At the same time, ethics was introduced as a new subject a few years ago. Ethics classes may address human rights related issues, yet human rights per se are not a core topic. Thus, much is left in the hands of schools and teachers, who very often lack the financial means and the academic background to provide HRE to their students. Because of scarce state support, more and more private schools are opening and offering progressive, participatory HRE, which leads to the de facto exclusion of students who cannot afford to attend such schools. Several civil society organisations have implemented HRE programs, yet because they did not manage to enter the public education system and get accredited, such projects do not reach out to the majority of school pupils: they remain extra-curricular.

In my presentation I would like to discuss three main points:

- How HRE is understood by practitioners (formal and non-formal education) in Hungary, and which are the main approaches;
- The existing practices of HRE, and the relations between the various actors of HRE (public institutions, schools, CSO);
- The challenges faced by HRE practitioners in Hungary.

## Dr. Anja Mihr

*University of Utrecht*  
Associate Professor



Anja Mihr currently holds the Franz Haniel Chair of Public Policy at the Willy Brandt School of Public Policy at the University of Erfurt. She previously has been Assoc. Professor at the Netherlands Institute of Human Rights (SIM), University of Utrecht, Netherlands; and is founder and Director of the HUMBOLDT-VIADRINA Center on Governance through Human Rights in Berlin, Germany.

She has been Head of the Rule of Law department at The Hague Institute for Global Justice and carried out a number of Visiting Professorships for Human Rights such as at Peking University Law School in China together with the Raoul Wallenberg Research Institute on Human Rights, Lund University in 2008. From 2006-2008 she was the European Program Director for the European Master Degree in Human Rights and Democratization (E.MA) at the European Inter-University Center for Human Rights in Venice (EIUC), Italy. She received her Ph.D in Political Sciences from the Free University in Berlin, Germany, in 2001.

Mihr has worked for Amnesty International, the GIZ, the United Nations and European Union as well the German Institute for Human Rights. Starting as a assistant professor with UNESCO Chair in Human Rights at the University of Magdeburg in 2002 in Germany, she was later a research director at the Humboldt University of Berlin carrying out the research project "Teaching Human Rights in Europe" from 2003-2006. From 2002-2006 Anja Mihr also served as Chair of Amnesty International Germany.

She has published a number of books and articles on international human rights regimes, human rights education, transitional justice, European human rights system and NGOs and has been co-editor of the European Yearbook of Human Rights as well as the German Journal for Human Rights.

## Dr. Johannes Morsink

Drew University  
Professor



Following his undergraduate education at Calvin College and Seminary, Professor Morsink received advanced degrees from the University of Wisconsin, and then began his career at Drew in 1972 in the Department of Philosophy. His publications on Aristotle's biology stem from these early years. Always having had political philosophy as his first love, in 1992 he moved over to Drew's department of political science, where he teaches courses in the history of political thought, in political theory and in jurisprudence and human rights. He does research in the area of human rights and has published articles on that subject in the *Human Rights Quarterly*.

### **A Global Text for Global Human Rights Education: A North American Perspective**

As members of the human rights movement we are lucky because the 1948 Universal Declaration of Human Rights (which is our foundational text) is both a global text and at the same time an educational text. We owe this tricky combination of characteristics to the fact that the UDHR started out as a moral text with no legal or political implementation that would have required more local roots. A shared revulsion against evil Nazi practices made the Declaration float as a moral blimp across borders and cultures alike. There being no time for implementation measures, the drafters instead proclaimed their list as a “standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping the Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms... and to secure their universal and effective recognition and observance...” all over the world. This educational character of our foundational text presents both opportunities and challenges.

The opportunity is that this text gives us a built-in global agenda that can be used all over the world in different locales. It was discussed and debated by representatives from 56 nations from four continents in hundreds of meetings and thousands of votes. It represents a truly multicultural consensus on those values worth preserving for civilization. Successful worldwide movements need to have a foundational text that tells their members what the movement stands for, that makes it coherent and gives it political and juridical clout. Hindus have their Gita, Jews their Old Testament, socialists their Communist Manifesto, and human rights educators their Universal Declaration.

The theoretical challenge is that we need to be able to defend this text against the charge that it was and is a Western imposition on the rest of the world or that it is in no way religious. Since it was adopted with support from all of the world's major religions the UD's secularism is of a benign and not a malignant kind. We need to supply our own religious rationales when and where needed. However, our consciences tell us what atheists and agnostics also already know, that “everyone” is “born with” these rights (Article 1). The practical challenge is to know enough about the circumstances of whatever violation we seek to combat to pick which human rights are involved and what political, social-cultural or juridical remedy we should push for. Each violation requires its own local or regional remedy, one that is not and could not have been mentioned in the basic text that drives our movement.

## Dr. Nancy Mykoff

*University College Roosevelt*  
Assistant Professor of History



Nancy Mykoff is a Social Historian with a PhD in American History from New York University. Her field of expertise is in American Studies. Research and teaching interests include gender, popular culture, media, and women; within different ethnic and national contexts. She has received local and federal grants and fellowships from New York University, Temple University, the American Jewish Archives, the Jewish Historical Society, the Smithsonian Institute, the Dutch Ministry of Education, and Utrecht University. Dr. Mykoff has worked as an educator at New York University and the University of Amsterdam, and currently teaches at University College Roosevelt. She has crafted courses and supervised undergraduate and graduate research of topics ranging from Native American History in Colonial America, to the experiences of Dutch citizens within the context of WWII. Her approach encourages students to question the familiar.

## **Jonneke M.M. Naber LL.M.**

*Netherlands Institute for Human Rights*  
Policy Adviser



At the Netherlands Institute for Human Rights I am working on several issues, amongst which the promotion of human rights education in The Netherlands. The Institute is co-operating with interested stakeholders such as human rights NGOs, teachers, heads of schools, sector organizations and educational publishers to promote interest in and activities about human rights in schools and further disseminate best practices. Secondly, we engage with the ministry of Education and Parliamentarians, to secure that democratic citizenship and human rights education become part of the core of the Dutch educational curriculum.

Before working at the Institute I have been working at the National Association for Care and Voluntary Help, Leyden University and Justice and Peace Netherlands, a human rights organization. I have studied Dutch law and International Law at Utrecht University.

## Saidat Mugerwa Nassali

*Buskerud and Vestfold University College*  
Master's Candidate



Saidat Nassali is a Master's candidate on the MSc programme, Human Rights and Multiculturalism at Buskerud and Vestfold University College (HBV) Norway. Saidat has recently completed her fieldwork in the post-conflict region of Acholi, in northern Uganda. She is particularly interested in the human rights of women and girls and in the contribution of human rights education and child rights education to social justice in post-conflict contexts.

### **Educating for Peace and Human Rights? The Experiences of Ex-abductees' Children in Post-war Northern Ugandan Schools**

Articles 28 and 29 of the Convention on the Rights of the Child (CRC) seek to guarantee the right to education for all children and adolescents, outlining the aims of education, in particular, learning to live together. Notably, when children affected by armed conflicts are asked to prioritize their own needs, they are eager to attend school and place education high on their list, equating it with a hopeful future (UNICEF, & OSRSG-CAAC 2008). Considerable international attention has been paid to insuring the right to education of children affected by conflict, through the creation of schools; guaranteeing safe access; and offering non-formal educational opportunities. However, some young people find learning difficult and our knowledge of the ways in which past violence affects the community children live in and the schools they attend is somewhat limited. My research focuses on the work of schools in integrating the children born in captivity through abductions during the war in Northern Uganda, exploring the specific obstacles to learning that the past violence or conflict created. It draws on a range of professional, NGO and family/ community perspectives as well as those of the children concerned. This paper reports on young people's experiences of schooling through the lens of the CRC Articles 28 and 29, addressing the right to education and rights in education, considering learners' perspectives on the contribution of schooling to processes of peace and reconciliation, issues at the heart of the human rights project.

## Eduard Nazarski

*Amnesty International Netherlands*  
Director



Eduard Nazarski has been the director of Amnesty International Netherlands since 2006. In this capacity, he is responsible for overall management, representation and international policy. His fields of expertise are Human Rights, Refugee policy and civil society. Before working with Amnesty, he worked for 15 years with VluchtelingenWerk Nederland, in various functions, being the director over the last 6 years. He has been member of the board of the European Council on Refugees (ECRE) since 1997. From 2005 to 2009, he was acting as chair of the ECRE. Eduard Nazarski studied Anthropology at Nijmegen University (1982) and reached an MBA degree (2000).

## Mareike Niendorf

*German Institute for Human Rights, Department Human Rights Education*  
Policy Advisor in Human Rights Education



Mareike Niendorf studied social work and social pedagogy at the University of Applied Science in Freiburg. She joined the German Institute for Human Rights in 2013 and is currently a Policy Advisor in the Human Rights Education Department. Her interests include the implementation of HRE in formal and non-formal education for children and young people, the training for human rights related professions, and the right to education.

Besides working at the Institute she is currently enrolled in the Master program “Social Work as a Human Right Profession” that she will complete in 2016.

### **Inclusion and Participation as a Principles of Human Rights Education**

Human Rights Education (HRE) as defined in the UN Declaration on Human Rights Education and Training encompasses the education about, through, and for human rights. While education about human rights stresses the transfer of knowledge, education through human rights mainly refers to the setting, and teaching for human rights addresses the competence for action.

The principles of inclusion and participation have a very close connection to this HRE approach. Regarding education “through human rights”, the setting as well as the methods should be participatory and inclusive. In this context participation - understood in a human rights based approach - is not only a didactic technique to improve the learning success, but a learner’s right that needs to be respected. Looking at the principle of inclusion can help to indicate barriers of the setting, the teaching methods, and materials. If inclusion is understood in a broader sense and closely linked to the principle of non-discrimination, it also gives an important perspective to the question who participates in HRE activities and who does not.

Conversely, HRE can contribute to building structures for participation and inclusion, e.g., through providing knowledge about barriers. But HRE can also empower learners to actively participate and supporting others to do so.

This paper takes a closer look at the relation between HRE, inclusion, and participation. It discusses how learning settings could be arranged to be inclusive and participatory and how challenges can be faced. Furthermore, it also draws conclusions about how an inclusive and participatory HRE can contribute to the vision of a culture of human rights.

## Frida Linnea Nilsson

Lund University, Sweden

Doctoral Candidate in Human Rights Studies, History department



Frida Linnea Nilsson is a Doctoral Candidate in Human Rights Studies at the History department at Lund University, Sweden. She is currently in her second year in her research on human rights in the Swedish upper secondary school. The research focuses on how human rights are to be perceived in the national curricula from 1970-2011 and in current textbooks, as well as on how teachers and pupils understand and make use of human rights. In 2013, Frida L. Nilsson co-authored a report about online educational materials, commissioned by the Swedish public authority The Living History Forum.

### **Empty Rights - Human Rights in Swedish Upper Secondary School Curricula 1970-2011**

In this talk I will show that the discourse in the Swedish upper secondary school curricula concerning values has moved towards a discourse of, seemingly apolitical, emotion and empathy. Relating to the view that the human rights discourse made its breakthrough in the 1970's, I will point to the fact that it did not become an important feature in educational context in Sweden until much later.

The political background of my project regards the inclusion of the concept of human rights into the Swedish national school curriculum, which happened in 2011. Furthermore, a provision was made that education about human rights, as part of a value-based education, should be integrated in all school subjects. The concept of human rights is well established both in the more general political context as well as in the educational context. However, the curriculum is criticised for being too vague about its value-based mission and for invoking rights language where it is not needed.

The sources used in my project are the three Swedish curricula (Lgy 70, Lpf 94, and Gy 2011) for the upper secondary school. I analyse how the concept of human rights, with special regard to rights-bearers and duty-bearers, are expressed and constructed in the curricula.

My preliminary results are that the current way of using human rights in the curriculum obfuscates the central notion of human rights as a relation of claims between the person and the state. By putting the empathy of the individual at centre of the discourse the curriculum of 2011 reproduces an idea of human rights as transcending or being above politics, which obscures the profoundly political in human rights.

# Sbusisiwe Nxumalo

Attorney Candidate



I have a Bachelor of Laws from the University of Kwa-Zulu Natal (2013). In July 2013 I did a certificate course at the International Business School in Sao Paulo, Brazil on strategizing and marketing in an emerging economy. In July 2015 did a certificate course at Leiden University in Holland, Netherlands on Children's Rights and Business. I presented a paper at the Second International Human Rights Education Conference in Durban in 2010, as well as at the Third International Human Rights Education Conference in Poland in 2011. I am now a Candidate Attorney at the Bowman Gilfillan Africa Group, South Africa.

## **The Growing Importance of Non-State Actors in Implementation of Human Rights: Business as a Key Non-State Actor in Respecting and Supporting Children's Rights**

The quality of the future of humanity depends on the quality of our investment into the next generation. Thus children everywhere are undoubtedly key stakeholders in the conversation on human rights. The implementation of human rights, and in particular children's rights, has traditionally been the sole responsibility of the state. However, with the advent of globalisation, non-state actors have become significant in the realisation of children's' rights. One of these non- state actors are businesses, in particular, international businesses.

The *UN Guiding Principles on Business and Human Rights, 2011* was undoubtedly a game changer in the practice of both business and human rights. This unique instrument paved the way for the *Children's Rights and Business Principles, 2013 (CRBPs)*. Thus for the first time in history, business and children's rights merged through a non-binding international instrument which is both globally relevant and domestically flexible. This one of a kind instrument set the tone for businesses being key stakeholders in the implementation of children's rights.

This paper aims to illustrate the business imperative for businesses to respect and support children's rights. In doing so, the author will put forward easy-to-implement ways in which businesses (particularly multi-national and South African businesses) can implement the CRBPs.

We live in an ever developing world in which humanity need all hands on deck if we are to see Roosevelt's four essential human freedoms become a globally enjoyed norm, particularly for children. The business sector is one of the most influential sects of the global community. Thus in order for businesses to be sustainable in a world filled with so much uncertainty, it is critical that each business strongly considers ways in which it could play a positive role in both respecting and supporting children's rights.

## Dr. Thomas Nygren

*Department of Education, Uppsala University*  
Researcher and Senior Lecturer



Thomas Nygren, PhD, is Researcher and Senior Lecturer at the department of Education, Uppsala University. His research interests focus on international understanding, history education, the digital impact on history education, historiography, critical thinking and human rights education. As a researcher in history and education he is affiliated with Uppsala Studies of History and Education (SHED), Stanford Center for Spatial and Textual Analysis (CESTA) and Stanford History and Education Group (SHEG). His previous research, conducted also at Umeå University and Stanford University, has been published in books and journals of history, education, and digital humanities. Nygren's research presented at this conference was funded by the Knut and Alice Wallenberg foundation and the Swedish Research Council, and it will be published as "Thinking and caring about indigenous peoples' human rights: Swedish students writing history beyond scholarly debate" *Journal of Peace Education* and as "UNESCO Teaches History" in *The History of UNESCO: Global Actions and Impacts*, edited by Poul Duedahl, Palgrave Macmillan.

### Students Thinking and Caring about Indigenous Peoples' Human Rights

Schools should promote critical thinking and foster moral values, according to guidelines issued by the United Nation, UNESCO, and the Council of Europe. Scholars have debated, but not analysed in depth in practice, whether history education can and should hold a normative dimension.

This paper analyses current human rights education in two Swedish senior high school groups, in classes meant to promote what has been described as conflicting ideals of historical thinking and empathy as caring. Content analysis of students' exam essays shows intertwined relationships between critical thinking and judgments. The results also highlight how students care that people are treated unjustly; can identify different perspectives; link the past to the present and the future; and use corroboration of information to get the best grade.

This analysis shows that the students focus on historical empathy as caring rather than sourcing and corroboration. However, all students combine normative judgements with the complicated act of more neutral perspective recognition in their papers. Evidently, students may combine historical thinking and empathy as caring in line with recommendations of international understanding when they write history and study the human rights of indigenous peoples in different parts of the world. The results from this study suggest how the history of indigenous people and violations of human rights can stimulate an engaging, challenging and vital learning process—highlighting the importance of protecting essential human freedoms. These findings are significant to all researchers, teachers, and decision makers interested in furthering analytical skills or moral values in education.

## Dr. Wendy O'Brien

*Deakin University*  
Lecturer & Researcher



Dr. Wendy O'Brien is a Lecturer in Criminology at Deakin University, Australia, where she conducts research and evaluation work in the field of human rights. Wendy's research on children's rights focuses primarily on the monitoring and evaluation of children's access to justice, and the rights of children in contexts of abuse and neglect. She also conducts research on the evolution of the international legal norms regarding the right to sexual orientation and gender identity. Wendy holds a PhD in Gender Studies, and Masters degrees in Evaluation and in Public and International Law. Wendy serves as a Board Member of the United Nations Association of Australia, where she is responsible for the Victorian Division's work on human rights, and human rights education.

### **Leveraging International Law to Achieve Human Rights Education: The Role of Non-state Actors**

Membership of the Human Rights Council bestows both privileges and obligations on Member States. General Assembly Resolution 60/251 requires that Member States of the Council uphold the highest standards in the promotion and protection of human rights. It is widely acknowledged, however, that membership of the Human Rights Council has not been, indeed it cannot be, restricted to Member States who match these aspirational standards for human rights performance. Given this accountability challenge at the international level, we might usefully seek alternative mechanisms to hold Member States accountable to the provisions of Resolution 60/251.

This presentation describes a collaborative project launched in Australia immediately prior to Australia commencing its international negotiations for a seat on the Human Rights Council. Lead by the United Nations Association of Australia, the project brought together Australia's leading human rights scholars and advocates to draft a position statement that would use Australia's Human Rights Council candidacy as leverage for a public education strategy about Australia's human rights obligations, and the importance that these be fulfilled. Acknowledging gaps in civil society's understanding about Human Rights Council processes, the project resulted in a series of public seminars and publications, each of which was designed to foster public knowledge about the international standards and processes to which Australia is bound. In the face of accountability challenges within the Human Rights Council itself, this project demonstrates the potential for non-state actors to come together to leverage international law in pursuit of goals that are at once educative and reformist.

# Prof. Dr. Barbara Oomen

*University College Roosevelt*

Dean



Barbara Oomen is dean of the University College Roosevelt, Utrecht University's Liberal Arts and Sciences College in Middelburg. She also holds a chair in the Sociology of Human Rights at Utrecht University.

From 2007 onwards, Prof. Oomen chaired the Netherlands Platform on Human Rights Education. With Marloes Vrolijk, she wrote the booklet 'Inspiration for Human Rights Education' (in Dutch). She is the project leader of a large-scale education and research project to stimulate education for global citizenship, Going Glocal, and has published on education for global citizenship in higher education. In addition to this, she supervises a number of PhD projects on human rights education.

Apart from her work in the field of human rights education, prof. Oomen teaches and does research on a number of topics related to human rights in context. She teaches topics like 'Law, Society and Justice', 'Origins and Implementation of Human Rights', 'Law and Cultural Diversity' and 'Human Rights in Practice'. Her research focuses on human rights in the Netherlands – a book titled 'Rights for Others; the slow home-coming of human rights in the Netherlands' came out with Cambridge University Press in 2014. She currently does research on human rights cities, on which she has published a number of articles, and is currently working on an edited volume due to come out with Cambridge in 2016. Previous research focused on transitional justice, legal pluralism and law and cultural diversity.

Prof. Oomen is a member of the Advisory Board of the Netherlands Human Rights Institute, and a member of the Netherlands Helsinki Committee. In the past she was a member of the Netherlands Constitutional Review Commission, the Commission on Human Rights of the Advisory Council on International Affairs and the Scientific Commission of the Netherlands UNESCO Commission, next to a wide variety of other societal functions.

## Dr. Audrey Osler

*University of Leeds, Buskerud and Vestfold University College*  
Professor



Audrey Osler is Professor of Citizenship and Human Rights Education at University of Leeds, UK and Professor at Buskerud and Vestfold University College, Norway. Her research addresses education policy and practice with a specific focus on citizenship, human rights and social justice. She works as expert for the Council of Europe, UNESCO and various other international organizations. She is widely published, with over 100 articles and 18 books, including *Changing Citizenship: Democracy and inclusion in education and Teachers and human rights education* (both with Hugh Starkey). Her latest book *Human Rights and Schooling: An ethical framework for teaching social justice* (ISBN 978-0-8077-5676-8) is published by Teachers College Press, New York in Spring 2016.

### **The Convention on the Rights of the Child: a right to an intercultural education for all?**

The right to education is broadly understood and has been recognised since the 1948 introduction of the human rights project with the proclamation of the Universal Declaration of Human Rights. Increasingly also recognised is the right to human rights education (HRE), which since 1948 has been further articulated, notably in the International Covenant on Economic, Social and Cultural Rights (CESCR) (1966) and the Convention on the Rights of the Child (CRC) (1989), which are both binding instruments. The latter is better known to schools internationally, partly because of its focus on children's human rights and consequent direct professional relevance to teachers, and also because it has been almost universally ratified. What has received less attention among human rights educators is whether children have a right to an intercultural education, following the CRC Article 29. This paper draws on Article 29 and on General Comments of the Committee on the Rights of the Child to explore a right to an intercultural education, and what this might look like, building on the work of Grover (2007) and Osler (2010, 2016). In a world characterised by deep seated conflicts, which are leading to unprecedented movements of refugees and internally displaced people, and in a Europe characterized by super-diversity (Vertovec, 2007) this paper offers a timely review of the purposes of education in both established democracies and post-conflict societies and interrogates the relationship between HRE, intercultural learning and education for global social justice.

## Dr. Johanna Ospina

*The Hague Institute for Global Justice*



Johanna Ospina holds a PhD in Advanced Studies on Human Rights from Carlos III University of Madrid. The topic of her doctoral thesis was peace education in the Occupied Palestinian Territories. She has worked for several international organisations including UNESCO Cataluña, UNOY Peacebuilders and the International Network of Museums for Peace (INMP). In these organisations she carried out projects on education and democracy, youth participation, peacebuilding and peace history. In addition she has co-authored publications on topics such as peace dialogues in Colombia, peace education, culture of peace and the right to education in the Gaza Strip.

### **Human Rights Education: Oil on the Fire in the Occupied Palestinian Territories?**

In 2014, in the Gaza Strip, the government of Hamas blocked the introduction of textbooks promoting human rights, which are part of the HRE programme implemented by UNRWA in its schools, arguing that these textbooks were against Islamic values and ignored the local and historical reality of Palestine. The rejection of the textbooks is the latest manifestation of the negative attitude of Hamas towards HRE. According to Hamas the curriculum ignores the Palestinian suffering, the role of the resistance and does not acknowledge the right to resist through armed struggle. The principles of the curriculum – such as human dignity, non-discrimination, inclusion, and tolerance – are in stark contrast with what people in Gaza are experiencing under the Israeli occupation. These conditions make disconcertingly clear what the limitations of the international human rights instruments for the actual protection of human rights are. This can add to the frustration with the current situation and lead some to conclude that more radical measures are needed. This paper will look at HRE in the Gaza Strip as a case study to reveal the challenges and controversies that HRE faces in contexts where human rights are constantly violated. By looking at the effect of HRE on those who are experiencing human rights abuses, and learning their point of view, we can help to improve the way HRE is implemented and how it can best help to prevent radicalized attitudes, where the use of violence is considered as the only mean to resolve conflict.

## Dr. Reinhild Otte

*Council of Europe*



Dr. Reinhild Otte has a background in Economics, Law and Social Sciences. She has professional experience in industry in Germany and abroad, in vocational training, as well as in university teaching and research (economics, law, education). For 25 years she worked as a civil servant in the Ministry of Education, Youth and Sports in the German Land of Baden-Württemberg. She has also represented the Federal Republic of Germany in numerous international bodies and committees. Since the 1980s, she has contributed to various Council of Europe (CoE) inter-governmental cooperation - programmes. Reinhild Otte is a CoE Expert in Education for Democracy and Human Rights and Former Chair of the Ad-Hoc Advisory Group on EDC/HRE; she was awarded the "Pro Merito Medal " of the CoE.

### **International Human Rights Education Conferences 2010-2014 : overview, main elements and experiences**

Following request and interest from various sides the contribution will provide an overview of the five previous International Human Rights Education Conferences :

2010 University Western Sydney/ Australia: " Education for Human Rights, Peace and Intercultural Dialogue"

2011 University Kwa- Zulu – Natal, Durban/ South Africa: "Celebrating Diversity and Advancing Social Justice "

2012 Jagiellonian University Krakow/ Poland " Promoting Change in Times of Transition and Crisis "

2013 Soochow University Taipei/ Taiwan: Global Convergence and Local Practice . The Scope and Depth of Human Rights Education Reexamined "

2014 American University Washington/ USA : " Advancing **UN**iversal Human Rights Culture"

Seen from the perspective of a person who had had the privilege to participate in all five previous conferences the review will try to depict the essential contents , outcomes and lessons learnt of these conferences. It will also illustrate some interesting specificities of each conference seen from the point of view of a representative of the Council of Europe, an intergovernmental institution which had worked on these themes for more than 30 years .

## Dr. Sev Ozdowski

*Western Sydney University*

Director, Equity and Diversity

*Australian Council for Human Rights Education*

Chair



Dr Sev Ozdowski is Director, Equity and Diversity at the Western Sydney University and Hon. Professor at the Sydney University. Sev is also Chair, Australian Multicultural Council and President of the Australian Council for Human Rights Education.

Dr Ozdowski worked for the Australian government (1980-96) where he played a major role in the advancement of multicultural and human rights policies and institutions. He also headed the Office of Multicultural and International Affairs in South Australia (1996-2000). As the Human Rights Commissioner (2000-05) he conducted the ground-breaking *“National Inquiry into Children in Immigration Detention “A last resort?”* and the *National Inquiry into Mental Health Services “Not for Service”*.

Dr Ozdowski has an LLM and MA in Sociology degrees from Poland and a PhD from the University of New England. As a Harkness Fellow, Sev spent 1984-86 on research at Harvard, Georgetown and Berkeley universities. Dr Ozdowski published many articles, addressed twice National Press Club and represented Australia worldwide.

Sev's life-long commitment to multiculturalism and human rights was recognised by an Order of Australia Medal, the Solidarity Medal, the Officer's Cross of the Order of Merit by the Polish President and an honorary doctorate from RMIT University.

## Dr. Eri Park

*University College Roosevelt*  
Assistant Professor



Eri Park works as an Assistant Professor in Psychology at UCR. She obtained her German Diploma in Psychology at the Freie Universitaet Berlin, and spent her time as a Ph.D. candidate in England (Centre for Cultural Studies, Goldsmiths College, University of London), Brazil (Department of Psychology, Pontifícia Universidade Católica do Rio Grande do Sul, Porto Alegre), and Australia (Center for Applied Philosophy and Public Ethics, Australian National University, Canberra). She received her Ph.D. from the Institute of Social Psychology at The London School of Economics and Political Science. Her current research interests include global justice and global citizenship research, terrorism prevention, postcolonial theory, Discourse Analysis and qualitative research methods.

### **Framework for Universal School-based Primary Prevention of Radicalization by Means of Teaching Social and Civic Skills**

The purpose of this paper is to share the framework for universal school based primary prevention of radicalization by means of teaching social and civic skills and initial empirical evaluation of it. The framework draws upon theories of Global Citizenship and empirical findings of Social Psychology. The approach is designed to foster empowerment, to stimulate empathy and understanding of different perspectives and world views. It is a unique approach, as it aims to tackle radicalization at its source without impeding rights of members of minority communities identified as being potentially at risk of radicalization. It avoids singling out or stigmatizing them. It gives secondary schools with the opportunity to teach skills, which often fall outside the regular curriculum or aligned with their civic education mandate. On a more structural level, proposed approach counteracts the threat of social or religious radicalization in European societies by providing young people with alternatives to violence. The program aims not only to prevent processes of radicalization, but also to increase civic and social competences at the same time. Sixty social psychology students conducted a pilot implementation of the materials based on the framework in Dutch secondary school classes. The evaluation of the pilot reveals positive potential of the framework.

## Carol-joy Patrick

*Service Learning (SL) free-choice elective program, Griffith University*  
Service Learning Coordinator



Carol-joy Patrick developed and presently manages the Service Learning (SL) free-choice elective program at Griffith University which places 500-600 students in internships in not-for-profit organisations each year through a Community Internship course. The experience in her Community Internship course has shown profound personal and professional developmental changes in students after just 50 hours of volunteering. Carol-joy Patrick has been involved in Work-integrated Learning (WIL) in Australia for the last 23 years, and specifically with Service-learning (SL) for the last five years. She has been a leader on two national Australian Government-funded projects exploring the challenges of WIL and the leadership needs of WIL staff; and has an OLT citation for development of a University-based WIL network which forwarded the support of WIL at Griffith University. Carol-joy approaches SL from a WIL perspective, and uses Human Rights as the foundations in the course to provide a way for students to view the need to volunteer in not-for-profit organisations.

### **Using Service Learning Courses to Provide Practical Platforms for Students to Experience Human Rights Obligations First-hand and Improve their Commitment to Democratic Citizenship'**

While a fundamental understanding of human rights should be an outcome of Higher Education, most degree programs do not provision the opportunity for students to explore human rights issues either theoretically or practically. Across the last three years, Griffith University has implemented a Service Learning (SL) unit as a free-choice elective course that enables students to volunteer in a not-for-profit organization where they can be part of addressing human rights issues, while also engaging in academic activities that provide them with a basic awareness of the role of the Universal Declaration of Human Rights, and the obligations of being active citizens in their communities. Since the unit's inception in 2012, over 1,600 students have chosen to study the unit and have contributed in excess of 80,000 hours of volunteer service to the community with around 60% of students continuing to volunteer after they complete the unit. Around 150 community organisations, addressing a variety of responses to human rights needs, are engaged with the unit by providing internship opportunities for students. Through the activities of the internships, and the academic components of the course, students' awareness of human rights are greatly enhanced, and students experience a range of personal transformations as a result. In this presentation, results of research inviting students to comment on their commitment to human rights issues as a result of the practical nature of the course will be presented.

## Yulia Pererva

*Council of Europe*  
Head of Unit



Yulia Pererva worked on technical assistance programmes in the Delegation of the European Commission in Moscow before she joined the Council of Europe in Strasbourg in 1997. Since then, she contributed to a number of co-operation programmes in the field of human rights, youth and education. At present, she is responsible for the coordination of the Council of Europe intergovernmental cooperation programme on Education for Democratic Citizenship and Human Rights ([www.coe.int/edc](http://www.coe.int/edc)). This programme is a European contribution to the United Nations World Programme for Human Rights Education. The Council of Europe also provides secretariat to the International Contact Group on Citizenship and Human Rights Education which was set up in 2011 with a view to ensure close co-operation among regional and international initiatives in this field ([www.coe.int/icg](http://www.coe.int/icg)). It brings together the OHCHR, UNESCO, the OSCE/ODIHR, the European Commission, EU FRA, ALECSO, OAS and the Council of Europe.

### **Addressing extremism and radicalisation through human rights education**

The pace and scale of intolerance, radicalisation and violence in Europe today demands an urgent response, and education has an important role to play in this respect – states Council of Europe Secretary General Thorbjørn Jagland in his report on the state of human rights, democracy and the rule of law in Europe. In the context of the terror attacks at the beginning of 2015 as well as the refugee crisis in the summer, education in general, citizenship and human rights in particular are drawing attention as an effective means of addressing violent extremism and radicalisation leading to terrorism.

In May 2015, the Council of Europe member states adopted an Action Plan to combat violent extremism and radicalisation leading to terrorism (2015-2017). In the field of education, the ministers have called for the development and utilisation of tools for education for democratic citizenship, intercultural education and history teaching. They have also called for the adoption by the end of 2015 of a framework of competences for the exercise of democratic citizenship and thereafter the holding of a Council of Europe Conference of Ministers of Education to promote the implementation of that framework.

How will the framework of competences for democratic culture be used, with a view to prevent extremism and radicalisation? What measures are envisaged to ensure the effective use of this framework? How the impact of this work will be assessed and analysed? - these are the key questions that will be discussed in this presentation.

## Dr. Ana Maria Rodino Pierri

*Inter-American Institute of Human Rights, IIHR*  
Main Educational Consultant



Argentinian - Costa Rican. Licentiate in Literature and Linguistics by the University of Rosario (Argentina); Master in Linguistics by the University of Costa Rica, and Educational Doctor by Harvard University. Educator, researcher, and author of scientific and didactic publications in the fields of Sociolinguistics, Pragmatics and Applied Linguistics; Semiotics and mass media communication; production of educational materials (printed, audio-visual and electronic), and human rights and citizenship education.

She is the main educational consultant for the Inter-American Institute of Human Rights, IIHR, in San Jose, Costa Rica. Has been associated to the IIHR since 1992, and from 2000 to 2009 directed its Educational Unit; was long-standing Pedagogical Coordinator of the Interdisciplinary Course on Human Rights and conducted the research of the series Inter-American Report on Human Rights Education. Is a member of the Board of Human Rights Education Associates, HREA, and of the Report on the State of Costa-Rican Education, produced by Costa-Rican National Council of Rectors.

### Revisiting Identity from a Human Rights Education Perspective

In Western philosophy, particularly the Spanish-speaking world, the construct of Person or Subject of Law –a keystone of HR doctrine– has been historically linked to the notion of Identity. This is an inescapable topic for HRE, but hardly a simple or conflict-free one. The paper critically revises the notion from two viewpoints.

First, identity is examined as a human right recognized by the Universal Declaration of Human Rights (legal sense), later expanded by the Convention on the Rights of the Child (legal and cultural sense). While conceding its relevance, it is however argued that it constitutes only the point of departure of each person's construction of self, not the complete process, neither its endpoint.

Second, identity is analyzed as a cultural notion that evolved expanding its meaning. A traditional view understood it as a given to the individual, an invariable "essence" connected to his group of origin, and defined by opposition to outsiders. Such closed and exclusive affiliation fueled countless intolerance wars. A contemporary view understands it as plural, multiple or hybrid combination constructed by the self in context, an individual's many-sided connections to diverse groups of membership, belief and action that he has come in contact with during his lifespan. From a HRE perspective, the inclusive concept of plural identity is more precise to interpret today world's transformations and social sceneries, and more useful to live and act in them. It is a prerequisite to combat discrimination, foster solidary coexistence, and advance democracy. "Living together" cannot be consistently furthered without simultaneously working on a broad, non-exclusive concept of identity.

## Esther Polhuijs

*UNICEF (The Netherlands)*

Advocacy and Children's Rights Officer and Researcher



She worked for the Centre for Children's Right Amsterdam and researched the Dutch migration case law on the application of the Convention on the Rights of the Child. Previously she worked for the Public prosecution Office, the Foundation Child Protection Curacao and the Children and youth legal advice office.

### **Contribution of UNICEF to Children's Rights Education in The Netherlands**

The UN Committee on the rights of the child considered the fourth periodic report of the Kingdom of the Netherlands in June 2015. The Committee stated that it is concerned that there is insufficient knowledge of the Convention and its Protocols among policy makers, the general public and children throughout the Kingdom. UNICEF the Netherlands contributes to the improvement of knowledge of children's rights and tries to improve a more systematic approach of awareness raising activities. UNICEF the Netherlands contributes in different ways. Primary and secondary schools invite UNICEF to give presentations and educate the children about their rights. UNICEF also organizes a big debating contests for children ages 12 to 16. Subject of the debate themes are related to children's rights. In The Netherlands the State Secretary for Education, Culture and Science created a dialogue to think about the future of education in the Netherlands. UNICEF, together with other organisations, participated in the dialogue to point out that human and children's rights education is very important. Furthermore, it is important to inform and educate companies on children's rights. In the Netherlands, companies can use a 'Board of Children'; through the Board of Children, children can contribute ideas about strategy and social issues. The Dutch policy makers are educated and informed about children's rights and the way the rights are coming into practice in the Netherlands, through different research and publications.

## Tara Rao

*Human rights Education, Amnesty International India*  
Director



Tara first knew she wanted to work on social justice issues working as an architect in Nepal in the early-90's on a community-led school design project. Today, employing her design skills, she leads a programme that brings to life the values and principles of Human Rights in school communities. As she finds learning stimulating, she often returned to the academic world - a MA in Gender at the University of East Anglia, and; a MSc in Responsibility and Business Practice at the University of Bath. She worked with bilateral and multi-lateral development organisations on equity and diversity issues, with climate resilient development, corporate social responsibility, organisational learning and development and architectural design - long-term - in India, Vietnam, Nepal, Denmark and Bhutan. And shorter assignments in Lao, Uganda, Tanzania, the Netherlands, S Africa and the UK. Tara lives in Bangalore; has two children – 22 and 15.

### **H for HRE: Human rights education for a rights respecting society**

The transformative potential of education can be realised when governments, teachers, students, parents and the society at large creates a learning culture that thrives on the values and principles of human rights. The school then, a microcosm of society, functions as a thriving community.

In November 2012 Amnesty International India initiated its programme, which has evolved with a growing number of collaborations integrating HRE in their schools.

We started with the belief - seeds of human rights already exist in schools, where daily interactions are strengthened to characterise dignity, respect, inclusion and non-discrimination. The various actors in a school community - students, teachers, parents and management are involved in transforming a school from being merely a place of academic rigour to a human rights friendly one - a very crucial first step towards creating a rights-respecting society.

A 'whole school approach', based on a (reflective) self-assessment triggers a self generative process, building the relevance of human rights in its curriculum, relationships, environment and governance. As facilitators... we engage all stakeholders, including school management, teachers, parents and student on different approaches to integrate Human Rights Education into their school experience.

As mentors... we guide schools on their school plan.

As schools weave the values of human rights into the fabric of their community, we seek change based on four programme principles for HRE: creating ownership, building relevance, learning by doing and shaping practitioners and advocates. These are used to analyse the progress of integration of HRE in schools.

Benefit. Embed. Grow.

## Dr. Sandra Reitz

*German Institute for Human Rights*  
Head of Department



Dr. Sandra Reitz is the Head of the Department Human Rights Education. She finished her studies of English and Social Sciences at the Westfälische Wilhelms-University Münster with her Erstes Staatsexamen (State Examination for teachers). She received her PhD at the Otto-von-Guericke-University Magdeburg and worked as a Research Associate ("Wissenschaftliche Mitarbeiterin") at the Institute for Political Science, Goethe-University Frankfurt from 2009 to 2013. Selected publications: "Standards der Menschenrechtsbildung in Schulen" (2005, together with other authors from the working group Human Rights Education, Forum Menschenrechte); "Improving Social Competence via E-Learning? The Example of Human Rights Education" (2012, dissertation); "Menschenrechtsbildung für Kinder und Jugendliche - Befunde und Empfehlungen für die deutsche Bildungspolitik" (2014, together with Prof. Dr. Beate Rudolf); "Kinder und Jugendliche haben ein Recht auf Partizipation. Was aus menschenrechtlicher Sicht im Bildungsbereich getan werden muss" (2015).

### **Experiences of the German Institute for Human Rights in the Field of Policy Advice on Human Rights Education**

Most actors in the field of human rights education focus on conducting educational activities. When aiming at a structural anchoring of human rights education, these "bottom-up" multiplying effects need an accompanying "top-down" approach that also aims at changes in school law, training curriculums and quality standards for duty-bearers and right-holders.

The educational policy field in Germany is quite complex, as education lies in the responsibility of the 16 federal states (Bundesländer), while some coordinating structures exist as well. The German Institute for Human Rights is happy to share a range of policy advice experiences, which include meetings, letters, press releases and publications, but also training sessions for members of parliament and ministries.

A larger project of the institute was a survey amongst the ministries, asking about the anchoring of human rights education in six different fields: school law, curricula, material, training of educational personnel, anchoring of children's and youth' participation rights in education, and incorporating HRE in the development processes of educational institutions. While the findings of the survey are certainly interesting and valuable, the process itself also deserves special attention: Key contacts in the ministries could be identified, the content of UN documents regarding HRE was disseminated, the published results and recommendations can be used by the wider HRE community, and a follow-up expert meeting with key actors identified further fields of actions and possibilities for cooperation. This presentation will reflect and discuss generalized challenges and opportunities of these policy advice activities experiences.

## Tania Manríquez Roa

*Human Rights Centre at the University of Chile*  
Researcher



Tania holds a M.A. in Global Ethics (King's College London, 2012) and is a Social Anthropologist (University of Chile, 2011). She has experience in consulting and qualitative research projects in the areas of human rights, civil society and global sustainability. In the last years she has worked as a consultant in projects for UN, UNICEF, GIZ, Nestlé Chile and Mining Company San Xavier – Mexico, and as a researcher for University of Chile and Catholic University of Chile. Her current work combines the coordination of extension projects and research activities. She coordinates workshops, seminars and conferences that are aimed to strengthen the link of the University with the society and local communities. Through these activities, human rights academic knowledge reaches members of the civil society and State agencies. She has coordinated projects dealing with LGBTI rights, women's rights, education, conditions in prisons, and serious violations of human rights.

### **Non-state Actors' Tailored Training in Human Rights**

Human Rights Education (HRE) may have an important role to play in narrowing the evident gap between human rights ideals and local realities concerning multiple spheres of life. However, even though HRE is increasingly being promoted by international organizations, as well as state and non-state actors, there are few guidelines on how those interventions should be designed.

The Centre for Human Rights at University of Chile, a public institution whose mission is to promote human rights and democracy, is currently leading a HRE project with two key characteristics for designing effective training workshops. On one hand, it pursues the identification of key non-state actors and their active involvement in the educational process. On the other, it proposes a methodology that adapts to different audiences while keeping the workshops' aim.

In partnership with the most renowned Chilean NGO for human rights of LGBTI population (Movement of Homosexual Integration and Liberation), the Centre for Human Rights has organized five workshops on gender equality, inclusion and non-discrimination. The workshops are meant to build human rights capacities of professional actors such as lawyers, preschool teachers, social workers, journalists and doctors. Besides, established partnerships with Professional Associations have contributed to target specific non-state actors' audiences and it is expected that such alliances will have a positive impact on workshops' sustainability.

This paper tackles the relevance of non-state actors regarding HRE, accounts the multiple roles that the civil society is called to accomplish, and presents a methodology aimed at creating effective tailored workshops.

## Amelie Sällfors

*Raoul Wallenberg Institute*  
Programme Officer



Amelie Sällfors is working as a Programme Officer responsible for RWI's capacity development programme in Belarus. She holds both a Swedish LL.M and a Master in International Human Rights Law from Lund University. She has been working as a Programme Officer at RWI since 2005, mainly with the Institute's capacity development programmes with Academic Institutions, both in Southeast Asia and now in Belarus. Before joining RWI, she worked at UNHCR in Nairobi, Kenya, the Swedish Migration Board in Malmö, Sweden, and at the European Council for Refugees and Exiles, in London, UK.

### **Working with Human Rights and Gender Equality Education, Research and Outreach at Universities in Belarus – RWI's Experiences'**

In order for a university to, in a sustainable manner, contribute to a broader societal change where human rights are respected, protected and fulfilled, the university needs to continuously develop its capacities in three areas; education, research and outreach/civic engagement. RWI has been working in these areas in relation to its university partners in Belarus since 2010, primarily focusing on contributing to increasing the number of quality human rights and gender equality courses delivered at the universities and contributing to improving the availability of relevant research on human rights and gender equality. In the past year, RWI has also enhanced its focus on collaborating with its partners to allow them to more actively engage with other actors in society involved in human rights and gender equality issues. This panel will share the experiences from the Belarus programme on some of the strategies and methods used to contribute to allowing universities to, in the long run, contribute to societal change. The experience sharing on methods and strategies will also include a discussion on the experiences gained through the Belarus Programme on how to mainstream gender through a university cooperation project and how students can fill a key role in informing and actively contributing to the cooperation.

## Dr. Vasiliki Saranti

*Panteion University*  
Researcher



Vasiliki Saranti has graduated from the Law School of Democritus University of Thrace, has received a LLM from the Department of International and European Studies of Panteion University and her PhD in International Law from the same department. She has participated in Election Observation Missions of the EU and the OSCE in the Balkans, Asia and Latin America, she has worked as an independent expert for the International Federation of Red Cross and Red Crescent Societies, at the Directorate of Human Rights of the Ministry for Foreign Affairs etc. She teaches Public International Law at the National Police Academy and the Hellenic Military Academy. She is an external collaborator of the programme of postgraduate studies of the Department of International, European and Area Studies, Panteion University of Athens. She has published extensively and has participated as speaker in conferences both in Greece and abroad.

### **The Role of Holocaust Memorials and Museums in Human Rights Education: The Case of Greece**

Up until World War II Greece had a thriving and prosperous Jewish community. Made up mainly of two branches – the Romaniote Jews who are indigenous and have inhabited Greece for 2000 years and the Sephardim Jews who migrated to the Ottoman Empire from Spain and Portugal in the wake of the Granada fall – the Jewish community had an outstanding presence in Greek public life. During the Nazi invasion and occupation of Greece (1941-1944), large portions of the Jewish population were transferred to extermination camps. The so-called “Shoah” diminished astoundingly Jewish presence on the Greek territory by putting a horrifying end at centuries of Jewish history in Greece and changing inevitably public life in the respective urban centres.

Hitherto, Holocaust memorials have been erected in all major cities, while museums and synagogues have also a long-standing presence in urban centres (Chania, Salonica, Athens, Rhodes etc.). However, Greece could not avoid the anti-semitic wave that swept across Europe. Holocaust memorials have been vandalized and synagogues desecrated, anti-Semitic hate speech and stereotypes became common place. These attitudes are partly owed to the fact that educational institutions in the country seem to overlook the Holocaust and its relevance for human rights education.

The present paper aims to explore the way that memorial sites in Greece can link the history of the Holocaust to human rights, in furtherance of the central idea of the UN era: promotion of human dignity, equality and fundamental human rights for all.

# Abdulkerim Şen

*Institute of Education-University College London*  
PhD Candidate



Abdulkerim Şen was born in Turkey. He received his bachelor's degree in the area of social studies teaching in 2006. After graduating from college, he worked as teacher for three years in Istanbul. In 2010, he obtained the Turkish government scholarship to do his master and PhD abroad, and he moved to the USA. After he received his master degree in social studies education at Florida State University, he moved to London for his PhD education in 2013. He is now a third year PhD student at the Institute of Education-University College London in the UK.

## **A Peculiar Case of Human Rights Education in Turkey**

In response to the UN Decade for Human Rights Education initiative, the Board of Education of Turkey introduced human rights education in 1998. The 1998 human rights education programme reflected a profound influence of the military's ideological perspectives. The ideological power struggle between the political Islamist parties and the military paved the way for the infusion of the military's perspectives into the 1998 human rights education programme in the post-1997 coup context. The exclusionary views on the Kurdish minority and the political Islamists and the presentation of the sanctified image of the military and Atatürk embody the military's ideological perspectives in the main textbook of the course. This presentation aims to shed light on the influence of the political factors that led to the production of the 1998 programme and demonstrate the military's ideological perspectives through quotations from the main textbook of the course. It relies on interview data derived from key figures who played a role in the introduction of the course, archival and public documents and textbook analysis. The intended contribution to the conference is to demonstrate the ways in which human rights education can be used in a counter-productive way. It can be used as a way of indoctrination in contexts like Turkey where there is little consensus around the universal principles of human rights and democracy. In this sense, this presentation can also show how Roosevelt's four principles can be breached in such contexts under the title of human rights education.

## Sandra Sirota

*Columbia University Teachers College*  
Doctoral Researcher



Sandra Sirota is a third year doctoral fellow at Columbia University Teachers College in the Department of International and Transcultural Studies, with a concentration in peace and human rights education. She is also a research fellow at New Knowledge Organization, a non-profit think tank and planning group. Sirota co-founded the Advocacy Lab, a nonprofit organization providing human rights education to secondary school students in New York City in 2007 and served on the founding steering committee of Human Rights Educators USA from 2012 to 2014. Her research interests include human rights education, civic education, social movements, mixed methods research, and education in sub-Saharan Africa and the United States. Sirota holds a Master's degree in International Human Rights from the University of Denver and a Bachelor's degree in Anthropology from Cornell University.

## Human Rights Education and Agency among Secondary School Students in New York City'

This study investigates the impact of human rights education on a diverse group of secondary school students in three New York City classrooms. Specifically, how does HRE impact feelings of agency among the students? To explore this question, the study focuses on three classrooms: two in a public school in Brooklyn and one in a public school in the Bronx, where approximately 80 students participated in a human rights education course two days per week for the 2014-2015 academic year. The human rights education classes included learning about human rights as well as opportunities for students to take action to promote human rights through awareness-raising and advocacy activities. Based on surveys, interviews, and classroom observations over the course of the year, preliminary results suggest that students increased their feelings of agency regarding their ability to take action for human rights by the end of the course. Findings from the study will be presented.

## Siri Skåre

*Norwegian Centre for Human Rights, University of Oslo*  
Director of International Affairs



Mrs. Siri Skåre is the director of international affairs at the Norwegian Centre for Human Rights, NCHR, at the University of Oslo since 2010. She has been the director of NORDEM, Norwegian Resource bank for democracy and human rights for eight years. She holds a Master's degree in Political science and has extensive experience in international elections observation including as head of mission. She has also worked ten years in the Norwegian Ministry of Environment, NORAD and the Norwegian Ministry of Foreign Affairs.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the 'push or pull factors'? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Dr. Marcin Sklad

*University College Roosevelt*  
Associate Professor



Marcin Sklad is an associate professor of psychology, methods of social sciences and statistics at University College Roosevelt (Utrecht University), Middelburg, the Netherlands. His current research focuses on two areas: a) programs enhancing the pedagogical function of education, b) applied cognitive psychology. He also serves as research consultant at the Hague University in the knowledge center Youth Education, where he supervises methodology of research projects on various subjects related to youth and development (e.g. pedagogical knowledge of parents, effectiveness of school-based socio-emotional learning programs and innovative educational methods). Marcin Sklad completed his Ph.D. in Social Cognitive Psychology at Warsaw University. His primary scientific interests and expertise include social cognitive psychology, applied developmental and educational psychology, positive psychology, methodology of social sciences, survey research methodology and applied statistics. His particular area of interest is the application of social and cognitive psychology to research methodology and education. Before joining UCR as instructor in the Academic Core Department, Dr. Sklad also worked as a specialist in the domain of computer-assisted and distant learning for the Center of Open and Multimedia Education (COME) of Warsaw University. For a period of six years, he developed systems and methods to deliver highest quality academic courses over the internet. Prior to that, he worked at the Institute for Social Studies of Warsaw University on the topic of methodology of evaluation in education.

### **Framework for Universal School-based Primary Prevention of Radicalization by Means of Teaching Social and Civic Skills**

The purpose of this paper is to share the framework for universal school based primary prevention of radicalization by means of teaching social and civic skills and initial empirical evaluation of it. The framework draws upon theories of Global Citizenship and empirical findings of Social Psychology. The approach is designed to foster empowerment, to stimulate empathy and understanding of different perspectives and world views. It is a unique approach, as it aims to tackle radicalization at its source without impeding rights of members of minority communities identified as being potentially at risk of radicalization. It avoids singling out or stigmatizing them. It gives secondary schools with the opportunity to teach skills, which often fall outside the regular curriculum or aligned with their civic education mandate. On a more structural level, proposed approach counteracts the threat of social or religious radicalization in European societies by providing young people with alternatives to violence. The program aims not only to prevent processes of radicalization, but also to increase civic and social competences at the same time. Sixty social psychology students conducted a pilot implementation of the materials based on the framework in Dutch secondary school classes. The evaluation of the pilot reveals positive potential of the framework.

# Shayne Smart

XPLANE

Senior Consultant



Shayne Smart is an accomplished and innovative entrepreneur. Able to apply his passion for business process design, systems thinking, lateral thinking, and computer game design to a wide range of business design and now societal challenges. Shayne lives in Amsterdam and works as a senior consultant at XPLANE. He uses visual thinking to design and facilitate workshops that reduce complexity in organisations and co-create visual tools for change and innovation activation. Before moving to Europe, Shayne started his career with IT management and business analysis at McKinsey & Company and then later moved to Scandinavia, helping media clients with extranets and working ten years as an independent management consultant. Despite living and working in six different countries, none of them ever educated Shayne in his Human Rights.

## The Geneva Conventions in Pictures

Visual story telling is a universal and long successful method for sharing and educating people that can transcend cultural, language and literacy barriers. Through an approach of visual story telling, the design focus is on creating clarity in communication, resulting in ability to easily memorize, replicate and share stories, irrespective of the audience's access to technology. This presentation focuses on lessons learnt from the case study of The Geneva Conventions in Pictures project. The project utilizes a story-telling approach to educate on human rights law, by translating each article of The Geneva Conventions into a pictogram for global usage.

The pictograms have a dual-purpose application, firstly in education & social distribution (peer-to-peer education) and secondly by enabling HR organizations visualize existing causes in their campaigns, thus extending awareness of human rights law. Sourcing initial concept work can be a challenge. This project creates the initial design concepts through a single-day volunteer workshop with 40 designers, moving to professional production to harmonizing the design style ready for publication.

Finally, critical to the success of any education campaign is activation (engagement) of the audience. We will look at how the story-telling approach lends itself to re-use of designs for very different activation artifacts. We will discuss the suitability of each design artifact at different stages activation. Artifacts discussed will include e.g. Offline: Print publication, Card decks, Board games and Online: Animation, social media sharing and smartphone apps.

## Dr. Klaas Smelik

*Etty Hillesum Onderzoekscentrum*  
Director



Klaas A. D. Smelik (1950) was born in Hilversum (Netherlands) and studied Theology, Semitic Languages and Ancient History at the Universities of Utrecht, Amsterdam and Leiden. He taught Old Testament and Hebrew at the Universities of Utrecht, Amsterdam and Brussels, and Ancient Near East and Jewish History at the K.U. Leuven. From 2005 until 2015, he taught Hebrew and Jewish Studies at Ghent University. Since 2006, he has been the director of the Etty Hillesum Onderzoekscentrum (Etty Hillesum Research Centre; EHOOC), first in Ghent and since 2015 in Middelburg. He edited the Dutch, English, French and Italian unabridged editions of Etty Hillesum's writings and is editor-in-chief of the Etty Hillesum Studies and the *Studia Semitica Neerlandica*. He has (as writer or editor) published nearly 45 books and 300 contributions on the Hebrew Bible, ancient Hebrew inscriptions, ancient history, Jewish studies, anti-Semitism, and Etty Hillesum.

### **Human Rights – The Example of Etty Hillesum (Middelburg 1914 - Auschwitz 1943)**

In a period when human rights were violated in an unseen manner, a young Dutch-Jewish woman, called Etty Hillesum, wrote a diary in Amsterdam which has been preserved, published and translated into 16 languages. Although threatened by the German persecution of the Jews, she was more concerned with the question of how future generations can cope with hatred, enmity and the urge to destruction than with the possibilities to save her own life. Etty Hillesum wanted to put her thoughts and experience into words which could inspire us, the post-war generation, to live a better life than possible in her own time. Essential for her ideas is on the one hand the notion that man is good, life is good, death is part of our life, and God is present in every human being but on the other hand that it is essential for us all to stop with hating our enemies. Hatred is a poison for the soul and urges us to destroy others instead of examining ourselves and the way we are behaving. It is essential to look at our enemies as human beings and ask ourselves why they are treating us as they do in order to understand them. In the presentation, passages from the diaries will be discussed and the value of Hillesum's insights for Holocaust and Human Rights education will be determined.

## Dr. Yang Songcai

*Guangzhou University Research Institute for Human Rights*  
Professor and Executive Director



Professor and executive director of Guangzhou University Research Institute for Human Rights; BA, Hunan Normal University (1986); LLM, China University of Political Science and Law (1992); Ph.D, Hunan University (2008). His academic achievements including the following: (1) Human Rights Law (eds.), the first national human rights textbook in the universities endorsed by the Ministry of Education (Higher Education Press, 2005); (2) Human Rights Yearbook of China from 2006-2010 (eds., Hunan University Press, 2012); (3) Human Rights Research Institutions and Human Rights Education in China (eds., Chinese Procuratorate Press, 2010); (4) International Trade and Labor Rights Protection (Law Press, 2013); (5) Criminal Procedure Law and Its Revision (eds., Chinese Procuratorate Press, 2009). Besides his academic research, he has been actively involved in dozens of human rights training programs, especially for law enforcement officers including judges, prosecutors and investigative police in south China.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the ‘push or pull factors’? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Dr. Hugh Starkey

*UCL Institute of Education*

Professor



Hugh Starkey is Professor of Citizenship and Human Rights Education at University College London (UCL), Institute of Education, where he is founding director of the International Centre for Education and Democratic Citizenship (ICEDC). He also has a specific expertise in language education and is an expert consultant to the Council of Europe and other international organisations. His wide-ranging publications include the books: 'Changing Citizenship: Democracy and inclusion in education' (with translations in Japanese and Mandarin); 'Citizenship and language learning; and Teachers and human rights education' (all with Audrey Osler).

### **Human Rights as Powerful Knowledge for Teachers in Contexts of Super-Diversity**

This paper critically evaluates a 30 hour course Education, Values and Society offered to mature students of diverse ethnic backgrounds currently working as teaching assistants in schools in London, a city of demographic super-diversity. It aims to help them use the powerful knowledge of human rights in their own personal and professional context by introducing them to the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) so that they are better equipped to challenge violent extremism. Evidence collected from one class includes student-led presentations, formal course evaluations, formative and summative assignments on the one hand and ethnographic field notes and reflections by participant observers including the course tutor. Whilst students appreciated the opportunity to learn about human rights principles, they sometimes had difficulty in using this knowledge in their assessed work for the course. Some students also challenged the extent to which a human rights framework can be applied to issues engaging personal conscience and religious belief such as gender and sexuality, and relationships and sex education. The findings suggest that the asymmetrical power relation between tutor and students tended to position students as learners rather than as creators of knowledge. Consequently the pedagogical approach was adjusted to create greater opportunities for students to exercise their right to narrate and gain the confidence to go beyond the value frameworks in which they have already been socialised.

## Alison Eleanor Catriona Struthers

*University of Warwick, England*

Teaching Fellow and Early Career Fellow



I am a Teaching Fellow and Early Career Fellow at the University of Warwick and my research focus is on Human Rights Education, particularly with regard to primary-aged learners. I have carried out empirical research both in England and Scotland regarding the nature and scope of HRE within formal primary schooling, and am currently working with the Children and Young People's Commissioner Scotland and the Scottish Human Rights Commission to improve HRE provision at this level. In the coming year I will also be involved in strategic discussions with the Legal Education Foundation and other relevant stakeholders regarding the current scope and nature of HRE at primary level in England.

### **Addressing the Controversy Surrounding Human Rights Education in Formal Schooling**

Human Rights Education (HRE) is important for empowering people to stand up for their rights and for the rights of others. It is considered to be the most effective means of challenging widespread negative attitudes towards human rights by introducing learners to the relevant values and concepts at an early age, before they may have ingrained opinions and prejudices. This paper argues, however, that even teachers who may be inclined to teach in this area are often not doing so due to their own perceptions, or in many cases, misconceptions of human rights. Drawing upon empirical research conducted with teachers in 44 primary schools across England, the paper explores their expressed concerns that HRE is too: (i) controversial; (ii) abstract; or (iii) biased a subject for young learners, and suggests that their hesitations tend to be based upon broader societal conceptions of human rights as both negative and controversial. It is argued that to overcome these distorted ideas, there needs to be: (a) a cultural shift in the educational landscape to ensure that HRE is mainstreamed within state education policy and is less subject to the whims of politicians; and (b) improved teacher training on HRE that not only provides teachers with relevant knowledge about how best to teach in this area, but also equips them with the tools to enable them to be more critical and questioning of populist and reductive human rights rhetoric.

## Dr. Máté Szabó

*Eötvös Loránd University, Faculty of Law, Institute of Political Science*  
Professor



He received his law degree at Eötvös Loránd University, Faculty of Law in Budapest in 1980 and got a job as a journalist. From 1984, he worked at Political Science Department of Political Science of Eötvös Loránd University's Faculty of Law. In 1987, he defended his PhD on social movements in Western Europe. He was elected Parliamentary Commissioner for Civil Rights by the Hungarian Parliament for six years, which position he has been holding since September 2007 to 2013. He is specialized in civil society, social movements and political protest and the theory of law and politics as well. He has published more than 300 scientific contributions in Hungarian, English, German and on several other languages.

### **Children's Rights and the Human Rights Education in Hungary**

Children's rights have to be ensured by the entire legal system, but the Constitution and the Convention on the Rights of the Child of New York are outstanding of the legal norms ensuring children's rights because of their place occupied in the legal system which outlines the aims, framework and basic requirements of domestic legislation. Children's rights are also included in legal norms for branches which standards of children's rights can also be asserted and enforced against legal subjects as well as against implementers of law through the respective legal mechanisms. These legal mechanisms, however, are primarily capable of asserting children's rights subsequently (after the injury of rights has taken place). Obviously, the protection of children's rights is more efficiently done by efforts towards the prevention of the violation of rights.

This effort is manifest in the proactive interpretation of the role of the Hungarian ombudsman on the basis of which he has set up a separate children's rights project and has ordered the comprehensive ex officio investigation into the presence and enforcement of children's rights in the training system as well as in education. Therefore, the problems of human rights education for children in Hungary will be presented in the paper.

## Behnaz Tavakoli

*Humboldt University of Berlin*  
PhD Candidate



I was born in 1987 in Tehran, Iran. After earning my Bachelor degree, I began to work voluntarily in society for protecting the rights of the child (SPRC) in Iran. This experience motivated me to academically deepen my knowledge in the field through studying “European Master of Childhood Studies and Children’s Rights” at Free University of Berlin. Currently, I am doing my Ph.D. at Humboldt University of Berlin, and at the same time working as the social worker for the unaccompanied minor refugees.

### **The Perspective of NGOs’ Staffs in Iran regarding to Human Rights Education with Marginalized Children**

Learning about human rights is a significant knowledge that children need to receive and practice. However, not all educational institutes are willing and are able to provide this opportunity for children. In Iran, NGOs are among the few places, where children, especially children of vulnerable situations and marginalized ones, can attend, and may have the opportunity to learn about their human rights. How structured and effective are HRE programs at these NGOs, if any, is still not answered. Yet, the obvious fact is that teachers, social workers and in general NGOs’ staffs play an important role in this process.

This study seeks to find out: (i) How do staffs in Iran define and practice HRE with marginalized children? (ii) How well, in their opinion, are children informed and know their rights? (iii) What are the main challenges they have faced or imagine they will face in practicing HRE with children at their NGO?

For the aims of the study, the researcher will visit a few active NGOs in Iran in the field of children’s rights, and try to interview teachers, social workers and directors. They will be invited to share their perspective on the situation of children’s rights in the country and the way we can promote it. The result will be used as the starting point of a PhD research which aims at finding a systematic plan for HRE with marginalized children in developing countries.

## Thol Theany

*Pannasastra University of Cambodia*  
Teacher & Coordinator



Thol Theany is currently teaching International Law at Pannasastra University. He is also coordinating a project of Master Programme in International Human Rights Law jointly developed by Pannasastra University and Raoul Wallenberg Institute of Human Rights and Humanitarian Law (RWI), a programme financially supported by Swedish Development Agency (Sida). He obtained a master's degree in law (LL.M.) from Seoul National University and his thesis was related to the border disputes between Thailand and Cambodia (Preach Vihear). He is also very interested in research mainly focusing on human rights, geopolitics, international political economy and world governance.

### **Amicable and Distrustful Relationship between Cambodian Legal System and Ratified International Human Rights Law**

States endorse and inject international human rights into their domestic laws to guarantee that the rights of citizens meet international standards. When the integration takes place, however, States can generally put certain limitations on the human rights treaties. Such domestic limits sometimes cause contradiction between domestic law and treaties. When this happens, one needs to look at the State's Constitution which outlined the hierarchy of law and indicated the rule that takes supremacy. Unfortunately, not every Constitution of Nations provide such clear hierarchical indication.

In Cambodia, for instance, while there is a hierarchical order for all domestic laws, it has not been clearly indicated where in that order ratified human rights treaties exist. While Article 31 of the 1993 Constitution vaguely stated that Cambodia recognized all human rights treaties, Article 55 and 92 stressed that any treaties which run encounter sovereignty, political unity, and administration of the nation shall be annulled. These Constitutional provisions are paradoxical. Consequently, when a conflict between ratified human rights treaties and domestic law occurs, it is unknown whether which one will prevail.

The main purpose of this research is to examine how much legal value given to those treaties by the Cambodia legal system. This research also explores the existing mechanism available for solving the possible conflict between treaties and domestic laws, before concluding whether Cambodia adopts monism, dualism, or a mixed approach.

To do this research, relevant conceptual frameworks and literature reviews are thoroughly examined. Applicable provisions of the 1993 Constitution and other domestic laws are closely analyzed. Relevant Judicial decisions are also interpreted. At the end, interviews with relevant academic experts are also conducted.

## Dr. Felisa Tibbitts

Institute for Reconciliation and Social Justice, Human Rights Education Associates (HREA)  
Professor, Founder and Senior Advisor



Dr. Felisa Tibbitts is an Affiliated Professor of the Institute for Reconciliation and Social Justice, University of the Free State, South Africa and is the Founder and Senior Advisor of Human Rights Education Associates (HREA), which she directed from 1999-2011. She established the Human Rights in Education Program at the Carr Center for Human Rights Policy at the Harvard Kennedy School of Government and has been an adjunct faculty member at numerous institutions, including Teachers College of Columbia University, the Harvard Graduate School of Education and the UN University for Peace and the University of Lucerne (Switzerland).

Dr. Tibbitts has worked with numerous government and international agencies in developing curriculum and policies that support the integration of human rights into teaching and training. Dr. Tibbitts has carried out adult trainings in over 20 countries and has published widely on such topics as HRE in schools and the empowerment model of HRE.

### Evolution of Human Rights Education Models

In 2002, the author published three models for categorizing human rights education (HRE) practice in the formal and non-formal education sectors: Values and Awareness, Accountability, and Transformation (Tibbitts 2002), which are widely cited in the HRE literature. Infused within these Models of HRE was an understanding of educational programming, learning theory and social change.

The original models were organized applying grounded theory from a practitioner's point of view about learner goals, target groups and other practical elements of educational programming, such as content and methodologies. The emerging models of HRE practice were linked with praxis and strategies for social change.

In this paper, the author suggests revisions to these models, based on the ensuing 13 years of scholarship, documentation and observation of practice across a range of teaching and learning settings globally, including her own. The author argues that the original HRE models remain useful typologies for describing HRE practices and for critically analyzing their design in promoting agency in learners to take action to reduce human rights violations. However, she proposes amendments to the models including a stronger association of the Values and Awareness Model with socialization, the Accountability Model with professional development, and the Transformation Model with activism.

The author also identifies new dimensions of the HRE models that add descriptive complexity and strengthen their analytical power. One new addition is teaching and learning practices, for which she presents and critically reviews a range of methodologies used in HRE: didactic, participatory, empowerment and transformational. Two other elements added to the models are the learning context/sponsoring organization and the learner.

## Aksel Tømte

*Indonesia Programme of the Norwegian Centre of Human Rights, University of Oslo*  
Advisor



Aksel Tømte has worked as project coordinator at the NCHR's Indonesia Programme since 2009. Before that, he worked at the Norwegian embassy in Jakarta and at Peace Brigades International's Indonesia project.

Currently, he manages the Indonesia programme's portfolio within the thematic area of 'business and human rights'. This portfolio consists of human rights trainings for civil society actors, as well as research on the human rights impact of the palm oil industry.

Previously, he managed the programmes portfolio on Freedom of religion or Belief in Indonesia. This portfolio consisted mainly of human rights trainings for university lecturers.

### **Human Rights Education in Asia – Expectations and Experiences from Vietnam, Indonesia and China**

This panel focuses on expectations to and experiences from engaging in human rights education developments in China, Indonesia and Vietnam as well as regional HRE initiatives within ASEAN. The presentations will reflect upon and encourage discussion on questions such as: Who are considered key actors in these countries, what role do they play and how do we cooperate with them? To what extent are different/similar methods applied in different societies and to different groups, and to what extent does this lead to similar/different results? What or who are the 'push or pull factors'? What are the new trends in the development/improvement of HRE in these countries and the region? What are the prospects of and expectations to the increased institutionalization of human rights education in these countries? How and to what extent do national action plans or state policies in the respective countries relate to and influence HRE? What are the evolving trends of HRE in Asia?

The international programme division at the Norwegian Centre for Human Rights (NCHR) represented by the country programmes from Indonesia, Vietnam and China have been engaged in supporting human rights capacity building in the respective countries for many years. The country programmes were initially established as an academic supplement to the human rights dialogs between the Norwegian government and governments of these three countries. Activities have been conducted in cooperation with different local partners and key actors such as state institutions, academic institutions and non-governmental organisations. Activities and cooperation have been based on comprehensive situation analysis and have sought to ensure local relevance, local ownership, local adaptation, sustainability, and mutual exchange through domestic and international networks.

## Katri Johanna Tukiainen

*University of Tampere*

PhD Candidate



Ms. Katri Johanna Tukiainen is a Finnish national, Master of Arts and Master of Political Science from the University of Sorbonne, Paris, France. Since 2014 PhD student at the University of Tampere, Finland at the Peace and Conflict Research Institute working on child soldiers in Sub-Saharan Africa. Ms. Tukiainen has 16 years of working experience mainly on human rights and children rights issues at United Nations, European Union, Finnish Ministry of Foreign Affairs, Red Cross and Red Crescent Movement, Save the Children and various national NGO's in Peru, Brazil, Cameroon, Democratic Republic of Congo, Mali, Kosovo, Russia and Tadzikistan.

### **Fragility of Girls Associated with Armed Forces and/or Armed Groups in Sub-Saharan Africa'**

An academic researcher has to be very innovative and careful about the used methodology while researching (very often) severely traumatized child soldiers, including girls. The Eastern part of the Democratic Republic of Congo is a good example of the complexity and challenging nature of boy and girl soldier problems.

The key to ex-girl combatants participation is to let girls themselves determine how and in what way they want to be re-educated back to their communities and normal life. Stigmatization of these girl victims is a huge problem. Girls themselves have means to overcome this.

In many African armed conflict zones girl combatants constitute sometimes 40% of the man/ woman power in the field. They very seldom participate into official DDRR (Disarmament, Demobilization, Rehabilitation and Reintegration) programmes piloted by the local governments and the UN. The DDRRs are mainly designed for adult male soldiers.

Girl combatants have many roles in the battle zones like soldiers, cooks, servants, ammunition carriers and sex slaves just to mention a few. Almost every girl soldier comes back from war with one or several children born in the combat zones; either these girls are rape victims or forcibly married to some guerrilla officer.

Sometimes a girl soldier becomes a very masculine figure and wants to hide her femininity, because the example of boy soldiers carrying AK-47s shows them that this is one way of emancipation.

The preventional educational activities for these vulnerable girls would be imperative, and also a proper possibility to continue studies and/ or vocational training after war in order to get back their peaceful lives. These girls are worth it.

## Frank Ubachs

*Centre for Religion, Conflict and the Public Domain of Groningen University*  
Fellow



Frank Ubachs is Fellow at the Centre for Religion, Conflict and the Public Domain of Groningen University (Netherlands) and Board Member of the Institute for Conflict Transformation and Peacebuilding (Berne, Switzerland). Previously, he was executive director for The Hague Process on Refugees and Migration, an international, independent multi-stakeholder network with a special focus on business and city involvement in refugee and migration issues. Prior to that, he was policy advisor in the human rights and good governance department at the Netherlands Ministry of Foreign Affairs and responsible for the field of intercultural dialogue, religion and international affairs.

### **A Never-ending Story? Facing Competing Narratives in Human Rights Education**

After 1989, Europe has witnessed how for new generations, social utopias have been gradually replaced with expressly private conceptions of the social world. It appeared to illustrate the 'end of the big stories' in postmodern society. Moreover, family and school no longer have a near monopoly on the transfer of values. Peer influence and digital communication have become an impressively important factor in the social environment of young people. This suggests that the 'story of human rights' needs to be told in completely different ways. HRE has to go beyond mere transfer of knowledge. Instead of conceptual persuasion, emphasis should be put more on the affect.

Meanwhile, human rights scepticism has made inroads into the market of ideas for people in their early life phases. As needs and interests of young people shift under the influence of demographics and other social developments, 'new stories' have started to attract them that oppose the HR narrative and nurture extremist attitudes. Human rights are deemed to protect the wrong people, and 'human wrongs' are being contrasted with 'divine right'. As these competing narratives have gained a foothold in major target audiences of human rights education, the latter has to realise it is facing an uphill battle. If HRE aims to change attitudes to be more inclusive and respectful, it has to make its story heard by making clear that it has vital relevance for its audience and can better answer the question of what someone should meaningfully do in life.

## Dr. Ådne Valen-Sendstad

*Buskerud and Vestfold University College*

Associate Professor



Ådne Valen-Sendstad is associate professor at Buskerud and Vestfold University College (HBV), Norway. He teaches on the MSc programme, Human Rights and Multiculturalism and teacher education programmes, addressing religion and ethics. A philosopher of education, he completed his PhD thesis *Theories of human rights in relation to understandings of human rights education: the relevance to diversity* at the University of Birmingham, UK (2010). He has a particular interest in the field of child rights in education.

### Children's Voices in a Conflicting Consensus

The Convention on the Rights of the Child (CRC) gives children participation rights and confirms their freedom of speech. In all contexts, including those characterized by diversity and/or conflict, children should have an influence on their own life and on that of the community. A common view on human rights see them as abstract and above differences and conflicting interests, but in this paper I apply an alternative theoretical framework to locate CRC. Human rights are interpreted in different ways, influenced by different identities and interests. This is unavoidable following Chantal Mouffe. According to Mouffe, human rights form part of a conflicting consensus, something we agree on, while at the same time disagreeing. Where there is deep conflict, it is important to move these conflicts from antagonistic to agonistic relations. It is about moving enemies to respect each other and respect their differences, following Mouffe. Human rights can be significant instruments in these processes. They offer a common ground, but they do not annul the conflicts. I argue in this paper is that children should have a say and impact on their own lives and that includes how CRC and human rights are interpreted and used. The CRC is potentially an instrument to secure children in a world characterized by diversity. The common ground of human rights is at the same time an area where children will have different perspectives and priorities concerning the same rights, and these views should be included in the resolution of differences.

## Silke Vogelsang

*University College Roosevelt*

PhD Candidate



Silke Vogelsang holds a Bachelor and Masters degree in Education, specialized in foreign language acquisition and teaching. For the past fifteen years she has worked as a foreign language teacher in a variety of educational contexts, mainly with teens in secondary schools, but also as a teacher trainer at the University of Applied Sciences Utrecht. She is currently working on her M.A. in Development Education and Global Learning with University College London and, simultaneously, on her PhD in Global Citizenship Education with University College Roosevelt, investigating a human rights dimension within foreign language education. Her research focuses on the notion of common humanity and how this concept's appreciation might be fostered through foreign language teaching. Due to her special interest in contemporary slavery she is furthermore involved in various educational projects introducing the topic to teens and teachers.

### **Lost in Translation? Common Humanity as our True Lingua Franca. A Literature Review on the Notion of Common Humanity and its Place in Foreign Language Classrooms**

“The limits of my language means the limit of my world”: As humans, we possess a powerful gift enabling us to engage in the world around us: the gift of language. Languages serve as influential facilitating agents when forming human social groups, implying a catalysing function when connecting with ‘others’. Considering its potential to bridge between cultures and hence, human beings, there has been a growing consensus that foreign language education (FLE) should be considered a significant facilitator to promote reflection on cultural identity, while embracing global diversity. Stakeholders such as UNESCO encourage an ‘intercultural dimension’ in FL- classrooms, while scholars suggest the cultivation of ‘tertiary socialization’ through foreign language teaching, a reassessment of previous culturally determined assumptions, enabling learners to ‘de-centre’ their own cultural paradigm.

This paper provides an overview of the literature on how foreign language education may support efforts to educate citizens more pervasively for their role as global citizens, examining and advocating the need for an increased focus on the neglected notion of ‘common humanity’ in (foreign language) classrooms. It particularly examines the literature that focuses on the importance to move from defining ‘the other’, from reflection upon cultural diverse ‘otherness’ and an understanding of what is different, towards reflection of how we are the same, fostering an appreciation of human universality when experiencing intercultural diversity in formal schooling.

## Dr. Zhang Wanhong

*Wuhan University of Law; Institute of Human Rights Studies;  
Public Interest and Development Law Institute  
Associate Professor, Deputy Director & Director*



Zhang Wanhong earned his Ph.D. in Law from Wuhan University School of Law, Wuhan, where he now holds the position of Associate Professor of Jurisprudence. He has mainly been working on legal issues related to human rights, public interest and civil society. The courses he offers include Jurisprudence, Comparative Law, Human Rights Law, Legal Empowerment Clinic, and others. As the Director of Wuhan University Public Interest and Development Law Institute, Professor Zhang and his colleagues are working in the field of protection and promotion of human rights of the poor and marginalized in China. He also serves as advisor to many international and domestic organizations.

In 2008, Professor Zhang was invited to participate in the drafting of China's first National Human Rights Action Plan. Recently, he was appointed as the deputy director of Wuhan University Institute for Human Rights Studies, a National Human Rights Education and Training Base of China.

### **After Public Interest Service: An Empirical Impact Evaluation of Human Rights Clinic at a Chinese Law School**

Wuhan University Center for Protection of Rights of Disadvantaged Citizens (now WHU Legal Aid Center) is a prestigious legal aid organization widely known at home and abroad. Since its establishment in 1992, hundreds of law students of WHU have worked at the center and provided free legal services to disadvantaged citizens including persons with disabilities, migrant workers and victims of domestic violence. To explore impacts of CPRDC experiences on the involved students, we have interviewed 50 graduates who have worked with CPRDC between 1992 and 2002. It is found that the experience in human rights with CPRDC has impacts on students' mentality, behaviors and career development. This paper will also draw on the United Nations' Objectives in Human Rights Education, discuss the development of human rights clinics in China and provide suggestions regarding its future development.

## Barbara Weber

*Amnesty International*

Director of Human Rights Education



Barbara Weber is currently global Director, Human Rights Education at Amnesty International. She leads the movement's worldwide work on human rights education, currently managing teams on the global and regional level in London, Beirut, Dakar and Oslo. Prior to joining Amnesty's global space she was Director of Amnesty International Austria. In 2003 she started her work with Amnesty establishing an Academy for Human Rights Education and Training. Prior to that she worked in the Anti-Discrimination field and from 1997 to 2002 she was responsible for Human Rights Education at the Ludwig Boltzmann Institute of Human Rights where she established a Service Centre for Human Rights Education. She holds a Master Degree from the University of Bradford, Department of Peace Studies.

### **Amnesty International: People Know their Rights and are Empowered to Claim Human Rights. Amnesty's HRE Strategies and Programmes.**

The panel will give an insight in Amnesty International's human rights education strategies and programmes carried out on the global, regional and national level.

How can Human Rights Education contribute to counter the "shrinking space" for civil society world-wide? Human Rights Education as part of Amnesty's "whole package", campaigning, activism, advocacy and research to promote and protect human rights.

The panel will discuss learnings of the past years and how this has informed Amnesty's new Strategy and Theory of Change for the next four years.

## Ann Marie Wilson

*Leiden University College*  
Assistant Professor



Ann Marie Wilson is Assistant Professor of History at Leiden University College, the Hague (LUC), specializing in modern United States and Dutch history, with an emphasis on social movements. Her research interests have to do with questions of race, religion, gender, and sexuality within secondary schools – and with the recent history of Dutch debates about multicultural societies. In addition, she writes about teaching practices in higher education. She convenes LUC's major in Human Diversity and organizes LUC's Engage The Hague program.

### **Engage The Hague: Grounding 'Global Citizenship' at Leiden University College**

What does it mean to educate for human rights? And how can educators give practical meaning to the concept of “global citizenship”? This paper examines the experience of a service-learning course focused on the theme of multicultural education in the Dutch city of The Hague. Still a relatively unfamiliar practice within European universities, service-learning is a pedagogical form that invites students to combine academic study with direct service to local communities. In the course under consideration, students examined the history of education and migration in the Netherlands, while also reading widely in philosophy, sociology, and pedagogical theory. At the same time, they worked several hours per week as language tutors in local secondary schools serving a diverse population of recent immigrants. The paper shares strategies for helping students connect theory to practice, and for building reciprocal and egalitarian partnerships between universities and local partners. It also shows that the study of educational systems is uniquely suited to prompting a rich—and also a highly practical—form of teaching and learning about human rights and global citizenship.

## Dr. Joseph Wronka

*Springfield College, Springfield, MA (Professor of Social Work); International Association of Schools of Social Work, IASSW (Representative to the UN in Geneva for IASSW)*

Professor & Author



Joseph Wronka (Ph.D.) is Professor of Social Work, Springfield College, where he teaches human rights, social policy, and qualitative research. The author of numerous articles and books on human rights and social justice, the most recent being *Human Rights and Social Justice: Social Action and Service for the Helping and Health Professions*. He is also a representative to the U.N. in Geneva for the International Association of Schools of Social Work (IASSW) and part-time Representative to the U.N. in New York for the People's Decade for Human Rights Education (PDHRE). He is also a Fulbright Senior Specialist in social justice, poverty, human rights, and phenomenology. He recently returned from Pakistan and Austria in that capacity. He has taught in New York City, Alaska, Georgia, Germany, Austria, Switzerland, and India and presented his work in roughly ten other countries.

### **Human Rights as the Bedrock of Social Justice: Implications for the Helping and Health Professions**

Viewing human rights, more particularly, the human rights triptych as the bedrock of social justice, this paper examines the implications of human rights for the helping and health professions. Roughly, that triptych consists of the United Nations Universal Declaration of Human Rights at the center, flanked on the right by the guiding principles, declarations, and conventions following it and on the left implementation mechanisms, such as human rights reports, the Universal Periodic Review, and special rapporteurs. In brief, the implications of this analysis for the helping and health professions call for multipronged interventions, dealing proactively and reactively, to promote well being and eradicate social and individual malaises in general. These interventions are the meta-macro (global), macro (whole population), mezzo (at-risk), micro (clinical), and meta-macro (everyday life). This presentation will provide numerous examples as pertaining to such social issues as mental illness, substance abuse, obesity, and AIDS, as outlined in his most recent book, *Human Rights and Social Justice*. Consistent with this multipronged approach, it will also pose a model for comparing countries' constitutions with the UN Universal Declaration of Human Rights, which the presenter states consists of crucial notions that roughly correspond with President Roosevelt's Four Freedoms to worship, to speak freely and to be free from want and fear. Consistent with this multipronged approach, this presentation will place particular attention on the United States Constitution and the Constitution of the Islamic Republic of Pakistan, where the presenter recently returned as a Fulbright in social justice, poverty, and human rights.

# Speakers and Abstracts

## Addendum

## **Dr. Usha Ajithkumar**

*Hansraj Jivandas College of Education*

Assistant Professor

A teacher educator, research interest in human rights, gender issues, technical and vocational education, presented papers at international and national conferences, published books and articles in international journals.

### **Human Rights And Women – A Study With Special Reference To Women’s Views On Sexual Harassment**

*(co-author: Dr. Sumathi Balachandran)*

The Human rights of women and of the girl child are an inalienable, integral and indivisible part of universal human rights. The full and equal participation of women in the political, civil, economic, social and cultural life, at the national, regional and international levels and the eradication of all forms of discrimination on grounds of sex are priority objectives of the international community. Equal rights of men and women are explicitly mentioned in the Preamble to the Charter of the United Nations. All the major international human rights instruments include sex as one of the grounds upon which States may not discriminate.

The India Constitution mandates no discrimination on the basis of sex. Also India has ratified various international instruments for the protection of women’s human rights. Under the Convention on the Elimination of Discrimination against Women, India is legally obligated to protect women’s rights.

But it has been found that each and every right of the women is being violated in one or another way. The crimes against women in India are increasing at a very fast pace. The National Crime Records Bureau (NCRB) had predicted that growth rate of crime against women would be higher than the population growth by 2010, which was found to be true. In India, having a girl means many different things from bad luck to financial ruin and extreme hardship. Women in India also have to worry about the threat of EVE TEASING, SEXUAL ABUSE and RAPE [the most heinous crime].

There has been a rise in the number of incidents of rape recorded too. In 2011, 24,206 incidents were recorded, a rise of 9 percent from the previous year. More than half of the victims are between 18 and 30 years of age. Figures indicate that 10.6 percent of total victims of rape were girls less than 14 years of age, while 19 percent were teens between the ages of 14 and 18. Alarming in almost 94.2 percent of cases offenders were known to the victims and those involved included family members, relatives, and neighbors. There is a need to gender-sensitize the teenagers. Girls themselves should be made aware of their right to a safe and harassment-free environment. Thus, combating sexual harassment involves developing understanding of what is sexual harassment and change of attitudes in all- particularly the teenagers.

## Dr. Amos Nascimento

*University of Washington*

Associate Professor



Amos Nascimento is Associate Professor of Philosophy at the University of Washington in Tacoma and Seattle, WA (USA). His current work focuses on three areas: international education, human rights, and environmental issues. He has published, translated, and edited texts on these topics in English, Spanish, German and Portuguese, including *Grenzen der Moderne* (IKO Verlag, Frankfurt, 1997), *A Matter of Discourse* (Aldershot, Ashgate, 1998), *Brasil: Perspectivas Internacionais* (Piracicaba, UNIMEP Press, 2001), *Rationalität, Ästhetik und Gemeinschaft* (Frankfurt, Universitätsbibliothek, 2002), *Im Zwielficht der Aufklärung* (Frankfurt, P. Lang, 2009), and *Building Cosmopolitan Communities* (New York, Palgrave-MacMillan, 2013), *Human Rights, Human Dignity, and Cosmopolitan Ideals* (Surrey, Ashgate, 2014) and *Human Dignity: Perspectives from Critical Theory* (Surrey, Ashgate, to be published in 2016).

### **“Human Rights, Community, and the Legacy of Roosevelt”**

The consideration of human rights as a global collective endeavor leads to a recognition of the importance of community. As we focus on a human rights conception of community, we also need to recognize the importance of the multicultural as well as intercultural understanding of this concept, and shifts in how these concepts affect politics, policy, and education. Taking this intersection of global and intercultural dimensions into account, this presentation also considers how the politics and policies of FDR and Obama can be interpreted as fostering practices that aim at achieving “community change” and promote human rights from the bottom up. This could be an example of how conceptions of community can have both local and global implications for human rights education.

## Dr. Roseli Fischmann

*Methodist University of São Paulo, Brazil*  
Professor and Chair



Roseli Fischmann is Professor and Chair of the Graduate Program in Education at the Methodist University of São Paulo and Professor at the University of São Paulo, SP (Brazil). She was Visiting Scholar at Harvard University, President and member of the UNESCO Prize on Education for Peace, member of the Advisory Board of UNESCO Program on Human Rights Education, and Fellow of the John D. and Catherine T. MacArthur Foundation. She has published many articles and books focusing on human rights education, multiculturalism, women rights, religious rights and education in Brazil, including *Direitos Humanos no Cotidiano* (Brasilia, Ministerio da Justiça/UNESCO, 2001), *Mídia e Tolerância* (São Paulo, Edusp, 2002), *Ensino religioso em escolas públicas: Impactos sobre o Estado laico* (São Paulo, FAFE/ FEUSP/ PROSARE/ MacArthur Foundation, Factash, 2008), *Estado Laico* (São Paulo, Memorial da America Latina, 2009), *Estudos* (São Paulo, CEMOROC-EDF-USP/FACTASH, 2001), and many others.

### **African-Brazilians and Human Rights Education**

The presentation aims at to discuss the Education as Human Right and Human Right Education as two sides of the same coin, impossible to dissociate. The paper will discuss particularly one of the Roosevelt's Four Freedoms, in their relation to the panel. Taking a previous work (Fischmann, 2013), the paper will present a dialogue to the Nobel Prize Amartya Sen's concept of metaright (1986) and Education. Sen built sensitive argument, advocating that to be free from hunger and want is the most important freedom intertwined to the right to have all basic needs attended, as presented in UDHR's Article 25. The paper will discuss the right to education considered as intertwined to the right to be free from illiteracy, combined with the right to be free from hunger and want, as basics to achieve all other Human Rights, therefore another metaright, in Sen's meaning. As for the theoretical framework, besides Brazilian authors concerned to racial matters, three authors will be references: Amartya Sen and Richard Dworkin (quoted by Sen), including also the debate on the racial contract, by Charles Mills. It will be presented some points brought up in the Brazilian Supreme Court special session, which discussed processes started by social conservative forces, directed to be impeditive of the launching of affirmative actions to African-Brazilians and indigenous peoples in the Universities. Finally, the paper will discuss the relationship between the right to education (as part of human rights) and poverty, arguing about challenges and possibilities of developing Human Rights Education in such scenario.

## Han Polman

*Province of Zeeland*

King's Commissioner of Zeeland



Johannes Marcellus Maria "Han" Polman (born January 16, 1963) is a Dutch politician of the Democrats 66 (D66) party. He has been the King's Commissioner of Zeeland since March 1, 2013. Previously he was Mayor of Bergen op Zoom and Noordwijkerhout.

## Yi Wang

*Norwegian Centre for Human Rights, Faculty of Law, University of Oslo*  
Advisor



Yi Wang works as an Advisor for the China Program at the Norwegian Center for Human Rights, University of Oslo. She has obtained cand. polit. (political science) from University of Oslo and Master of Law from Fudan University in China. She has a 15 years' working experience in the area of human rights, especially gender equality and human trafficking both in Norway and in Asia. The organizations she has worked with including UNDP/UNIDO Beijing Office, Norwegian Center for Human Rights, Oxfam Quebec Vietnam Office, Women's Watch-China, Konrad Adenauer Stiftung Beijing Office, and China Anti-Domestic Violence Network In Beijing. She has also worked as program advisor for several Chinese Women NGOs and international NGOs for their international cooperation activities.

2015



6TH INTERNATIONAL  
**HUMAN RIGHTS EDUCATION  
CONFERENCE**  
17—19 December

List of  
Attendees

# List of Attendees

## List of Attendees

Name	Country	Organization
Ahmed Abdallah Thani	Morocco	Student, Association Droit et Justice
Sakhidad Abrar	Afghanistan	Officer, UN Women
Usha Ajithkumar	India	Assistant Professor, HJ College
Emily Alemika	Nigeria	Faculty of Law, University of Jos Nigeria
Muna AlHammedi	United Arab Emirates	Lecturer, Higher Colleges of Technology
Alexandra Alink	Netherlands	Conference Organizer, University College Roosevelt
Fiona Ang	Belgium	Director, Vormen vzw - center of expertise on human rights education
Janaina Antunes	Brazil	Lawyer, Autonomous
Murat Arabaci	Turkey	Research Assistant, Anadolu University Law Faculty
Minhajuddin Asalzai	Afghanistan	Finance Officer, Civilian Technical Assistance Program (CTAP)
Sneh Aurora	United Kingdom	International Human Rights Education Manager, Amnesty International
Sumathi Balachandran	India	Vice Principal, KB College of Arts and Commerce
Linkan Barua	Tajikistan	Buddhist Monk
Jonathan A Becker	United States	Vice President for Academic Affairs, Bard College
Bogusława Bednarczyk	Poland	Associate Professor, Andrzej Frycz Modrzewski Krakow University
Ineke Boerefijn	Netherlands	Coordinating Policy Advisor, College voor de Rechten van de Mens
Carla Boukheir	Jordan	Head of Office, Raoul Wallenberg Institute
Graeme Bristol	Canada	Executive Director, CAHR
Paulina Bronfman	United Kingdom	PhD Student, University of York
Elizabeth Bryant	United States	Adjunct Professor of Humanities, Valencia College
Jet Bussemaker	Netherlands	Minister for Education, Culture, and Science
Xu-Dong Cai	China	Student, Soochow University
Chia-Wei Chang	Taiwan	Master Student, Dept. of Political Science, Soochow University (SCU)
Tingting Chen	China	Programme Officer, Raoul Wallenberg Institute
Lili Chen	China	Director of International Exchange & Cooperation, Nat'l Prosecutors College
Malin Chin	Cambodia	Asst. Dean & Lecturer, Pannasastra University of Cambodia
Mong Thowi Ching Marma	India	Student, Nalanda University of India
Nwufu Cecilia Chinwe	Nigeria	Faculty of Law, University of Jos Nigeria
Ilyas Coskun	Turkey	Research Assistant, Selcuk University Law Faculty
Filomena Critelli	United States	Associate Professor, University at Buffalo
Jau-Wei Dan	Taiwan	Professor, University of Taipei
Laelia Dard-Dascot	Netherlands	Conference Organizer, University College Roosevelt
Frauke de Kort	Netherlands	Civics/ Social Science Teacher, University of Twente
Iris de Leeuw	Netherlands	Project Manager, Freedomhouse-Art
Cecilia Decara	Denmark	Programme Manager, The Danish Institute for Human Rights
Lisenne Delgado	Netherlands	PhD Student, University College Roosevelt
Caroline O. O. Dickson	Benin	Pastoral Ministry/NGO on Children & Women Foundation
Alicia Dibbets	Netherlands	Independent Researcher, Human Rights Practice
Peter Dijkstra	Netherlands	hoofddocent, Rotterdam University
Yvonne Donders	Netherlands	Professor & Head of Department, University of Amsterdam
Tamara Doves	Netherlands	Officer Human Rights Education, Amnesty International Netherlands
Olga Ege	Denmark	Special Advisor, Danish Institute for Human Rights
Frank Elbers	Netherlands	Executive Director, Human Rights Education Associates (HREA)
Mekolle Elvis Kome	Korea	Graduate Student, Ajou University
Else Engel	Germany	Trainer & / Research Associate, Right Now / Freie Universität
Muhammet Yusuf Eren	Turkey	Research assistant, Selcuk University Law Faculty
Ozlem Eskiocak	Jordan	Human Rights Education Programme Coordinator, UNRWA
Dario Fazzi	Netherlands	Researcher, Roosevelt Study Center

Name	Country	Organization
Judith Feige	Germany	Policy Adviser Human Rights Education, German Institute for Human Rights
Sophie Feintuch	Netherlands	Program Director, Human Rights Education Associates (HREA)
Lea Fenner	Germany	Consultant and Trainer, right now I Human Rights Consultancy & Training
Abeba Fisehatsen	South Africa	Migrant Help Desk
Juke Fluitsma	Netherlands	Officer Human Rights Education, Amnesty International Netherlands
Ville Sebastian Forsman	Turkey	Head of Office, Istanbul, Raoul Wallenberg Institute
France Gaudreault	Switzerland	Human Rights Education Coordinator, Amnesty International Switzerland
Catarina Gomes	Portugal	Researcher/Officer, Ius Gentium Conimbrigae/Human Rights Centre (U. Coimbra)
Abdul Naseer Habib	Afghanistan	Regional Safety Advisor, East/Head Office International NGO Safety Organization
Polli Hagenaaers	Netherlands	Drs., EFPA Board Human Rights Psychology
Robin Hancock	United States	Student, Teachers College, Columbia University
Richard Hart	United Kingdom	Consultant, Soka Gakkai International
Shiow-Daun Hawang	Taiwan	Professor, Soochow University
Lena Heimsnes	Norway	Student, HBV
Kristina Helland Strandby	Denmark	Project Manager, The Danish Institute for Human Rights
Jean-Louis Ikambana	United States	Area Director, American Friends Service Committee
Windi Arini Imam	Norway	Student, NCHR - UiO
Ho Yee Ip	Taiwan	Student, Soochow University
Hiroyuki Ishimatsu	Japan	Associate Professor, Iwate University
Abraham Iyere	Turkey	Research Student, Girne American University
Mazen Jaber	Netherlands	Human Rights Education Coordinator, Amnesty International
Anne Kari Bråtveit Johansen	Norway	Adviser, China Programme, Norwegian Centre for Human Rights, U. of Oslo
Eva Kalny	Germany	Associate Professor, Leibniz University Hannover
Emir Kaya	Turkey	Assistant Professor of Law, Yildirim Beyazit University
Gülşen Kaya Osmanbaşoğlu	Turkey	Lecturer, Social Sciences University of Ankara
Charlotte Kemmeren	Netherlands	Teacher / Researcher, Amsterdam University of Applied Sciences
Yuliya Khvatsik	Belarus	Director of Legal Clinic, Belarus State Economic University
Hyunjeong Kim Kim	Korea	Deputy Director, National Human Rights Commission of Republic of Korea
Yuka Kitayama	Norway	Postdoctoral Fellow, Buskerud and Vestfold University College
Evguenia Klementieva	Denmark	Project Manager, The Danish Institute for Human Rights
Jeroen Knevel	Netherlands	Lecturer, Utrecht U. of Applied Sciences & HU Centre for Social Innovation
Agnese Koligina	Latvia	Executive Director, Baltic Human Rights Society
Salome Konkát Kigbu	Nigeria	Faculty of Law, University of Jos Nigeria
Daniel Kontowski	Poland	PhD Student, University of Winchester
Hans Krabbendam	Netherlands	Assistant Director, Roosevelt Study Center
Aet Kukkk	Estonia	CEO, Estonian Institute of Human Rights
Yi Ching Lai	United States	Master Student, California State University, Fullerton
Hyejin Lee	Korea	Assistant Manager, National Human Rights Commission of Republic of Korea
Laura Lewis	United States	Director of Field Education, University at Buffalo
Angkya Lha Mog	India	Student, Moghad University Of India
András Ligeti	Hungary	Programme Manager, Tom Lantos Institute
Shan Ju Lin	Turkey	Student, Association of World Citizens
Xiaonan Liu	China	Law Professor, China University of Political Science and Law
Yin Chun Liu	Netherlands	Volunteer, Association of World Citizens
Andreas Ljungholm	Cambodia	Head of Office, Raoul Wallenberg Institute of Human Rights & Humanitarian Law
Michiel Lochtenberg	Netherlands	Lecturer, Hogeschool van Amsterdam
Margarita Lopez Garcia	Belgium	Associate, Vormen vzw - center of expertise on human rights education
Anya Luscombe	Netherlands	Associate Professor, University College Roosevelt
Lena Lybæk	Norway	Associate professor, Buskerud and Vestfold University College
Chrystal Lynch	Canada	Research Asst/Graduate Student, University of Manitoba
Merethe Borge Macleod	China	Head of China Office, Raoul Wallenberg Institute
Gregory Mannion	Great Britain	Senior Lecturer, University of Stirling

Name	Country	Organization
Tania Manriquez	Chile	Non-state Actors' Tailored Training in Human Rights, U. Chile
Maria Daniella Marouda	Great Britain	Ass. Prof in International Law, Panteion University of Athens
Gabriela Martinez	Great Britain	PhD Candidate, University of Cambridge
Christian Matabisi Kalume	Congo	Student, Universite Libre des Pays des Grands-Lacs (ULPGL)
Steven Matovu	Uganda	Research Officer, Uganda Human Rights Commission
Emma Melander Borg	Sweden	Head of Unit, Raoul Wallenberg Institute
Louise Métrich	Hungary	Programme Manager, Tom Lantos Institute
Anja Mihr	Germany	Professor, Humboldt-Viadrina Center on Governance through Human Rights
Leila Moeeni	Netherlands	Project Manager, Edutainment for Youth
Nieves Molina Clemente	Sweden	Head of NHRIs Department, Raoul Wallemborg Institute
Johannes Morsink	United States	Professor, Drew University
Majda El Muhtaj	India	Chai Person Center, State University of Medan, North Sumatra
Susanne Müller Using	Germany	Director, Costa Rica Center/University of Osnabrück
Jonneke Naber	Netherlands	Policy Adviser, Netherlands Institute for Human Rights
Saidat Mugerwa Nassali	Norway	Student, Buskerud and Vestfold University College
Vincenza Nazzari	Canada	Director of Education, Equitas
John Ndivé	Cameroon	Human Rights Defense Group, Human Rights
Grace Ngabonzira	Uganda	Projects Officer, Uganda Human Rights Commission
Huong Ngo	Norway	Coordinator, Norwegian Centre for Human Rights
Mahamadou Niakate	Mali	Senior Training Officer, CFEDH
Mareike Niendorf	Germany	Policy Adviser Human Rights Education, German Institute for Human Rights
Frida Linnea Nilsson	Sweden	PhD Student, Lund University
Lawrencia Nkieh	Cameroon	Human Rights Activist, Centre for Human Rights and Democracy in Africa
Sbusisiwe Nxumalo	South Africa	Lawyer, Bowman Gilfillan
Thomas Nygren	Sweden	Researcher, Uppsala University
Gerd Oberleitner	Austria	Professor, University of Graz
Wendy O'Brien	Australia	Lecturer in Criminology, Deakin University
Firdevs Okatan	Turkey	Research Assistant, Selcuk University Law Faculty
Hope O. Olowokere	Nigeria	Faculty of Law, University of Jos Nigeria
Barbara Oomen	Netherlands	Dean, University College Roosevelt
Audrey Osler	Great Britain	Professor, Buskerud and Vestfold University College Norway
Johanna Ospina	Spain	Researcher, Carlos III University
Reinhild Otte	Germany	Former Chair of the Council of Europe Ad-Hoc Advis, Council of Europe
Kirsja Oudshoorn	Netherlands	Senior Officer Human Rights Education, Amnesty International Netherlands
Sev Ozdowski	Australia	Director, Equity and Diversity, Western Sydney University
Nicole Palasz	United States	Program Coordinator, Institute of World Affairs
Eri Park	Netherlands	Assistant Professor, University College Roosevelt
Carol-joy Patrick	Australia	Coordinator, Service Learning, Griffith University
Yulia Pererva	France	Education for democratic citizenship & human rights - Program coordinator Council of Europe
J.M.M. Polman	Netherlands	Roosevelt Foundation, King's Commissioner of Zeeland
Hayley Ramsay-Jones	Switzerland	Acting Director, Soka Gakkai International
Tara Rao	Netherlands	Amnesty International India, Director, Human Rights Education
Sandra Reitz	Germany	Head of Department Human Rights Education, German Institute for Human Rights
Niels Rijke	Netherlands	Policy Officer, Netherlands Initiative for Education Research
Ana Rodino	Costa Rica	Board Member, Human Rights Education Associates (HREA)
Jeongwhan Roh	Korea	Deputy Director, National Human Rights Commission of Republic of Korea
Magda Rooze	Netherlands	Senior Advisor, Arq Psychotrauma Expert Groep
Barbara Santibanez	France	Rotary Peace Fellow, Duke-UNC Peace Center
Vaailiki Saranti	Greece	Dr International Law, Panteion University
Gamze Rezan Sarisen	Turkey	Programme Officer, Raoul Wallenberg Institute

Name	Country	Organization
Yuliya Saukina	Belarus	Director of Legal Clinic, Belarusian State University
Inke Schaap	Netherlands	Vicevoorzitter, Johannes Wier Stichting
Abdulkerim Sen	Great Britain	PhD Candidate, UCL Institute of Education
Gulsah Seral	Turkey	Independent Consultant, WWHR-New Ways
Marietou Seye	Norway	Student, Buskerud and Vestfold University College
Viktoryia Shylko	Belarus	Chief of Study Laboratory of Innovative Education, Belarusian State University
Marta Simó	Spain	PHD Student, Universitat Autònoma de Barcelona
Sandra Sirota	United States	Doctoral Fellow, Columbia University Teachers College
Marcin Sklad	Netherlands	Associate Professor, University College Roosevelt
Shayne Smart	Netherlands	Founder, Senior Consultant, Geneva Conventions in Pictures, XPLANE
Klaas Smelik	Belgium	Director, Eddy Hillesum Research Centre EHOC
Hugh Starkey	Great Britain	Professor of Citizenship and Human Rights Education, UCL Institute of Education
Wouter Stes	Belgium	Education Officer, Vormen vzw - center of expertise on human rights education
Alison Struthers	Great Britain	PhD Student, University of Warwick
Jennifer Suleiman	Jordan	High School US History/Spanish Teacher, American Community School Amman
Rui Sun	China	Associate Professor, National Prosecutors College of China
Maté Szabo	Hungary	PhD Candidate, National University of Public Service
Behnaz Tavakoli	Germany	PhD Candidate, Humboldt University of Berlin
Lina Tay	Cambodia	Deputy Program Director for Cambodia Program, WSD Handa Center, Stanford
Theany Thol	Cambodia	Coordinator for Law Programmes, Pannasastra University of Cambodia
Felisa Tibbitts	United States	Founder and Senior Advisor, Human Rights Education Associates (HREA)
Aksel Tømte	Norway	Advisor, NCHR - UiO
Matteo Tracchi	Great Britain	International HRE Advocacy Assistant, Amnesty International
Ilze Tralmaka	Latvia	Advising Expert, Baltic Human Rights Society
Li-sueh Tsai	Netherlands	Association of World Citizens Volunteer, Association of World Citizens
Katri Tukiainen	Finland	Doctoral Student, University of Tampere, Peace and Conflict Research Institute
Frank Ubachs	Netherlands	Fellow Religion, Conflict and Security, University of Groningen
Adne Valen-Sendstad	Norway	Associate Professor, Buskerud and Vestfold University
Adriana van Dooijeweert	Netherlands	President, College voor de Rechten van de Mens
L.H.M. van Willigen	Netherlands	Voorzitter, Johannes Wier Stichting
Una Verdel	Denmark	Special Advisor, Danish Institute for Human Rights
Mieke Verwaest	Belgium	Education officer, Vormen vzw - center of expertise on human rights education
Silke Vogelsang	Netherlands	PhD Student, University College Roosevelt
Sobonalla Wafa	Afghanistan	ASCHIANA
Yi Wang	Norway	Adviser, Norwegian Center for Human Rights, University of Oslo
Barbara Weber	Norway	Director for Human Rights Education, Amnesty International
Emilie White	Uganda	Education Technology & Communications Adviser, Amnesty International
Nele Willems	Belgium	Lector, Artesis Plantijn Hogeschool Antwerpen
Ann Marie Wilson	Netherlands	Assistant Professor of History, Leiden University College
Thomas Aquino Wreddya Hayunta	Indonesia	Program Coordinator, Indonesia Art Coalition
Joseph Wronka	United States	Professor, Springfield College, Springfield, MA
Kun-Tung Wu	Taiwan	Manager, Happy Pole Ltd.
Songcai Yang	China	Professor of Law, Research Center for Human Rights, Guangzhou U,
Monireh Zahedi	Iran	Teacher, Ministry of Education
Wanhong Zhang	China	Deputy Director, Wuhan University Institute for Human Rights Studies

# List of Additional Attendees

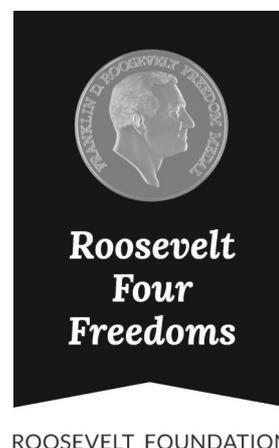
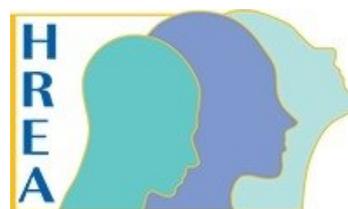
Name	Country	Organization
Alkali Huseina Abudulahi	Nigeria	National Human Rights Commission
Hester van den Blink	Netherlands	Ministerie van OCW (directie Hoger Onderwijs & Studiefinanciering)
Frans Bouwen	Netherlands	The Hague Institute for Global Justice
David Connolly	Netherlands	Head of Conflict Prevention, the Hague Institute for Global Justice
Else Engel	Germany	Research Associate, Freie Universität Berlin / Trainer & Consultant, "right now"
Juul van Ewijk	Netherlands	Ministerie van OCW (directie Hoger Onderwijs & Studiefinanciering)
Roseli Fischmann	Brazil	Methodist University of Sao Paulo/GBHEM
Geraldine Guille	Austria	EU Agency for Fundamental Rights
Yahnessa Holth	Norway	Buskerud and Vestfold University College
Peter Ippel	Netherlands	University College Roosevelt
Marjon Kamrani	United States	U.S. Embassy The Hague
Chien-Yu Lai	China	Hong Ying Civil Engineering Construction
Samuel Titilayo Linda	Nigeria	National Human Rights Commission
Jacky Liu	Germany	Federation of World Peace and Love
Mei-Ying Liu-Su	Netherlands	Association of World Citizens
Agnese Macaluso	Netherlands	The Hague Institute for Global Justice
Miriam Meyrer	Netherlands	HVO Primair
Camille Ebeya Mondolu	D.R. Congo	Commissioner General for Cooperation
Johannes Morsink	United States	Drew University/GBHEM
Marleen Morsink	Netherlands	-
Majda El Muhtaj	Indonesia	Chai Person Center, State University of Medan, North Sumatra
Amos Nascimento	United States	University of Washington/GBHEM
Ewoud Plate	Netherlands	MDF Training and Consultancy
Nora Ronyai	Hungary	Pazmany Peter Catholic University
Carolina Sanchez	Netherlands	University College Roosevelt
Bogdan Szlachta	Poland	Jagiellonian University
Joost van der Veen	Netherlands	Ministerie van OCW (directie Hoger Onderwijs & Studiefinanciering)
Andy Wang	United States	Association of World Citizens



A series of horizontal grey lines for writing, spaced evenly down the page.



## Sponsors



COLLEGE VOOR  
DE RECHTEN  
VAN DE MENS



Vereniging van  
Nederlandse Gemeenten



WESTERN SYDNEY  
UNIVERSITY



AUSTRALIAN COUNCIL FOR  
HUMAN RIGHTS EDUCATION

