



University of
Western Sydney
Bringing knowledge to life



International Conference on

Human Rights Education

Educating for Human Rights, Peace and Intercultural Dialogue

4 – 6 November 2010

Ian and Nancy Turbott Auditorium

**University of Western Sydney Parramatta Campus
Sydney, Australia**



“...a culture of human rights is critical to a democratic society and to the protection of the rights of all Australians – ensuring that everyone, no matter their background or beliefs, has a fair go...”

**The Hon. Julia Gillard MP
Prime Minister of Australia**



“...a good opportunity to reflect on how we can achieve a more successful and cohesive society...”

**The Hon. Tony Abbott MP
Leader of the Opposition**



“...an engaging and rewarding experience as you listen to and discuss issues pertaining to the important area of human rights education...”

**Professor Janice Reid AM
Vice Chancellor**



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International Conference on **Human Rights Education**

Educating for Human Rights, Peace and Intercultural Dialogue

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Nallowan Mittigar Girung Burruk Didgeroor Yanna Jennawee Bulluwool Nangami

Come and sit down. A good friend is happy to see you; I thank you for walking with me and strengthening my dreaming.

Hello my name is Sandra Lee a proud descendant of Gomebeeree a leader and Elder of the Boorooberongal Clan who are part of the Darug Nation and father of Yarramundie.

A “Welcome” to country acknowledges the first PEOPLES OF THESE LANDS. It also shows respect to our Elders, Ancestors and our people past and present.

It is part of my heritage and culture and is a protocol our people have observed for thousands of years.

A welcome was needed from the Leaders and Elders before entering our lands which would then ensure safe passage.

The Darug Community believe the Earth is the Mother of all life and has provided for our people for over 40,000 years and we ask that she be treated with respect on passage through our lands.

This site has a very strong spiritual connection to our people so on behalf of my ancestors, Elders and the Darug Community who are the traditional peoples of these lands I would like to offer our hand in friendship as we all gather here today.

And please respect our Mother.

Yanu (Goodbye)





Her Excellency Ms Quentin Bryce AC
Governor-General of the Commonwealth of Australia

Message from Her Excellency Ms Quentin Bryce, AC
Governor-General of the Commonwealth of Australia

*for the International Human Rights Education Conference –
'Educating for Human Rights, Peace and Intercultural Dialogue'*

I commend the University of Western Sydney and its partners in this International Conference on Human Rights Education for convening a dialogue that seeks to recapture the meaning and role of human rights in the building and flourishing of peaceful, culturally diverse societies.

Your program highlights the depth of scholarly, political and pragmatic engagement we have in Australia with human rights issues, and the strength of our ties across borders with eminent, international human rights specialists.

Human rights education belongs to all curricula. It underpins and permeates our learning at all ages and all levels of knowledge and understanding. It goes to the core of our participation in civil society, as students, workers, leaders and citizens. It allows us to speak to the world in a common tongue.

To the speakers and delegates, I express my most sincere respect and admiration for your daily undertaking in this vital aspect of human survival and development, your courage and insight in reflecting your experiences to others, and your openness to multi-disciplinary approaches in eliciting best practice and the broadest reach.

October 11
2010.

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8 March 2010

Message from the Vice-Chancellor re Human Rights Education Conference

I write to extend a warm welcome to the participants and sponsors of this conference and wish you all an engaging and rewarding experience as you listen to and discuss issues pertaining to the important area of human rights education.

It is very appropriate that the conference is held at UWS, as the University is located in the heart of diverse Australia. The University's six campuses span a catchment of almost two million people in a rapidly expanding region, whose communities represent 170 countries of origin.

The University is a centre of educational and research excellence in the area of human rights. A range of UWS's schools and research centres focus on this area of study through programs such as Peace and Development Studies in the Bachelor of Social Sciences.

UWS is also a leader in equity and diversity issues, and in particular human rights education with a program that includes a public human rights seminar series. This series covers discussion of issues of importance to the communities of Greater Western Sydney, training programs in the areas of homophobia, disability confidence, discrimination and harassment, and a range of other human rights areas.

I commend Dr Sev Ozdowski and his team, the Conference organisers and UWS partners and sponsors for making this conference possible.



**Professor Janice Reid, AM
Vice-Chancellor**



PRIME MINISTER
CANBERRA

INTERNATIONAL CONFERENCE ON HUMAN RIGHTS EDUCATION

I welcome the opportunity to offer my support for the National Conference on Human Rights Education being hosted by the University of Western Sydney.

My Government understands that a culture of human rights is critical to a democratic society and to the protection of the rights of all Australians – ensuring that everyone, no matter their background or beliefs, has a fair go.

We have demonstrated strong commitment to human rights by actions such as the national apology to Indigenous Australians, the *'Closing the Gap'* initiatives, same-sex reforms, ratifying the United Nations Disabilities Convention and ensuring more humane treatment of refugees and asylum seekers.

In addition, as a result of the work of the National Human Rights Consultation Committee, the Government is establishing a new Parliamentary Joint Committee on Human Rights to scrutinise legislation for compliance with our international human rights obligations, as well as requiring all new legislation to be accompanied by a statement of compatibility with our international human rights obligations.

The Consultation Committee's report noted that: "Human rights can be protected and promoted effectively only if an understanding of and commitment to human rights have become a part of everyday life for all in the community." That is why we are also investing over \$12 million in a comprehensive suite of education initiatives to promote a greater understanding of human rights across the nation.

I hope all participants enjoy a constructive and informative conference which will help make a valuable contribution to ongoing efforts in Australia and internationally to build a stronger understanding of human rights.

A handwritten signature in black ink that reads "Julia Gillard".

The Honourable Julia Gillard MP
Prime Minister of Australia



Tony Abbott MHR
Leader of the Opposition
Federal Member for Warringah

Message to the University of Western Sydney

International Human Rights Education Conference

I take this opportunity to acknowledge the University of Western Sydney's contribution to the debate on human rights with this inaugural conference.

The Coalition strongly believes that all countries should respect the right of their citizens to freedom of thought, conscience and religion. This requires making the next generation aware of the importance and benefits of such freedoms within societies.

This Conference, and others like it, provides a crucial forum for students and academics alike to express their views and gain insights from others. It is also a good opportunity to reflect on how we can achieve a more successful and cohesive society.

My best wishes for the success of this Conference.

Yours sincerely

TONY ABBOTT

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Message from Conference Convenor
International Human Rights Education Conference
'Education for Human Rights, Peace and Intercultural Dialogue'

My best and warm welcome to beautiful Sydney and historic Parramatta campus to all participants of the International Human Rights Education Conference.

A particular welcome goes to those who have travelled from far away Costa Rica, South Korea, UK, Afghanistan, Poland, Japan, India, South Africa, Nepal, Vietnam, Germany, Cambodia, Sri Lanka, New Zealand, Canada, Chile, China, Switzerland, the Philippines, United Arab Emirates, Hungary and the USA and many other countries. Welcome to those from academia, government, non-government organisations and in particular, it is great to be joined by so many young and upcoming human rights practitioners.

Human rights education is about societal standards that need to be learned by each generation and transferred to the next. Thus, at the conference world class experts will focus in seven plenary and twelve concurrent sessions on the contribution of a human rights culture to the good functioning of civil society and highlight key trends and achievements in human rights education across the world. They will explore philosophical questions and more pragmatic aspects such as how, what and when as well as human rights education methodologies. The conference will end with practical hands-on workshops where participants will walk away with transferable human rights education skills and knowledge.

The conference aims to advance the goals of the UN World Programme for Human Rights Education and, in particular, it aims to secure greater commitment of Asia Pacific and Australian governments to future human rights education.

I invite all participants to learn, to make solid contributions to our deliberations, as well as to have fun while networking and meeting new people.

My best thanks go to all of you for joining the conference, to our generous sponsors, to staff of UWS Equity and Diversity and to our host the University of Western Sydney.

Welcome!



Dr Sev Ozdowski OAM FAICD
Conference Convenor

4 November 2010



Program



Thursday

8:30	Registration
9:00 – 9:20	Conference Opening – Main Auditorium
	<p>Chair Dr Sev Ozdowski OAM Conference Convener</p> <p>Welcome to Country Aunty Sandra Lee, Darug Elder Accompanied by Aunty Jacinta Tobin, Darug Elder</p> <p>Welcome to the University of Western Sydney Prof Janice Reid AM Vice Chancellor and University President</p>
9:20 - 9:40	Opening Address - Main Auditorium
	<p>What is Human Rights Education all about and why do we need it? The Hon Robert McClelland MP Federal Attorney General</p>
9:40 - 11:00	Plenary Session 1 – Main Auditorium Global Trend in Human Rights Education (HRE)
	<p>Chair Sarah Tobhi Motha Coordinator, HRE Centre & Umphakatsi Peace Ecovillage, South Africa</p> <p>UN Initiatives in HRE and their Impact Dr Paula Gerber Deputy Director, Castan Centre for Human Rights Law, Monash University</p> <p>Role of HRE in a Process of Transition – Polish Experience Prof Roman Wieruszewski Director, Poznań Human Rights Centre, Polish Academy of Sciences, Poland</p> <p>From International Principles to Everyday Reality - HRE in Australia The Hon Catherine Branson QC President, Australian Human Rights Commission</p>
11:00 – 11:30	Morning Break
11.30 – 13.00	Plenary Session 2 – Main Auditorium Human Rights as Unifying Standards for Society
	<p>Chair Pera Wells Former Secretary-General, The World Federation of United Nations Associations</p> <p>Universal Values versus Religious Specificity Prof Gary Bouma Asia Pacific UNESCO Chair in Interreligious & Intercultural Relations Asia Pacific, Monash University</p> <p>Human Rights Without a Charter: Human Rights in Australia Post the National Consultation on Human Rights The Hon John Hatzistergos MLC Attorney General, Minister for Citizenship and Minister for Regulatory Reform</p> <p>The Debate about an Australian Bill of Rights Phil Lynch Director, Human Rights Law Resource Centre, Melbourne</p> <p>Values in Education: Human Rights, Peace, Cultural Diversity and Intercultural Dialogue Dr Helen Szoke Commissioner, Victorian Equal Opportunity and Human Rights Commission</p>
13:00 – 14.00	Lunch Break

14:00 – 15:30	<p style="text-align: center;">Plenary Session 3 – Main Auditorium Human Rights Education – Regional Perspectives</p>		
	<p style="text-align: center;">Chair Prof Pierre De Vos Claude Leon Foundation Chair in Constitutional Governance, University of Cape Town, South Africa</p> <p style="text-align: center;">Recent Developments in the Field of Education for Democratic Citizenship and Human Rights – European Perspective Dr Reinhild Otte Expert on Education for Democratic Citizenship and Human Rights, Council of Europe</p> <p style="text-align: center;">HRE in Schools: Progress in Institutionalization and beyond - Review of Southeast and Northeast Asian Experiences Dr Mariko Akuzawa Assoc Prof University of Hyogo and Member of the Asia-Pacific Human Rights Information Centre, Osaka, Japan</p> <p style="text-align: center;">Human Rights Education in Latin America Dr Ana Maria Rodino Researcher, National Distance University & Inter-American Institute of Human Rights, Costa Rica</p> <p style="text-align: center;">From Political Education to HRE – a Missing Link of the Change of the Regime Prof Máté Szabó Eötvös Loránd University & Parliamentary Commissioner for Human Rights, Hungary</p>		
15:30 – 16:00	<p style="text-align: center;">Afternoon Break</p>		
16:00 – 17:30	<p style="text-align: center;">Concurrent Sessions</p>		
	<p style="text-align: center;">Session 1 – Main Auditorium</p> <p style="text-align: center;">Trends in HRE</p> <p style="text-align: center;">Chair Prof Daniella Coetzee Director, Centre for Education Development University of the Free State South Africa</p> <p style="text-align: center;">The Extraordinary Rise of HRE - A Critical and Probing Gaze Dr Danielle Celermajer University of Sydney</p> <p style="text-align: center;">European Achievements in HRE Dr Peter Kirchsclaeger Co-Founder and Co-Director, Centre of Human Rights Education, University of Teacher Education, Lucerne Switzerland</p> <p style="text-align: center;">Educational Approaches to Reduce Prejudice – A Core Element of HRE in Pluralistic Societies Mario Peucker Senior Researcher, European Forum for Migration Studies Germany</p> <p style="text-align: center;">HRE: Four Components and Expected Outcomes Assoc Prof Yehudi Webster California State University Los Angeles USA</p>	<p style="text-align: center;">Session 2 – Room EEG.03</p> <p style="text-align: center;">HRE in Schools</p> <p style="text-align: center;">Chair Dr Paul Hine Board Director AHISA & AHISA Chair in SA & NT; Principal, Sacred Heart College, Adelaide</p> <p style="text-align: center;">Approaches to HRE: a Study of School and Teacher Education Programs Dr Nina Burridge Senior Lecturer, Faculty of Arts and Social Science, University of Technology Sydney</p> <p style="text-align: center;">HRE – Best Practice Model for Secondary Schools Dr Kerry Ang Lecturer, Australian Catholic University Melbourne</p> <p style="text-align: center;">Cultural Literacy and Social Justice - Enabling Human Rights in and Beyond the Classroom Prof Baden Offord Chair, Australian Studies, The University of Tokyo, Japan & Southern Cross University & John Ryan Head of English Kingscliff High School Freelance Academic</p> <p style="text-align: center;">Building Human Rights Culture in Schools - a New Zealand Initiative Ced Simpson Director, Human Rights Education Trust New Zealand</p>	<p style="text-align: center;">Session 3 – Room EEG.36</p> <p style="text-align: center;">HRE Pedagogy</p> <p style="text-align: center;">Chair Tatiana Lozano Manager Education, Equity & Diversity University of Western Sydney</p> <p style="text-align: center;">The Experience of the Development of HRE in Early Childhood in Chile - Dictatorship and Social Protection Adjunct Prof Maria Estela Ortiz Rojas Early Childhood Education Consultant for the Inter-American Development Bank Chile</p> <p style="text-align: center;">More than a Game: Using Sport and Fair Play to Promote HRE Tanja Kovac Co-ordinator, the Human Rights are Aussie Rules Project, Melbourne</p> <p style="text-align: center;">Reflections on a Post-Graduate Human Rights Programme in Asia Assistant Prof Kelley Loper Faculty of Law, University of Hong Kong China</p> <p style="text-align: center;">Play and Dance for Human Rights Visakesa Chandrasekaram Doctoral Candidate Australian National University Canberra</p>
17:30 – 19:00	<p style="text-align: center;">Welcome Reception Foyer of Ian and Nancy Turbott Auditorium</p>		
19:00 – 20:00	<p style="text-align: center;">CONFERENCE ADDRESS</p> <p style="text-align: center;">Will Human Rights Shape Civilisation in 21st Century? The Hon Justice Michael Kirby AC CMG</p>		



9:00 – 9:30	Plenary Address – Main Auditorium
	<p>Chair Dr Sev Ozdowski OAM Conference Convenor</p> <p>What Government Should do to Advance a Human Rights Culture? The Hon Christopher Pyne MP Shadow Minister for Education, Apprenticeships and Training</p>
9.30 – 11.00	Plenary Session 4 – Main Auditorium How to Nourish a Human Rights Culture - Australian Experience
	<p>Chair Dr Helen Watchirs OAM ACT Human Rights and Discrimination Commissioner, Canberra</p> <p>What is the Culture of Human Rights? Assoc Prof Joseph Zajda Australian Catholic University, Melbourne & Research Fellow, Eidos Institute</p> <p>The Role of Governments and Civil Society's Contribution to HRE Julian Burnside AO, QC Barrister, Melbourne</p> <p>Australian Views about Human Rights Prof Kevin M Dunn University of Western Sydney</p> <p>Some Reflections on HRE in the XXI Century Europe Prof Boguslawa Bednarczyk Jagiellonian University & A.F Modrzewski Kraków University College, Cracow, Poland</p>
11:00 – 11:30	Morning Break
11:30 – 13:00	PLENARY SESSION 5 - Main Auditorium Advancing Human Rights Internationally through Education
	<p>Chair Prof Máté Szabó Eötvös Loránd University & Parliamentary Commissioner for Human Rights, Hungary</p> <p>HRE in Muslim Societies - Afghan Experience Ahmad Fahim Hakim Deputy President, Afghanistan Independent Human Rights Commission, Afghanistan</p> <p>A Culture of Human Rights in the Face of Cultural Diversity - The South African Experience Prof John C. Mubangizi Deputy Vice-Chancellor, The University of KwaZulu-Natal, South Africa</p> <p>Public Human Rights Education and the Killing of Falun Gong for their Organs Adj Prof David Matas Faculty of Law, University of Manitoba, Canada</p> <p>HRE - Community Based Approaches and Holistic Development Sarah Tobhi Motha Coordinator Human Right Education Centre & Umphakatsi Peace Ecovillage, South Africa</p>
13:00 – 14:00	Lunch Break

14:00 – 15:30	Concurrent Sessions		
	<p>Session 4 – Main Auditorium</p> <p>Peace and Human Rights Education</p> <p>Chair Assoc Prof Jake Lynch Centre of Conflict and Peace Studies University of Sydney</p> <p>Global Peace Index Camilla Schippa Senior Vice-President Global Peace Index, Sydney</p> <p>HRE as a Mechanism for Building Peace: Inculcating Human Rights Ideals through Peace Education Maneesha Wanasinghe-Pasqual Lecturer, University of Colombo Sri Lanka</p> <p>Peaceful Pedagogy - Teaching Human Rights Across the Curriculum Dr Julie McLeod Senior Lecturer, University of Newcastle</p> <p>Impact of HRE in Peace Making Mohamed Mowjoon Atham Bawa Post-graduate Student University of Technology, Sydney</p>	<p>Session 5 - Room EE.G.03</p> <p>Educating Professions about Human Rights</p> <p>Chair Prof Surya Prasad Sharma Dhungel Adviser to the President on Constitutional and Legal Affairs & Attorney at Law Nepal</p> <p>Educating Lawyers in Human Rights in Post-Conflict Countries: Lessons from Iraq, Palestine, Libya, Afghanistan and Swaziland Dr Phillip Tahmindjis Acting Director, Human Rights Institute, London, United Kingdom</p> <p>A Human Rights Approach to Adult Learning in Organisations Dr Liz Branigan Director, Australian Centre for Human Rights Education, RMIT University, Melbourne</p> <p>Promoting Social Goodness - Enhancing Professionals Responses to Human Rights Abuse Dr Fran Gale Research Fellow & Lecturer, University of Western Sydney</p> <p>Educating the Police and the Military on Human Rights Ana Elzy Ofreneo Director, Commission on Human Rights of the Philippines</p>	<p>Session 6 - Room EE.G.36</p> <p>Combating Social Prejudice with Human Rights Education</p> <p>Chair Prof Pranati Panda National University of Education Planning and Administration India</p> <p>Homosexuality is “un-African”: a contemporary analysis of human rights consequences of being Lesbian, Gay, Bisexual, Transgender or Intersex in Africa Prof Allister Butler Social Work Department, North West University, Mmabatho, South Africa</p> <p>Recognising Difference - HR Sexualities and Refugee Law Senthoran Raj Manager, Policy & Development, Gay & Lesbian Rights Lobby, Sydney</p> <p>Human Rights in Action for Women Prisoners Debbie Kilroy OAM Director, Sisters Inside, Brisbane</p> <p>HRE and Obstacles to Women’s Education Dr Madeleine Mattarozzi Laming Faculty of Education, Australian Catholic University, Melbourne</p>
15:30 – 16.00	Afternoon Break		
16:00 –17:30	Concurrent Sessions		
	<p>Session 7 – Main Auditorium</p> <p>Human Rights Education – Children, Young People & Our Communities</p> <p>Chair Mathews Philip Executive Director, SICHREM India</p> <p>Creating a Human Rights Culture at Community Level Dr Diane Sisely Director, Australian Centre for Human Rights Education, RMIT University</p> <p>Blogging for Human Rights – the Use of the Internet in Human Rights Education Prof Pierre De Vos Claude Leon Foundation Chair in Constitutional Governance University of Cape Town, South Africa</p> <p>Teaching Fairness, Respect and Inclusiveness through Sport Paul Oliver Former Director, Public Affairs Australian Human Rights Commission</p> <p>HRE by Amnesty International Don McArthur Human Rights Education Coordinator, Amnesty International Australia</p>	<p>Session 8 - Room EE.G.03</p> <p>Addressing Human Rights Education Challenges in Asia</p> <p>Chair Dr Lynda-Ann Blanchard Lecturer, Centre of Conflict and Peace Studies, University of Sydney</p> <p>HRE in Burma Mike Paller Deputy Director, Human Rights Education Institute of Burma, Thailand</p> <p>The Need for HRE through Schools in Pakistan Parvez Pirzado Masters Student, University of Sydney</p> <p>Deathbound Diaspora - Iraqi Bodies, Memories and Texts in Sydney Farid Farid Doctoral Candidate, Centre for Cultural Research, University of Western Sydney</p> <p>On the Ways to Increase Awareness of North Korea Defectors’ Human Rights Seongwoo Park Senior Researcher, Hankuk Academy of Foreign Studies, Seoul South Korea</p>	<p>Session 9 - Room EE.G.36</p> <p>Breaking Barriers with Human Rights Education</p> <p>Chair Dr Peter Kirchschaelger Co-Founder and Co-Director, Centre of Human Rights Education, University of Teacher Education, Lucerne, Switzerland</p> <p>Facilitating Student Commitment to Social and Ethical Practice in the Undergraduate Curriculum Dr Denise Wood Senior Lecturer, University of South Australia</p> <p>Mental Health Legal Services Pilot Project Sharry Chalmers Project Co-ordinator, Public Interest Advocacy Centre</p> <p>Educational Rights for Students with Visual Impairments in Tertiary Education: the Gap between Legislation and Practice Muna Al Hammadi Doctoral Candidate, Deakin University, United Arab Emirates</p> <p>Geographies of Disability, Resilience and Social Justice Lesley Lewis Doctoral Candidate, University of Sydney</p>
19:00 –23:00	<p>Conference Dinner : PARKROYAL Parramatta (formerly Crowne Plaza) Master of Ceremonies : Stephen Sim After Dinner Speaker : Assoc Prof Peter van Onselen : Contributing Editor, The Australian Entertainment : Prana Dance Company</p>		



9:00 – 9:30	<p style="text-align: center;">Plenary Session 6 – Main Auditorium Human Rights, Indigenous People and Development</p> <p style="text-align: center;">Chair Dr Wendy Holland Associate Professor, Badanami Centre for Indigenous Education University of Western Sydney</p> <p style="text-align: center;">How Can HRE Benefit Indigenous Australians? Dr Tom Calma Former Indigenous Social Justice Commissioner & Race Discrimination Commissioner Australian Human Rights Commission</p> <p style="text-align: center;">New Zealand's HRE and Maori People Chief Commissioner Rosslyn Noonan & Senior Maori Manager Paula Pirihī Aotearoa/New Zealand Human Rights Commission, New Zealand</p> <p style="text-align: center;">Human Rights Education for Indigenous Filipinos Claire Lacdao Paralegal, Community Coordinator, Legal Assistance Centre for Indigenous Filipinos, Philippines</p>
10.30 – 11.00	Morning Break
11:00 – 12:25	<p style="text-align: center;">Plenary Session 7 – Main Auditorium Where do we go from here?</p> <p style="text-align: center;">Chair Dr Sev Ozdowski OAM Director, Equity & Diversity, UWS & Adj Prof, University of Sydney</p> <p style="text-align: center;">Panellists Dr Nina Burridge Senior Lecturer, University of Technology, Sydney</p> <p style="text-align: center;">Ahmad Fahim Hakim Deputy President, Afghanistan Independent Human Rights Commission Afghanistan</p> <p style="text-align: center;">Dr Peter Kirchsclaeger Co-Founder and Co-Director, Centre of Human Rights Education, University of Teacher Education, Lucerne Switzerland</p> <p style="text-align: center;">Sarah Tobhi Motha Coordinator, Human Right Education Centre & Umphakatsi Peace Ecovillage South Africa</p> <p style="text-align: center;">Cameron Murphy President, NSW Council for Civil Liberties & Secretary, Australian Council for Civil Liberties Australia</p> <p style="text-align: center;">Dr Ana Maria Rodino Researcher, National Distance University & Inter-American Institute of Human Rights Costa Rica</p>
12.25 – 12.30	LAUNCH
	<p style="text-align: center;">Future Justice Education Initiative for Secondary & Tertiary Students Alison King Associate Lecturer, Institute of Legal Studies, Australian Catholic University</p>
12:30 – 13.30	Lunch Break

13.30 – 15.30	Concurrent Sessions		
	<p style="text-align: center;">Session 10 – Main Auditorium</p> <p>Workshop 1 - Human Rights & Advocacy Training - a Train-the-Trainer Course</p> <p style="text-align: center;">Facilitator</p> <p style="text-align: center;">Brenda Bailey Senior Policy Officer, Public Interest Advocacy Centre (PIAC)</p> <p>PIAC will conduct a train-the-trainer course, 'Protecting Human Rights in Australia'.</p> <p>The first session will highlight the essential elements of a successful human rights training program for the community sector, using homelessness as a case study.</p> <p>The second session builds on the first, as participants experience interactive activities used in the training, and brainstorm how we can all 'turn on the light' when it comes to human rights education for the community sector. This double session will introduce participants to key principles used in PIAC's human rights training, and provide a taste of some of the interactive exercises that have been used. We will also explore the framework needed to support participants to take action based on new learning, and build on lessons learnt.</p>	<p style="text-align: center;">Session 11 - Room EE.G.03</p> <p>Workshop 2 - Use of Human Rights Education to Create Change at Community Level</p> <p style="text-align: center;">Facilitators</p> <p style="text-align: center;">Gavin Rennie Consultant, the NZ Human Rights Commission, New Zealand</p> <p>Carla Klink, Paula Pirihī, Sandie Knapp Taku Manawa Human Rights facilitators, New Zealand Human Rights Commission</p> <p>Gavin will facilitate an innovative human rights community development program, Taku Manawa, being run in Aotearoa/ New Zealand through the NZ Human Rights Commission. With human rights education at its core, Taku Manawa works with communities to build their ability to identify, advocate for, and resolve local human rights issues. It came from the realization that communities did not know about human rights, nor how to use them as leverage for action, and to legitimise their voice in decision-making. This workshop demonstrates the story of how the NZHRC has used human rights education to create meaningful and sustainable change – to build human rights capability amongst those most vulnerable to human rights violations, and to build understanding amongst those most able to violate, or defend, those rights.</p>	<p style="text-align: center;">Session 12 – Room EEG.36</p> <p>Workshop 3 – Human Rights Education: Finding the Magic for the Children</p> <p style="text-align: center;">Facilitators</p> <p style="text-align: center;">Nicole Cardinal Policy Research and Advocacy Adviser Jennie Hammet Education Coordinator Penny Lee Education Coordinator Save the Children, Australia</p> <p>What does human rights education for children look like in practice? Since 2006, Save the Children has implemented several human rights education programs in Australia. This workshop explores the successes and challenges of three programs based on the UN Convention on the Rights of the Child: Speaking Out, Art for Advocacy and Finding My Magic.</p> <p>In particular, this workshop shares Save the Children's journey in developing Finding My Magic, an innovative and engaging animated series for young children. A new initiative by Save the Children, Finding My Magic aims to not only teach children about human rights but also ensure that they develop the necessary skills, attitudes and behaviours to stand up for their rights and the rights of others.</p> <p>This interactive workshop will allow participants to experience how human rights can be translated into meaningful real-life contexts for young children. So come prepared to participate and have some fun!</p>
	Conference Ends		
13.30 – 15.30	<p>Room EB.G.02</p> <p>Annual General Meeting National Committee on Human Rights Education</p> <p style="text-align: center;">Chair Dr Sev Ozdowski OAM President, National Committee for Human Rights Education</p>		
	<p>For poster presentation please contact conference organizers via website http://www.humanrightseducationconference2010.com.au/</p>		





Speakers & Abstracts

In Alphabetical Order by Speakers Name
(as at 22nd of October 2010)



Dr Mariko Akuzawa

Associate Professor

Faculty of Human Science and Environment University of Hyogo and
Member of the Asia-Pacific Human Rights Information Centre, Osaka
Japan



Associate Professor, Faculty of Human Science and Environment, University of Hyogo. A board member of project planning committee of Asia-Pacific Human Rights Information Centre (HURIGHTS Osaka). Ph.D in Human Science (Osaka University), M.A (Nara University of Education), LL.B.(Sophia University) In the field of sociology of education.

Abstract:

Human Rights Education in Schools: Progress in Institutionalization and beyond - Review of Southeast and Northeast Asian Experiences

After the United Nations Decade for Human Rights Education (1995-2004) under which many comprehensive national plan of action were implemented worldwide, it is significant that the first phase of the World Programme (2005-2009) focused on human rights education in the primary and secondary school systems.

International recognition of human rights education facilitated the institutionalization of human rights education in schools in many countries. Schools are expected as strong focal points to facilitate changes in society, as they cover significant portion of population and prepare young students to be future leaders of the society. Welcoming such progress on one hand, human rights education in school systems need continuous monitoring on the other hand. Education administration in the sub-regions is basically centralized, and the critical perspectives in human rights education are often avoided in school curriculum. In this paper, after reporting the progress in institutionalization in the sub-regions, some controversies over human rights education in schools are discussed.

As a researcher in the field of education of sociology myself, there has been a reason why I have been focusing on schools, although there are different aspects in human rights education and training. I have always been concerned with how human rights standards infiltrate into grassroots and how they are accepted by the people. Simple enactment of a law does not mean they are implemented nor understood by grassroots. Therefore much effort is required to convey human rights concepts in daily languages, and to make legal concepts relevant to the daily life of people.

Muna Al Hammadi

Doctorial Candidate
Deakin University
United Arab Emirates



My name is Muna Alhammadi from the United Arab Emirates. I'm a PhD student at Deakin University/School of education. My PhD thesis is about "Visually Impaired in Higher Education, A UAE Case Study".

My interest in a conducting study in the field of visual impairment is related to the fact that I am myself with low vision. I finished most of my school education in Dubai special centre for disability. Then I graduated from the History Department at the UAE University in 1999, and finished my master degree in Emirates History from Cairo University in 2006.

I started my career as a volunteer in Emirates Association for the blind in 2000. Then I worked as a researcher in Abu Dhabi Cultural and Heritage Authority in 2007. I worked also as a part-time lecturer in the UAE University, and finally I worked as supervisor for the students who have visual impairments in the Ministry of Education in 2007-2008. My work in the field of visual impairment gave me enormous opportunities to: meet a large number of people who have visual impairments from different age groups; attend various conferences about inclusion in the Middle East; and work with some parents who have children with visual impairments.

Abstract:

Educational Rights for Students with Visual Impairments in Tertiary Education - the Gap between Legislation and Practice

The history of the education of visually impaired students globally has been a long and difficult struggle. There have been so many different stages, beginning with segregation and ending, in most countries, with inclusion (Sydenham & Thomas 2009). The transformation from segregation to integration for students with disabilities created a dilemma about how to modify the "everyday practice of education" to achieve integration. Educational institutions were forced by these acts of legislation to support students with disabilities while most of them had not had previous experience in this area (Lloyd 2002) especially in supporting students with visual impairments.

This paper will argue there is a gap between educational rights for students with visual impairments and the reality of practice in tertiary education. It will highlight the daily obstacles for students with visual impairments in higher education after the declaration of new legislation for the rights of people with disabilities.

Generally, the literature relating to the provision of support for students with special needs in higher education is limited in comparison to what has been written about inclusion in mainstream schools. Thus I will make an overview of the main difficulties facing students with visual impairments in tertiary education generally through the relevant literature from the UK, the USA, Australia, and some other countries. As a vision impaired person, I have found that most of the difficulties detailed in the literature are similar to what I faced myself during my higher education years. I will draw on my own experience to provide a contextual account for this paper.



Otgonchimeg Altangerel

Human Rights Education Coordinator
Amnesty International Australia
Australia



Otgonchimeg Altangerel works on human rights education with Amnesty International Mongolia. AI Mongolia's work includes a focus on HRE with law enforcement officials, prisoners, Trade Union Members, Teachers, Women and Youth. Amnesty International Mongolia is involved in the international Human Rights Friendly Schools project. Otgonchimeg Altangerel is a Board Member of Amnesty International Mongolia, where she has worked as Acting Director.

Abstract:

Human Rights Education by Amnesty International

This session will describe Amnesty International's global work in the Human Rights Education field. Speakers from Senegal, Mongolia and Australia will provide case studies of human rights education projects and discuss current developments in Amnesty International's human rights education work. Amnesty International actively advocates for mainstreaming human rights education in the formal sector at national level, including working with governments on policy and legislative measures, developing learning resources, creating enabling learning environments, and facilitating teacher training.

Amnesty International also works in informal and non-formal settings, linking human rights education to active participation and empowerment, working with young people, indigenous and marginalized groups, professional associations and groups, traditional/ religious leaders, and community based organizations.

Dr Kerry Ang

Lecturer
Australian Catholic University, Melbourne
Australia



Dr Kerry Ang is a Lecturer in Education at Australian Catholic University in Melbourne. He is also the Coordinator of the Professional Experience Program for Secondary School Teaching courses at the University. Kerry has extensive experience in education having taught in both Catholic and Independent schools in NSW and Victoria for many years. He completed his Doctorate in the field of Human Rights Education in 2009 and continues to have a great interest in this area, particularly in the teaching of human rights in secondary schools. For the past 6 years he has run an extremely successful intensive human rights course at a Melbourne secondary school.

Abstract:

Human Rights Education: Developing a Best Practice Model for Secondary Schools

This paper presents a model of what could be called best practice Human Rights Education in secondary schools. It starts with an explanation of my own interest in human rights, sparked by an incident in a Year 10 Religious Education class, and examines the concepts of human rights and human rights education in general. Existing theoretical models of human rights education include the transformational, accountability and values and awareness models. In relating these models to education in the secondary school setting, the accountability model is inappropriate as it is geared towards professionals working on monitoring human rights violations or advocating the protection of human rights through law. This article presents a new model, the participatory model, to take the place of the accountability model for use in secondary schools. The theoretical basis for such a model is given in the context of existing studies of human rights education in schools. Critical pedagogy and transformative learning are found to be suited for the teaching of human rights to secondary students and the characteristics of the generation of students currently found in our secondary schools, Generation Y, are seen to be appropriate to the personally challenging field of human rights education. Finally, in an attempt to merge the existing literature, the specific features of an effective participatory model of best practice human rights education are presented.

Brenda Bailey

Senior Policy Officer
Public Interest Advocacy Centre (PIAC)
Australia

Brenda Bailey is the Senior Policy Officer at the Public Interest Advocacy Centre. In this position she was responsible for the organisations community awareness program in 2009 which targeted community service organisations to encourage and assist contributions to the national consultation on protection of human rights in Australia.

Abstract:

Turning on the light - Interactive workshop over two conference session

The Public Interest Advocacy Centre (PIAC) has presented human rights and advocacy training to the general community, community service organisations, the legal profession and school teachers for over a decade. PIAC has conducted a train-the-trainer course, Protecting Human Rights in Australia since 2004. PIAC received funding from the Myer Foundation to develop materials for the course and undertake the first round of training. In 2009, PIAC supported community organisations to contribute to the national inquiry into human rights protection (Brennan Inquiry). The support involved developing material and formats for specific community sectors (and their population groups). The community education program included use of interactive theatre with homeless people, short presentations for youth workers and young people, interactive forums for people living with mental illness, and a session



for women and their organisations. The consistent feedback to PIAC from training participants has been that they have a light bulb moment, when they can link their personal story, or that of their clients, to the international human rights framework, and Australia's implementation of those rights. The next stage in PIACs training will be to assist participants take this awareness and apply it in their organizations, to workplace policies and practices. PIACs workshop will run over two conference sessions. The first session highlights (from PIACs experience) the essential elements of a successful human rights training program for the community sector, using homelessness as a case study. The second session builds on the first, as participants experience interactive activities used in the training, and brainstorm how we can all turn on the light when it comes to human rights education for the community sector. This double session will introduce participants to key principles used in PIACs human rights training, and provide a taste of some of the interactive exercises that have been used. We will also explore the framework needed to support participants to take action based on new learning, and build on lessons learnt.

Prof Boguslawa Bednarczyk

Dean

Department of International Relations and the Director of the Human Rights Center at the A. F. Modrzewski University and Professor at the Institute of Political Science and International Relations, Jagiellonian University, Krakow, Poland



Professor Boguslawa Bednarczyk, Ph.D. is the Dean of the Department of International Relations and the Director of the Human Rights Center at the A. F. Modrzewski University in Krakow, Poland. She also is 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.

Abstract:

Some Reflections on Human Rights Education in the XXI Century Europe

The purpose of this paper is to examine human rights issues through the prism of the human rights education, together with education for democratic citizenship and education for mutual respect and understanding, mainly from the European perspective. Our capacity to affect human rights promotion and protection in this century is greater than before, although the considerable key questions are unavoidable. What principles should regulate a new perspective on human rights with regard to the challenge coming from an alarming resurgence of xenophobia and racial hatred since the beginning of the new millennium in Europe and elsewhere? How should the international community best respond to the use of racism and discrimination as a powerful weapon encouraging fear or hatred of others in times of conflict and war, and even during economic downturns? Unfortunately, there is no single, clear and in-depth answer to these and many other questions. Today most discussions of human rights are misleading because the surface there is almost always a hidden agenda. Human rights are frequently described as a potential barrier to effective protection from terrorist acts than a precondition for genuine security. It seems that the review dealing with the human rights issue should stress the point that the security is at risk more when the rights are violated. In fact, it is in this breach, not in the respect of human rights, that security is put at risk. One of the key questions of the present time is not

so much whether human rights survive but what should be done in order to develop “democratic citizenship”, a skill that everyone needs. Democratic citizenship is not only the ballot box, it is also the skill we need to live well in a multicultural community. It shows us how to resolve disputes in a friendly and fair way, how to negotiate and find common ground, and how to make sure that our rights are respected. Democratic citizenship is a skill, and therefore needs to be learned. Human rights education, together with education for democratic citizenship and education for mutual respect and understanding is vital for all societies. It promotes equality, empowerment and participation as well as conflict prevention and resolution. This presentation aims at providing a general, and at the same time, comprehensive picture of the human rights education and training as a lifelong process. It will try to prove that if effective, it can prevent human rights violations by promoting a culture of peace, non-discrimination and tolerance anchored in respect for universal human rights and fundamental freedoms.

In brief, the term “human rights education” will be considered here in a broader sense, including education for democratic citizenship and education for mutual respect and understanding, which are all based on internationally agreed human rights standards. The above reflections should lead to a final point: whether human rights can survive the contemporary challenges of war on terror, the revival of political religion, and the steady developing discrimination based on the variety of bases.

Dr Lynda-Ann Blanchard

Lecturer
Centre of Conflict and Peace Studies
University of Sydney
Australia



Dr Lynda-ann Blanchard is a lecturer at the Centre for Peace and Conflict Studies, former executive officer of the Sydney Peace Foundation; executive member of the National Committee on Human Rights Education; executive member of the International Institute for Peace through Tourism; member of TRANSCEND Peace & Development Network and, consultant to the Conflict Resolution Network. She is co-editor of *Ending War Building Peace* (2009) and *Managing Creatively: Human Agendas from Changing Times* (1996); and has collaborated on *Indigenous People and the Law in Australia* (1995); *Women, Male Violence and the Law* (1994); and, *Human Rights Corporate Responsibility: A Dialogue* (2000).



Prof Gary Bouma

Emeritus Professor of Sociology and UNESCO Chair in Intercultural and Interreligious Relations – Asia Pacific
Monash University
Australia



Gary Bouma is Emeritus Professor of Sociology and UNESCO Chair in Intercultural and Interreligious Relations – Asia Pacific at Monash University and Chair, Board of Directors for The Parliament of the World's Religions 2009. He is Associate Priest in the Anglican Parish of St John's East Malvern.

His research in the sociology of religion examines the management of religious diversity in plural multicultural societies, postmodernity as a context for doing theology, religion and terror, inter-cultural communication, religion and public policy, women and religious minorities, and gender factors in clergy careers. Recent books include: *Australian Soul: Religion and Spirituality in the Twenty-First Century* (Cambridge University Press) and *Democracy in Islam* (Routledge) and *Religious Diversity in Southeast Asia and the Pacific Islands: National Case Studies* (Springer).

Abstract:

Universal Values versus Religious Specificity

As religious diversity becomes part of the daily lived experience of most Australians, education about religions becomes increasingly important. In order to participate fully in civil society and to understand one's neighbours people need to know about the faith positions others take and how their faith works for them. This is essential to knowing the other sufficiently for respect to emerge and be real. In this process the call for education in and the use as criteria of what are termed 'universal values' may be part of the process, but is far from an adequate basis for understanding the religious 'other' who is likely not to be impressed by the supposed universality of such values and may differ profoundly on religious grounds with some. The result is a demand for a very different kind of education about religion.

Dr Liz Branigan

Academic Programs Director
Australian Centre for Human Rights Education
RMIT University, Melbourne
Australia



Dr Liz Branigan is the Academic Programs Director at the Australian Centre for Human Rights Education (ACHRE). Liz has occupied this role since the programs commencement in 2008 and, as such, has been critically involved in the development of the program content and course curriculum. She co-ordinates the Graduate Certificate and Graduate Diploma in Applied Human Rights and teaches Transforming Organisations through Human Rights and Applied Human Rights and Indigenous Peoples within these programs. Liz also oversees the Centres training in applied human rights in the public and community sectors and has provided training to the Department of Sustainability and the Environment and the Department of Human Services. In addition to her role in the teaching and training programs, she is involved in ACHRE's emergent research program.

Abstract:

A Human Rights Based Approach to Adult Learning in Organisations

Human rights education in Australia has conventionally focused on international case studies of human rights abuses, resulting in the common perception that human rights issues are something that happen somewhere else. With the advent of the Victorian Charter of Human Rights and Responsibilities in 2006, Victorians are becoming increasingly aware that human rights are issues that need to be addressed in our own back yard. In this paper I explore some of the ways that The Australian Centre for Human Rights Education at RMIT University is teaching graduate students how we can apply a human rights based approach to working in local organisations. I will show how building in reflective praxis, developing communities of practice and encouraging the creation of learning organisations are critical pedagogical interventions towards achieving an applied human rights based approach for adult learners in their own organisational contexts. Towards this end I will present case studies of organisational change projects developed by students in the course 'Transforming organisations through human rights.'

The Hon Catherine Branson QC

President and Human Rights Commissioner
Australian Human Rights Commission
Australia



Catherine Branson was appointed President of the Australian Human Rights Commission on 7 August 2008 and commenced her five year term on 14 October 2008. At the time of her appointment, she was a judge of the Federal Court of Australia, a position she had held since 1994.

Justice Branson was the inaugural convenor of the Federal Court's Equality and the Law Committee, which was created in 1997. She was also the inaugural convenor of the Court's Human Rights Panel for New South Wales. At the time of her appointment to the Federal Court, Ms Branson was a member of the Board of Examiners of the Supreme Court of South Australia, a council member of the University of South Australia and a Trustee of the Adelaide Festival Centre Trust. She had earlier been Deputy Chair of the Adelaide Medical Centre for Women and Children and a member of the National Women's Advisory Council.

Prior to her appointment as a judge, she practised as a barrister at the Adelaide Bar in South Australia, principally in the areas of administrative law, including discrimination law, and commercial law. She was appointed Queen's Counsel in 1992. Between 1984-89, she was Crown Solicitor of South Australia and the CEO of the South Australian Attorney-General's Department. Ms Branson holds a Bachelor of Arts and a Bachelor of Laws from the University of Adelaide.



Abstract:

From International Principles to Everyday Reality: Human Rights Education in Australia

On 10 December 2004, the United Nations proclaimed the World Programme for Human Rights Education (2005-ongoing) to advance the implementation of human rights education programmes globally. While providing a valuable framework and reference point, international programmes for action are only as effective as the national implementations strategies they inspire.

Australia's Human Rights Framework is a significant step in the right direction towards building a culture of human rights in this country. With its emphasis on human rights education in schools, the public service and in the community, it provides a valuable opportunity to expand human rights literacy and promote a culture infused with human rights values.

The Australian Human Rights Commission is working with key stakeholders to integrate human rights education into school curriculum; to develop human rights training for the Australian Public Service; and to support community human rights education and awareness programs. We aim to build understanding of and respect for human rights at all levels throughout our community.

Human rights education is about building a culture of human rights. It is not only about providing knowledge about human rights and the mechanisms that protect them, but also about imparting the skills needed to promote, defend and apply human rights in daily life. Human rights education is about fostering the attitudes and behaviours needed to uphold the human rights of everyone, everywhere, everyday.

Julian Burnside AO QC

Barrister
Melbourne
Australia



Julian Burnside is a barrister based in Melbourne. He specialises in commercial litigation. He joined the Bar in 1976 and took silk in 1989. He acted for the Ok Tedi natives against BHP, for Alan Bond in fraud trials, for Rose Porteous in numerous actions against Gina Rinehart, and for the Maritime Union of Australia in the 1998 waterfront dispute against Patrick Stevedores. He was Senior Counsel assisting the Australian Broadcasting Authority in the "Cash for Comment" inquiry and was senior counsel for Liberty Victoria in the Tampa litigation.

He is immediate past President of Liberty Victoria, and has acted pro bono in many human rights cases, in particular concerning the treatment of refugees. He is passionately involved in the arts. He collects contemporary paintings and sculptures and regularly commissions music. He is Chair of Fortyfive Downstairs and Chair of the Mietta Foundation.

He is the author of a book of essays on language and etymology, *Wordwatching* (Scribe, 2004) and *Watching Brief*, (Scribe, 2007) a collection of his essays and speeches about the justice system and human rights. He compiled a book of letters written by asylum seekers held in Australia's detention camps. The book, *From Nothing to Zero* was published in 2003 by Lonely Planet. He also wrote *Matilda and the Dragon* a children's book published by Allen & Unwin in 1991.

In 2004 he was elected as a Living National Treasure. In 2009 he was made an Officer of the Order of Australia. He is married to artist Kate Durham.

Abstract:

The conduct of Government in nourishing a human rights culture is of fundamental importance

Citizens and corporations typically take their leave from the conduct of Government. A Government which respects human rights is likely to induce in the population generally a respect for human rights.

Governments in Australia have repeatedly shown, by their conduct, that they either do not understand human rights, or that they do not respect them.

Between 1999 and 2004, the Howard Government was conspicuously harsh in its treatment of refugees, explicitly to send a message of deterrence.

Between 2002 and 2007, the Howard Government abandoned David Hicks and Mamdouh Habib to their fate in the concentration camp at Guantanamo Bay.

Earlier this year, the Rudd Government rejected the recommendation of the Brennan Committee and resolved not to introduce a charter of rights for Australia. At the same time, it announced that it would be reopening the Curtin Detention Centre.

Governments in Australia need to be educated about human rights.

Dr Nina Burridge

Senior Lecturer
Faculty of Arts and Social Science
University of Technology, Sydney
Australia



Dr Nina Burridge is Senior Lecturer in the Faculty of Arts and Social Sciences at the University of Technology, Sydney. She has been involved in tertiary education since 1991 in various education faculties in Australian universities. Her main research interests centre on Indigenous education and more recently ethno-cultural diversity and human rights. She has organised a number of forums on human rights, published chapters and presented papers at national and international conferences and is a passionate advocate for human rights education.

Abstract:

Approaches to Human Rights Education: a Study of School and Teacher Education Programs

Australia has recently adopted a human rights framework, following a major national round of consultation about human rights. Both the consultation and the framework have emphasised the importance of human rights education in the development of a better understanding of human rights among students, young people, educators and the wider community. However, the concept of what constitutes human rights education within social democracies has become fluid and expanded into a diverse and sometimes fragmented fields that encompass a range of educational initiatives. As suggested by Toepfer (2004), there are a number of distinct but related fields and approaches that include education for democratic citizenship, peace education, intercultural education, and education for mutual respect and understanding. We report on a small qualitative study that analysed participants understanding of human rights education and explored the varied approaches being implemented in schools that are either part of the formal or informal curriculum. A further aim of the project was to identify sector linkages between educational institutions, community organisation and policy makers in developing a human rights education framework. The study drew on the insights of leading school teachers from a number of teacher associations (Legal Studies, History, HSIE), human rights educators from NSW Department of Education, the Australian Human Rights Commission, other key government agencies, and community groups like Amnesty International and Save the Children, who have been running human rights education programs in schools and in the community. It also included academics and teacher educators involved in tertiary teacher education programs. Our study was also informed by input from our collaboration with staff at the Centre for Human Rights Education at the Teacher Education University of Central Switzerland. The report confirms the advice from Australia's own national consultations and international research that there is a real need to embed human rights education in both school curricula and in teacher education programs. Governments and departments of education have the capacity to improve our curriculum documents and teacher education programs so that they reflect more directly a rights-based framework which embodies a focus on active participation of students and teachers in teaching about individual and collective rights and respect for the other in our society.

Prof Allister Butler

Social Work Department
North West University, Mmabatho
South Africa



Professor Butler has worked in various social work capacities (practitioner, researcher, evaluator, lecturer and academic) in the area of children, youth and families for the past 15 years. He has worked in different international settings, namely: South Africa, United States of America, Taiwan and the United Kingdom. Upon completing his Ph.D. in South Africa in 2000, he took up the post as Research Fellow for the University of Plymouth Health Action Zone initiative. Thereafter he was employed as a Senior Lecturer in the Department of Social Work at Sheffield Hallam University. He also held tenure as the Principal lecturer in Social Work and Programme Director for the MA in Social Work degree at

Canterbury Christ Church University (UK). One of his tasks was to develop and deliver cross-faculty education around HIV and AIDS for health and social care students. He has been published in a wide range of specialisms, ranging from young carers, gay and lesbian youth, HIV and AIDS, secondary education and homophobia, adolescent mental health, workforce development and international social work practice. He has been invited as an international Socrates scholar to teach at various higher education institutions in Europe (Sweden, Holland, Denmark and Norway). His teaching interests include: anti-discriminatory practice, integration and social work practice and theory, homosexuality and homophobia, international social policy, changing paradigms of pedagogy, direct practice with individuals, groups, families and communities, amongst others. Professor Butler presently holds tenure as an Associate Professor in Social Work at North West University, South Africa.

Abstract:

Homosexuality is “un-African”: A contemporary analysis of human rights consequences of being Lesbian, Gay, Bisexual, Transgender or Intersex in Africa

This paper explores the exponential rise in homophobia and hate crimes experienced by Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTI) people (and communities) across the African continent. The exponential increase in incidents of lesbian women being raped (and in some cases murdered) in South Africa further raises concerns about the reality of human rights and social justice for the LGBTI community in South Africa (and the African continent). This paper will explore homophobia and heterosexism from a South African standpoint, while also providing an overview of the experiences of LGBTI communities across Africa (including Zimbabwe, Malawi, Kenya, Swaziland and Uganda). Constructs such as homophobia, heterosexism, and homophobic hate crimes will be defined and evidence provided which illustrates the wave of homophobia which has spread throughout the continent in the last decade. The proposed Ugandan Anti-Homosexuality Bill and the initial imprisonment of two gay men in Malawi will serve as the backdrop from which to critically analyse this cultural crisis in Africa. Suggestions will be postulated with regards to the manner in which human rights advocates, practitioners, educators and policy makers should respond to this ever worsening violation of human rights and social justice.



Dr Tom Calma

Former Indigenous Social Justice Commissioner
& Race Discrimination Commissioner
Australian Human Rights Commission
Australia



Dr Calma is an Aboriginal elder from the Kungarakan tribal group of the Northern Territory, Australia.

In his most recent previous role as the Aboriginal and Torres Strait Islander Social Justice Commissioner and Race Discrimination Commissioner at the Australian Human Rights Commission, Dr Calma called for the life expectancy gap between Indigenous and non-Indigenous people to be closed within a generation and laid the groundwork for the Close the Gap campaign.

Dr Calma has worked in the public sector for over 38 years in roles including bureaucrat, senior academic, senior diplomat (India and Vietnam) and senior advisor to a Minister. His achievements are many but most notably in recent years they include responding to the Prime Minister's Apology on behalf of Indigenous peoples and Chairing the Steering Committee to establish the National Congress of Australia's First Peoples.

In 2010, Dr Calma was awarded an honorary doctorate from Charles Darwin University in recognition of public service and work in education, training and employment in Indigenous communities. The Australian Doctor magazine has named Dr Calma as one of the 50 most influential people in Australian medicine.

Nicole Cardinal

Policy, Research and Advocacy Adviser
Save the Children
Australia



Nicole Cardinal is Save the Children's Policy, Research and Advocacy Adviser and has been involved in the development of the human rights education animated series, Finding My Magic. She is a lawyer from Canada with a background in international law and human rights, especially children's rights. Nicole has experience working in Botswana facilitating human rights and HIV/AIDS education with primary school children, teachers and parents. Nicole is also responsible for Save the Children's advocacy and policy work related to overseas development assistance.

Abstract:

Human Rights Education: Finding the Magic for the Children

What does human rights education for children look like in practice? Since 2006, Save the Children has implemented several human rights education programs in Australia. This workshop explores the successes and challenges of three programs based on the UN Convention on the Rights of the Child: Speaking Out, Art for Advocacy and Finding My Magic.

In particular, this workshop shares Save the Children's journey in developing Finding My Magic, an innovative and engaging animated series for young children. A new initiative by Save the Children, Finding My Magic aims to not only teach children about human rights but also ensure that they develop the necessary skills, attitudes and behaviours to stand up for their rights and the rights of others.

This interactive workshop will allow participants to experience how human rights can be translated into meaningful real-life contexts for young children. So come prepared to participate and have some fun!

Dr Danielle Celermajer

Director
Asia Pacific Masters of Human Rights and Democratisation Project
University of Sydney
Australia



Danielle Celermajer is currently the director of the Asia Pacific Masters of Human Rights and Democratisation, a European Union funded project establishing networked postgraduate human rights education across the Asia Pacific Region. Her primary areas of research are human rights and political theory. In the area of human rights, her research focuses on transitional justice and the question of how contemporary states and societies can deal with past violations, the relationship between human rights and religious norms and institutions and human rights education. Her primary research areas in political theory include collective responsibility, conceptual frameworks for human rights and the relationship between secular philosophical and theological thought. She has held teaching positions at the University of Sydney and Columbia University and received her Ph.D. in political theory (summa cum laudae) from Columbia University. Prior to entering academia, she was Director of Policy at the Australian Human Rights Commission, where she authored numerous reports on Indigenous human rights and was principal speech writer to the Aboriginal and Torres Strait Islander Social Justice Commissioner. Her book, *Sins of the Nation and the Ritual of Apology*, was published by Cambridge University Press in 2009 and she is editor of a forthcoming collection on Hannah Arendt, *Power, Judgment and Political Evil*, to be published by Ashgate in 2010.



Abstract:

The Extraordinary Rise of Human Rights Education - A Critical and Probing Gaze

Since the proclamation of the UN Decade on Human Rights Education in 1994, we have seen an extraordinary proliferation of programs of action, trainings, resources, tools, NGOs, consultancies and degrees. This paper surveys of proliferation, pointing also to the development of a human rights education industry or profession, and the ways in which it might undermine the very objectives of human rights education. A sceptical view might suggest that as the production of law marked the first wave of the international human rights movement, the production of education marks the second, and each has delivered as many benefits to 'the industry' as to 'beneficiaries'.

Such scepticism makes it especially critical for those promoting human rights education to reflexively ask searching questions about the objectives towards which human rights education is directed, how it will achieve those objectives and what exactly we mean by human rights education. This paper engages with each of these questions, probing assumptions that underlie them and urging a careful consideration both of their veracity and a research program for how we would test them. It suggests that the enterprise of human rights education makes strong assumptions about empowerment and social change, the transformational potential of knowledge and the distinct potential of knowledge of human rights, often in isolation from alternative ideas about social change. The paper also suggests that the field of human rights education has inadequately unpacked the distinction between its analytic/critical dimensions and its moral dimensions. In particular, it will ask what role Universities ought to play in human rights education and elaborate the tension that often exists between human rights as a discourse of liberation and human rights as an object of analytic critique. Elaborating this tension it will look at the under-explored question of the relationship between the academy as the source of knowledge production on the one hand and advocacy organizations on the other, and seek to develop principles for how these two dimensions of the emerging 'human rights sector' ought to relate to each other.

Sharny Chalmers

Project Co-ordinator
Public Interest Advocacy Centre
Australia



The project comprises a project co-ordinator and four pilot project workers, two lawyers, a social worker and Indigenous Men's Access to Justice worker each located within an existing service. The four services are Shopfront Youth Legal Centre, Multicultural Disability Advocacy Association, STARTTS and Indigenous Men's Access to Justice/ Gamarada located at PIAC.

Abstract:

Mental Health Legal Services Pilot Project

The Mental Health Legal Services Project was created to address demonstrable, systemic, access to justice problems for people in NSW who are mentally ill. Building on the research findings contained in the Law and Justice Foundation of NSW report, *On the Edge of Justice* (2006), the Project aims to develop and implement legal solutions for people with mental illness. To that end, four pilot projects and two training modules have been devised. The emphasis in these pilot projects and training modules is on prevention, early intervention, working holistically and collaboratively within a social inclusion framework. PIAC has received funding from Legal Aid NSW, the NSW Public Purpose Fund and the Federal Attorney-General. The four pilot projects involve the location of: A social worker at Shopfront Youth Law Centre to provide case management and care co-ordination for Shopfronts young, homeless, mentally ill clients. A legal support service at the Multicultural Disability Advocacy Association to provide legal information, advice, referral and casework services for the mentally ill clients of MDAA and its regional service outlets across NSW. An Indigenous mens support service as Gamarada Men's Healing Program, o provide Aboriginal men with the opportunity to heal from current and historical trauma as the basis for working on their legal and other problems. A legal support service at the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors to provide legal information, advice, advocacy, casework and referral services for the refugee clients of STARTTS who have mental illnesses and related complex needs. The training modules commenced in January 2009, the pilot projects in May 2009. They are subject to an independent, action research based evaluation process. Through such mechanisms as the client database, site visits and a collaborative inquiry that evaluation process has already begun to identify individual, service delivery and systemic issues. People with mental illness so often occupy an invisible or diminished role in our community. As such, three important outcomes of the pilot projects will be: providing tangible access to justice for people with mental illness who are in need of legal and other support services; identifying the systemic barriers that people with mental illness face when trying to access justice; and devising strategies to overcome those systemic barriers and thereby achieve positive systemic change. Now in its first complete year of service delivery and evaluation the project has identified many interesting challenges.

Visakesa Chandrasekaram

Doctorial Candidate
Australian National University, Canberra
Australia



Chandrasekaram Visakesa (Vissa) is a solicitor and a PhD candidate in Australian National University where he is researching on the use of confessionary evidence under the counter terrorism legislation. He also works as a human resources equity and diversity project officer in a state government agency.



Abstract:

Drama and Dance for Human Rights

The fundamental questions that a grass-root level human rights educator needs to answer are based on at least three key choices (a) the topic of human rights, (b) depth and the scope of the content and (c) the educational method. When making the choice of the topic and its scope, the educator needs to separate herself from traditional community legal education approach. This is because human rights, in particularly economic, social and cultural rights, neither stipulate specific legal problems nor solid solutions. In relation to the choice of educational method, the traditional means such as seminars and lectures allow an in-depth discussion on human rights but sometimes may not strong enough to attract the attention of the audience. Also in order to facilitate a process of critical thinking and attitudinal shifts in the audience, the educator needs to experiment with new methods. On other hand, innovative media including drama and dance could help the educators reaching wider audiences; however, these media could limit the scope of the discussion due to the difficulties in presenting complex concepts of human rights. This presentation explores how a human rights educator can find the balance between the choices of topic, scope and methodology by drawing attention to two dance and theatre based community arts projects delivered in Western Sydney between 2003 - 2004.

Prof Daniella Coetzee

Director
Centre for Education Development
University of the Free State
South Africa



Qualifications: BA; HED; BEd (hons); MEd; PhD

Current post:

- Head: School for Continuing Education; Faculty of Education; University of the Free State; Bloemfontein; South Africa.

Previous post:

- Head of the Department of Philosophy and Policy Studies: Faculty of Education; University of the Free State (UFS); South Africa.

Experience:

- Teaching: 15 years in the employment of the Free State and Transvaal Education Departments. Teaching of English; Afrikaans and Geography.

- Lecturing since June 1985 in the previous and current Department of Philosophy and Policy Studies at the UFS.

Publications:

- 16 articles in accredited journals
- 3 articles in non-accredited journals
- 3 articles in conference journals

Conference papers:

- International: 6 papers at international conferences
- National: 20 papers at national conferences

Prof Pierre De Vos

Claude Leon Foundation Chair in Constitutional Governance
University of Cape Town
South Africa



BComm, LLB, LLM (University of Stellenbosch); LLM (Columbia University); LLD, University of Western Cape. Teaches Constitutional Law at University of Cape Town.

Abstract:

Bloggng for Human Rights: The Use of the Internet in Human Rights Education

South Africa is widely regarded as having one of the most progressive and human rights friendly Constitutions in the world. However, the norms and values embodied in this document has not filtered through to all the citizens of the country and there is generally believe to be a huge gap between the progressive human rights values enshrined in the Constitution and the values of the majority of citizens. For the past three years I have attempted to address this problem with the use of the Internet. Writing a Blog entitled, Constitutionally Speaking, I have engaged in a form of reactive human rights education, engaging in debates about human rights and politics and promoting a distinctive view of the Constitution and the human rights values enshrined within it. The Blog is now widely read by politicians, judges, lawyers and ordinary citizens and is often quoted in the media. In my presentation I will talk about the lessons learnt from this experience and argue that the medium of Blog is ideally suited to engage in a timely and effective manner in debates about human rights promotion and protection.

Prof Surya Sharma Dhungel

Adviser to the President on Constitutional and Legal Affairs and
Attorney at Law Nepal Consulting Lawyers
Nepal



Dr. Surya Dhungel joined Nepal Bar Association in 1975 and started his initial law practice with his father at the District and Appeal level courts in Janakpur, south-eastern part of Nepal. Since 1977, he has been practising law at the Supreme Court of Nepal in Kathmandu except the period between 1999 and 2006 when he took up a job as Chief of Legal Unit and Human Rights Officer with the United Nations Office of the High Commissioner for Human Rights (UNOHCHR) in Cambodia, and later served for Bangkok Regional Office and UN Mission in Liberia. In 2004, he was seconded to the United Nations Mission in Liberia for two years as Rule of Law Adviser and Field Supervisor (Human Rights). On his return from Liberia on 'special leave without pay' back to Nepal in June 2006, he contributed to the constitution building support program of the UNDP Nepal as Senior Project Manager for 18 months. Currently, he has joined hands with attorneys-at-law of Nepal Consulting Lawyers, Inc as senior partner, and at the same time he is also coordinating a program of constitutional lawyers for supporting the constitution making through a NETWORK of constitutional experts, which has prepared a roster of over 100 constitutional experts and practitioners to work together on major constitutional themes and issues. Additionally, he is providing advisory services to the President of Nepal on Constitutional and Legal Affairs.



In the past Dr. Dhungel served at the Faculty of Law, TU, in Kathmandu for over 22 years as Professor of Law until he voluntarily took retirement from the faculty in 1999. During his active years of teaching and practising law, he contributed to the constitution making of 1990 constitution through a participatory constitution making project as President of a leading national NGO, called LEADERS-Nepal. Following the promulgation of 1990 Constitution, he undertook a task of sensitizing the parliamentarians about their roles and responsibilities through a parliament strengthening program of the Society for Parliamentary and Constitutional Exercises (SCOPE), as founding member and President. During this period, he also took a lead role as pro bono lawyer to initiate public interest litigation at the Supreme Court of Nepal in areas related to resource conservation, human rights and the rule of law.

Dr. Dhungel holds LLM and PhD degrees in constitutional law, and has received advance training in the areas of human rights, water law and conservation management from Italy, The Netherlands and USA.

He has co-authored two leading books on the Commentary of Nepal's 1990 Constitution and Readings on the Nepali Legal System in English, and published several articles on contemporary legal issues.

Prof Kevin M Dunn

Professor of Human Geography and Urban Studies, School of Social Sciences
University of Western Sydney
Australia



Kevin Dunn is Professor of Human Geography and Urban Studies, School of Social Sciences, at The University of Western Sydney.

His areas of research include the geographies of racism, immigration and settlement, Islam in Australia, and local government and multiculturalism.

Recent books include Landscapes: Ways of Imagining the World, and his recent articles are published in Society and Space, Ethnicities, The Australian Geographer, Studia Islamika, Urban Studies and the Australian Journal of Social Issues.

He is a Fellow of the New South Wales Geographical Society and President.

Abstract:

Attitudes and Awareness of Human Rights in Australia

What do we know about Australians views on the importance of human rights? How well do people think they are currently protected and which human rights are most important to them? To what extent are peoples human rights in Australia infringed? This paper draws on recent data collected as part of last years National Consultation on Human Rights, as well as findings from The Challenging Racism Project. Most agree that human rights are important. However, there is a poor level of awareness about human rights, and about how to protect against infringements, and a good deal of complacency. There

is ignorance of which groups of people suffer infringements of their human rights, and an unevenness of sympathy towards vulnerable groups. Australians were worryingly sanguine about the suspension of human rights. And, too often, Australians are expected to defend their own human rights themselves, without external assistance. The paper looks to explanations for why Australian attitudes are the way they are, and the specific bases of tolerance discourses in Australia. Awareness raising of the importance of human rights is clearly important, as recommended by various international and national inquiries.

Farid Farid

Doctorial Candidate
Centre for Cultural Research
Univeristy of Western Sydney
Australia



Farid Farid is a final year doctoral candidate at the Centre for Cultural Research - University of Western Sydney.

His thesis examines the cultural politics of trauma and loss amongst exiled Iraqi cultural artists & writers in Sydney.

He has been published in various journals including Social Semiotics, Borderlands e-journal, Media International Australia & The Age.

Abstract:

Deathbound Diaspora - Iraqi Bodies, Memories and Texts in Sydney

With the final withdrawal of US combat troops a sense of confusion and political chaos still looms over the scarred (post)colonial topography of Iraq. This paper examines the cultural politics of trauma and loss amongst exiled Iraqi cultural producers in Sydney. Through extensive ethnographic and discursive explorations, this paper seeks to understand how disjointed memories and experiences of dispersal of this diverse diasporic community can be used for an active psychic framework towards a human rights pedagogy. In my interviews with Iraqis in Sydney, it quickly became apparent that their new lives in Sydney were marked a persistent desire to capitalise on their new found freedoms while being weary of the disastrous atrocities of the Iraqi occupation. Most, if not all of them, articulated a deep sense of humanism that was veered away from sectarian affiliations that currently mar the political landscape of Iraq. Following Edward Said's notion of 'secular humanism' and Ranjana Khanna's examination of 'dignity' as a biopolitical concept, I will analyse several poems, writings and art works of my interviewees that actively re-capture the dignity of the human body with its multiple physical and psychic burdens. This analysis can be used towards a human rights agenda that takes into account the rupturing experience of migration, be it forced or voluntary, and attends to its reverberating psychosocial reminders through the rehabilitating power of memory.



Dr Fran Gale

Research Fellow & Lecturer
School of Social Sciences
University of Western Sydney
Australia



Dr Fran Gale researches in the areas of marginality and human rights. She is a member of Social Justice Social Change Research, UWS and lecturer in the School of Social Sciences. Fran is co-editor, with Dr Michael Dudley and Professor Derrick Silove, of 'Human Rights and Mental Health' forthcoming Oxford University Press 2011.

Abstract:

Promoting Social Goodness - Enhancing Professionals Responses to Human Rights Abuse

This paper, by using case scenarios, considers helping professionals' involvement in human rights abuse, from Nazi Germany to Abu Ghraib to the present day. It discusses responses to these abuses, including responses from professional bodies such as the development of codes of ethics and argues that these frames, while necessary, are frequently too narrow. Ethics policy documents, for example, seldom address resource allocation, advocacy and care for the most vulnerable. While applied ethics training has become central to the education of mental health and helping professionals, this has traditionally focussed on client encounters and environments, rather than social issues impinging on professionals and their clients. How may the duties and aspirations of the helping professions to defend and promote human rights, be best understood?

Social engagement is crucial if we want to shape what is happening, rather than being reactive. Our mandate, as helping professionals, for such engagement is embedded in the international conventions, charters and codes from the UN Declaration of Rights to the recent Convention on the Rights of People with Disabilities in which social justice concerns are central. This paper briefly explores ways in which a human rights focussed practice might be further developed.

Assouan Gbesso

Regional Project Coordinator
Africa Human Rights Education Project
Australia



Assouan Gbesso is Regional Project Coordinator – Africa Human Rights Education Project, based in Dakar, Senegal. He will focus particularly on the theme "Human rights education as an opportunity for promoting peace and social cohesion in Africa: Stories from the field."

The Africa Human Rights Education Project works to strengthen civil society's capacity to deliver locally-relevant HRE and to improve human rights for the most disadvantaged by empowering marginalized communities to promote and defend their human rights. The programme currently delivers HRE in 10 countries across East and West Africa.

Abstract:

Human Rights Education by Amnesty International

This session will describe Amnesty International's global work in the Human Rights Education field. Speakers from Senegal, Mongolia and Australia will provide case studies of human rights education projects and discuss current developments in Amnesty International's human rights education work. Amnesty International actively advocates for mainstreaming human rights education in the formal sector at national level, including working with governments on policy and legislative measures, developing learning resources, creating enabling learning environments, and facilitating teacher training.

Amnesty International also works in informal and non-formal settings, linking human rights education to active participation and empowerment, working with young people, indigenous and marginalized groups, professional associations and groups, traditional/ religious leaders, and community based organizations.

Dr Paula Gerber

Deputy Director
Castan Centre for Human Rights Law
Monash University
Australia



Dr Paula Gerber has been a lawyer for over 20 years. She spent five years working as a solicitor in London, and five years as an attorney in Los Angeles before returning to Australia where she became a partner in a leading Melbourne law firm. In 2000, Paula embarked on a major career change; moving from private practice to academia. She is a Senior Lecturer at the Monash University Law School and a Deputy Director of the Castan Centre for Human Rights Law, the pre-eminent academic human rights centre in the Asia-Pacific region. Dr Gerber is an internationally recognised expert on human rights education. She has taught Human Rights in Kosovo and recently obtained a research grant from the Geneva Academy of International Humanitarian Law and Human Rights to undertake further work on human rights education as a tool for preventing human rights violations. She is the author of the book *From Convention to Classroom: The Long Road to Human Rights Education* (2008).

Abstract:

A Report Card on the UN's Efforts Relating to HRE

When it comes to HRE, the United Nations performs several distinct functions, namely: 1. Standard setting; 2. Monitoring States implementation of HRE; and 3. Promotion of HRE. The author analyses how the UN has performed in each of these distinct functions. An important role that the UN performs is standard setting, that is, the creation of international laws that articulate human rights norms. The author analyses the provisions relating to HRE in various international instruments beginning with the UDHR and culminating with the current Draft Declaration on Human Rights Education and Training in order to evaluate exactly what international requires when it comes to HRE. In addition to setting the standards regarding HRE, the UN then monitors how governments are complying with these standards. This is done by a variety of different bodies within the UN including the Committee on the Rights of the Child, the Committee on Economic, Social and Cultural Rights and the Human Rights Council. The author analyses the extent to which these bodies are effectively monitoring states HRE efforts and contributing to greater compliance with the international laws relating to HRE. In addition to the making laws relating to HRE and overseeing the implementation of those laws, the UN from time to time embarks on other HRE related initiatives including the Decade for HRE, the World Programme for HRE and the Cyberschoolbus. The author will evaluate the utility of these efforts for promoting greater HRE. The author concludes that the UN has devoted significant resources to HRE, but it has not always been an effective use of resources. There is room for improvement in terms of how the UN seeks to facilitate widespread HRE.

Ahmad Fahim Hakim

Deputy President and Human Rights Commissioner
Afghanistan Independent Human Rights Commission
Afghanistan



Commissioner Fahim Hakim is a qualified social, development, and human rights advocate. He enjoys 20 years of experience of working as a grass-root peace builder and advocate for community empowerment and human rights. Before joining the AIHRC in 2002, he was director and founding member of Co-operation for Peace and Unity (CPAU), as Afghan network. While working as director of CPAU, he was able to initiate peace education for Afghan schools based in Peshawar, Pakistan. The main focus of the peace education programme was to: 1) remove violent messages from the schools' texts, and; 2) abolishment of corporal punishments in the schools. At later stage, as HR commissioner, he was a focal point to closely work with the Ministry of Education to incorporate human rights messages in the current teaching curricula of grades one to twelve. As an active member of Afghan civil society, he attended the Bonn Conference in 2001. Mr Hakim completed his MA studies at PRDU, the University of York, York, UK, in 1998. In 2009, he was a commissioner of the Electoral Complaints Commission (ECC) to deal with challenges and complaints related to presidential and provincial council's elections.

Abstract:

Human rights education in Afghanistan: A must in post-conflict situations

In addition to physical destructions of continued warfare, and its psycho-social in Afghanistan in the last three decades, the opportunity cost of it has been too challenging to deal with. Consequently, a new trend was introduced: militarization of education, and incorporation of violent and hatred messages into the formal teaching curricula by the pro-Soviet Afghan Government and Islamist Mujahiddin factions in early 80's. An entire generation has been brought up in a dominant culture of violence: knowing nothing about peace, but war and killing. No one should feel surprised, or even shocked, to observe teaching of basic math starts from counting of dead bodies in the primary schools in Afghanistan and refugee camps, since then.

Based on the Afghanistan Independent Human Rights Commission's experience to turn education as a reliable tool for transformation, it requires a multi pronged approach: a) to revise the current schools' texts (incorporation of human rights messages); b) to introduce new participatory and student-centered teaching methodologies; c) to enhance the capacity of schools' teachers, and; d) to develop a strong political will within the government relevant institutions towards human rights education.

The AIHRC has, so far, been able to include human rights messages into two linguistic – Pashto and Dari - texts of grades 7 – 12 of formal education in close collaboration with the ministry of education. The AIHRC has, based on mutual understanding, included various sessions on human rights and women's rights in the current teaching curricula of universities and police academy. However, a long haul to institutionalize human rights education in a post-conflict/conflict Afghanistan.

Jennie Hammet

Education Coordinator
Save the Children
Australia



Jennie Hammet is an Education Coordinator with Save the Children in South Australia. She has over 30 years' experience in the classroom as a primary school teacher in South Australia and Victoria. She has worked as a specialist literacy teacher with children from culturally diverse backgrounds and in disadvantaged schools. Jennie is currently coordinating Save the Children's Global Peace School Program in South Australia as well as the new human rights education program, Finding My Magic.

Abstract:

Human Rights Education: Finding the Magic for the Children

What does human rights education for children look like in practice? Since 2006, Save the Children has implemented several human rights education programs in Australia. This workshop explores the successes and challenges of three programs based on the UN Convention on the Rights of the Child: Speaking Out, Art for Advocacy and Finding My Magic.

In particular, this workshop shares Save the Children's journey in developing Finding My Magic, an innovative and engaging animated series for young children. A new initiative by Save the Children, Finding My Magic aims to not only teach children about human rights but also ensure that they develop the necessary skills, attitudes and behaviours to stand up for their rights and the rights of others.

This interactive workshop will allow participants to experience how human rights can be translated into meaningful real-life contexts for young children. So come prepared to participate and have some fun!

Dr Paul Hine

Principal, Sacred Heart College, Adelaide
and Board Director AHISA & AHISA Chair in SA & NT
Australia



Paul Hine is Principal at Sacred Heart College Senior in Adelaide. Prior to that, he was Principal of Blackfriars Priory School between 2003 and 2008. Paul began teaching senior secondary History in 1979 along with other SOSE subjects, and he has since taught outside of Australia in the United Kingdom and the Czech Republic.

Paul is Chair of the Multicultural Education Committee, which provides independent advice to the Minister of Education on matters related to languages and culturally inclusive curriculum. He is also a member of Ethnic Schools' Board of South Australia, and is part of the management group for the National Committee for Human Rights Education.

As Chair of the South Australian and Northern Territory Branch of the Association of Heads of Independent Schools, Paul is also a Director of the Board which meets on a regular basis in Canberra.

Paul holds a degree in Arts majoring in History and Politics, a Diploma in Education, a Masters Degree in Educational Studies and a Doctor of Philosophy. He is also an Adjunct Research Fellow of Curtin University, working with Professor Barry Fraser - Director of the Science and Mathematics Education Centre at Curtin, to facilitate educational research at Sacred Heart College. Paul has presented academic papers at the American Educational Research Association, which is one of the largest assemblies of its kind in the world.

The Hon John Hatzistergos MLC

NSW Attorney General and
Minister for Citizenship & Minister for Regulatory Reform
Sydney, Australia



John Hatzistergos has been the Attorney General since April 2007. In that time he has been working to deliver the NSW Government's election commitments to tackle crime and improve the justice system. For example this includes introducing new laws in the last 12 months that create new standard minimum sentences for the offences of murder of a child, malicious wounding, and firearms and drug offences.

John Hatzistergos has been a minister since April 2003, when he was appointed Minister for Justice and Minister Assisting the Premier on Citizenship. From February 2005, he was also the Minister for Fair Trading and Minister Assisting the Minister for Commerce. From August 2005 to April 2007, John Hatzistergos was the Minister for Health. During his time as Health Minister, NSW saw a five-year, billion dollar mental health plan began, including \$338 million in new funding.

Before entering Parliament, John Hatzistergos was a Barrister in private practice. He also worked as a senior lawyer for the Commonwealth Director of Public Prosecutions, and as a solicitor in private practice. He was also a Councillor and Deputy Mayor of Canterbury Council.

Abstract:

Human Rights Without a Charter: Human Rights in Australia Post the National Consultation on Human Rights

This paper argues that in a mature democracy, such as Australia, a human rights charter or bill is not required to protect human rights. It argues that human rights are most effectively protected through the institutions of parliamentary government, in particular, through the separation of powers, executive accountability and parliamentary scrutiny. It makes the point that as a part of this system the impact of existing and prospective legislation on human rights is properly scrutinised and limited by the range of institutional structures that have been developed to support the parliamentary process, such as the Legislative Review Committee, as well as independent agencies like the NSW Ombudsman and the Australian Human Rights Commission.

As evidence of this it details the success of our parliamentary system in protecting human rights as demonstrated by recent developments in human rights protection in NSW.

These include:

- The creation of a Relationships Register (for unmarried couples including those of the same sex).
- Reforms permitting adoption by same sex couples
- Reforms assisting people in surrogacy arrangements including same-sex couples, to gain legal parentage of their children.
- Recent amendments to the Terrorism (Police Powers) Act and the role of the NSW Ombudsman in these

In this context, the paper also examines the introduction of a charter of rights in Victoria through the Charter of Human Rights and Responsibilities Act 2006.



Dr Wendy Holland

Associate Professor
Badanami Centre for Indigenous Education
University of Western Sydney
Australia



Dr Wendy Holland is a person of complex cultural heritage who understands the importance of reconciling differences that have for too long divided Indigenous and Non-Indigenous Australians. Wendy's indigenous ancestors were from southern Queensland and would have referred to themselves as 'Barunggam'/'Mandanadanji'.

Wendy has extensive experience of the educational sector as teacher/consultant, mentor, administrator and researcher. She has worked in public schools and at Tranby Aboriginal College, where she taught adults to read and write. She is currently employed at University of Western Sydney. Throughout her career, Wendy has always worked with community to ensure the best possible outcomes for learners.

In her current position, Wendy is working to progress the UWS Indigenous Graduate Attribute, the introduction of which means that all graduating students will be better informed about the history of Indigenous Australia and will have developed confidence to work more closely with Indigenous Australians, so that they will be positive advocates for change.

Debbie Kilroy OAM

Director
Sisters Inside, Brisbane
Australia



Debbie Kilroy OAM is the Director of Sisters Inside an independent community organisation that advocates for the human rights of criminalised women in Australia. Debbie has been the leader in advancing criminalised women's human rights. With consultative status with the United Nations Debbie advocates for criminalised women's human rights in many forums.

Abstract:

Human Rights In Action for Women Prisoners

Women prisoners and criminalised women have been excluded again in relation to human rights discussions, including the content of this important conference. The paper will raise the profile and importance of human rights for women prisoners through the State, National and International work undertaken by Sisters Inside. There will be discussion of the human rights advocacy undertaken by Sisters Inside which will include discussing the development of "Human Rights In Action" which is a training manual to educate women prisoners to understand their human rights and how to advance breaches of their human rights. This model was based on the outcomes of the Human Rights Complaints lodged against many jurisdictions across Australia in relation to the breaches of human rights being perpetrated against women prisoners. This first part of the training is to convince women prisoners that they do have human rights as they believe others have human rights not them.

Alison King

Associate Lecturer
Institute of Legal Studies
Australian Catholic University
Australia



Alison King is an Associate Lecturer at the Institute of Legal Studies at the Australian Catholic University. Alison teaches Education Law; Human Rights Law and in the ACU Diploma of Liberal Studies for Refugees on the Thai Burma Border.

Alison has co-authored, with Professor Spencer Zifcak, a monograph entitled *Wrongs, Rights and Remedies: An Australian Charter of Rights?* published by the Australian Collaboration in 2009. Alison is a member of the Future Justice Executive. Future Justice is a joint initiative of Future Leaders and the Institute of Legal Studies, at the Australian Catholic University. Future Justice is committed to economic, social, cultural and environmental advances for the present generation whilst securing and strengthening the life chances for future generations.

Abstract:

Future Justice Education Program

Future Justice is a joint initiative of Future Leaders and the Institute of Legal Studies at the Australian Catholic University.

Future Justice is committed to economic, social, cultural and environmental advances for the present generation whilst securing and strengthening the life chances of future generations.

Future Justice takes as its starting point the UNESCO *Declaration on the Responsibilities of the Present Generations towards Future Generations*. This Declaration sets down the core responsibilities, which the present generation should assume. These include:

- the responsibility to bequeath to future generations an Earth that will not one day be irreversibly damaged by human activity;
- the responsibility to underpin and promote the socio-economic development of future generations through fair and prudent use of available resources, including economic, fiscal and budgetary resources;
- the responsibility to work towards the progressive alleviation of poverty and other forms of economic and social disadvantage;
- the responsibility to protect and safeguard the nation's cultural heritage and to transmit that heritage to future generations;
- the responsibility to provide high quality education as one crucial means of fulfilling everyone's inherent potential; and
- the responsibility to preserve and to strengthen people's human rights and fundamental freedoms in accordance with international law.

The Future Justice Education Program will provide an opportunity for secondary and tertiary students, teachers and academics to engage with these important intergenerational issues through web based materials, such as e books and issues papers, and in service programs and education conferences.



The Hon Justice Michael Kirby AC CMG

Australia



Michael Kirby was, until 2 February 2009, one of the seven Justices of Australia's highest constitutional and appellate court, the High Court of Australia. He served there from his appointment on 6 February 1996. At the end of that service he was Australia's longest serving judicial officer having been: A deputy president of the Australian Conciliation and Arbitration Commission 1975-1983; Inaugural chairman of the Australian Law Reform Commission 1975-1984; A judge of the Federal Court of Australia 1983-1984; President of the New South Wales Court of Appeal 1984-1996; President of the Court of Appeal of Solomon Islands 1995-1996; A justice of the High Court of Australia 1996-2009.

In addition to these posts, Michael Kirby has served in many international and United Nations positions including two expert groups of the OECD, Paris, many bodies of the Commonwealth Secretariat, London and positions in the ILO, UNDP, UNESCO, UNODC, WHO Global Commission on AIDS, and UNAIDS. He was President of the International Commission of Jurists 1995-1998 and served as Special representative of the Secretary General of the United Nations for Human Rights in Cambodia 1993-1996. He has been a member of the governing body of three Australian universities, ultimately being elected as Chancellor of Macquarie University in Sydney 1984-1993. He holds honorary degrees of Doctor of Letters, Doctor of Laws and Doctor of the University from twelve Australian and foreign universities and various other appointments.

Michael Kirby is respected and experienced as a judge and lawyer. He is well known for his insight, warmth, intelligence and courage. The key question is: what next in the career of this remarkable Australian?

Dr Peter Kirchsclaeger

Co-Founder & Co-Director
Centre of Human Rights Education
University of Teacher Education, Lucerne
Switzerland



Co-Director, Centre of Human Rights Education (ZMR of University of Teacher Education Central Switzerland Studies of Theology, Judaism and Philosophy in Lucerne, Rome (Pontifical Gregorian University) and Jerusalem (Hebrew University) (2001: Master in Theology at the University of Lucerne) and Studies of Philosophy, Religious Studies and Political Science in Zurich (2003: Master in Philosophy at the University of Zurich).

Abstract:

European Achievements in Human Rights Education

European achievements in Human Rights Education are on the one hand the results of the work of the Council of Europe. The most effective initiatives for the practice of HRE so far are the Compass a manual on HRE with young people and the Composito a manual on HRE for children. Both manuals indicate and suggest different ways and directions for HRE in formal and non-formal educational settings. The Compass is already translated in over thirty languages. Besides the efforts of the Council of Europe, the European Union with its Fundamental Rights Agency FRA has recently conducted a HRE stakeholder consultation, in order to identify specific areas for the EU to engage. Based on these results the FRA is developing now its strategy and work program to further HRE. The following eight key strategic objectives for the development of its HRE strategy and program were recommended:

1. Promote effective HRE policy, prioritization and capacity building at a European level;
2. Promote integration of human rights education into European Commission funding programs to support HRE initiatives and training for professional groups;
3. Support further development of HRE among professional groups;
4. Develop the capacity of NHRIs and NGOs as strategic partners for promotion of HRE policy and practice at national levels;
5. Improve knowledge of current human rights education practice in Europe through research and dissemination;
6. Develop educational programs and materials and an online human rights reference and education resource targeted at educators and policy makers;
7. Develop a small group of HRE specialists to act as a consultative body for the ongoing development and targeting of FRAs HRE activities;
8. Mainstream HRE considerations through FRA operations for the development of education tools and good practice based on selected FRA research outputs.

On the other hand, these activities of European institutions have difficulties to lead to corresponding action on the national and the local level. These struggles exist due to the decentralized national systems of education and the federal political structure. Even if national legislation provides a basis for HRE in many countries, this legislation is not specific enough. Too often, HRE is depending on individual efforts e. g. by NGOs, by universities as the University of Teacher Education Lucerne with its Centre of Human Rights Education.



Carla Klink

Taku Manawa Human Rights Facilitator
New Zealand Human Rights Commission
New Zealand



Kia Ora,

My name is Carla Klink, and I reside in Whangarei Aotearoa New-Zealand. I represent Tai Tokerau Taku Manawa Human Rights Community Development Programme.

I have a bachelors degree in Social Work and have worked for the past eight years in both the community and Government sector. During this time I have been focused in Maori Womens Refuge movement. I was part of a new initiative where I was employed as a refuge social worker working within Child Youth & Family. This role allowed the position to advocate on behalf of the women and children to ensure their voices were heard at a statutory level. It also gave the families the opportunity to make informed decisions about their life. I also worked alongside the Police and Ministry of Social Development to assist families who were not only subjected to family violence but also involved in the gang environment.

Regarding my involvement with Taku Manawa, I developed a programme for women who were victims of family violence. This programme enabled women to build their self-esteem and understand they have the skills and ability within themselves to move forward in life.

It is my pleasure to represent Human Rights Commission Aotearoa New-Zealand in presenting a workshop on the Taku Manawa Community Development Programme.

Naku Noa,Na

Abstract:

Use of Human Rights Education to Create Change at Community Level

The team will facilitate an innovative human rights community development programme, Taku Manawa, being run in Aotearoa New Zealand through the NZ Human Rights Commission. With human rights education at its core Taku Manawa works with communities to build their ability to identify, advocate for, and resolve local human rights issues. It came from the realization that communities did not know about human rights, nor how to use them as leverage for action, and to legitimise their voice in decision-making. This workshop demonstrates the story of how the NZHRC has used human rights education to create meaningful and sustainable change - to build human rights capability amongst those most vulnerable to human rights violations, and to build understanding amongst those most able to violate, or defend, those rights.

Sandie Knapp

Taku Manawa Human Rights Facilitator
New Zealand Human Rights Commission
New Zealand



My name is Sandie Knapp, I live in Southland, New Zealand and represent the Murihiku (Southland) Taku Manawa Human Rights Community Development Programme.

I have worked within the community for the last 15 years including 7 years in Early Childhood as part of the Aotearoa/New Zealand Playcentre Federation. I have always been interested in Human Rights and especially in regards to those in the Mental Health and Addictions sector. I have been the Manager of the Southland Harm Reduction Programme since its inception in 2006 and work closely with those who use drugs and/or are at high risk of infection from Blood Borne Viruses such as HIV/AIDS or Hepatitis. As well as support and advocacy for our clients, I participate in education within the community on such issues as peer-based models in health, harm reduction principles and understanding drug use and Human Rights principles incorporate a major part of the education sessions and workshops I facilitate. As part of the Human Rights Taku Manawa Murihiku I facilitate and support in Human Rights sessions for all members of the community as well as specifically advocating for individuals or groups who feel they are being discriminated against.

It is my privilege to support the Aotearoa/New Zealand Human Rights Commission in presenting a workshop on the Taku Manawa Community Development Programme.

Abstract:

Use of Human Rights Education to Create Change at Community Level

The team will facilitate an innovative human rights community development programme, Taku Manawa, being run in Aotearoa New Zealand through the NZ Human Rights Commission. With human rights education at its core Taku Manawa works with communities to build their ability to identify, advocate for, and resolve local human rights issues. It came from the realization that communities did not know about human rights, nor how to use them as leverage for action, and to legitimise their voice in decision-making. This workshop demonstrates the story of how the NZHRC has used human rights education to create meaningful and sustainable change - to build human rights capability amongst those most vulnerable to human rights violations, and to build understanding amongst those most able to violate, or defend, those rights.



Tanja Kovac

Co-ordinator
Human Rights are Aussie Rules Project, Melbourne
Australia



Tanja Kovac is co-ordinator of the Human Rights are Aussie Rules Project in Melbourne, Australia. A community lawyer specialising in human rights, she has ten years experience acting on behalf of the most marginalised and disadvantaged members of our community, providing advice and legal services in a range of high profile human rights cases.

Abstract:

More than a Game: Using Sport and Fair Play to Educate about Human Rights

In 1999, in the lead up to the Sydney 2000 Olympics, Australia hosted the first International Conference on Sport and Human Rights. Eleven years later, Australia is at the cutting edge of applying the ideas that arose from this conference in practical programs which use sport to educate about human rights principles.

In this paper, I will explain why sport is emerging as such an effective teaching and learning methodology for human rights education across the globe.

I will do this by exploring three successful Australian programs - Play by the Rules; Human Rights are Aussie Rules and the AFL's Peace Team – which all use fair play and good sportsmanship to educate young people and communities about human rights. Some emphasis will be particularly given to the Human Rights are Aussie Rules Program of which I am co-ordinator.

Finally, I will reflect on commonalities of approach within these programs, providing a guide to human rights educators wanting to incorporate sport and game theory in their work.

Claire Lacdao

Paralegal, Community Coordinator
Legal Assistance Centre for Indigenous Filipinos
Philippines



A proud Igorot, the author belongs to the Kankanaey ethno-linguistic group from the Cordillera Region of the Philippines. She has been a Paralegal and Community Coordinator for the Legal Assistance Center for Indigenous Filipinos (PANLIPI), Cordillera Branch Office, since 2002. PANLIPI is an organization of lawyers and advocates that partners with Indigenous Peoples and communities in the Philippines. She is one of the recipients of the 2011 Nippon Foundation Fellowships for Asian Public Intellectuals for her research entitled "Indigenous Engagement in Local Government: Experiences in Malaysia and Indonesia". She is currently a Visiting Fellow at the Centre for Malaysian Indigenous Studies (CMIS) at the University of Malaya in Kuala Lumpur, Malaysia.

Abstract:

Human Rights Education: The Case of the Indigenous Peoples of Northern Philippines

In comparison with most countries in its region, the Philippines is relatively advanced in the recognition of the rights of Indigenous Peoples. There are explicit and specific provisions in the 1987 Constitution of the Philippines recognizing the rights of Indigenous Peoples and Indigenous Cultural Communities. The Indigenous Peoples Rights Act (IPRA) adopted in 1997 was enacted precisely to implement this mandate. The Philippines is likewise a signatory to the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and other relevant conventions and treaties.

Integral to the struggle for recognition and protection of the rights of Indigenous Peoples is their empowerment through human rights education (HRE). In the Cordillera Region of Northern Philippines, this work is being done by civil society organizations (CSO) specifically non-governmental organizations (NGO) which they have started long before the national government or international organizations perceived its significance. The Cordillera Region is home to several ethno-linguistic groups (tribes) that have inhabited the area since time immemorial.

Drawing from experiences of Indigenous Peoples in the Cordillera Region, this paper will look into how human rights education affected the indigenous communities and their struggle for recognition of their rights. It will also look into the criticisms and challenges to human rights education programs for Indigenous Peoples.

Penny Lee

Education Coordinator
Save the Children
Australia



Penny Lee is an Education Coordinator with Save the Children in New South Wales. She has over ten years of experience in the classroom as a primary school teacher in Australia and the United States. Penny has worked with children from culturally diverse backgrounds and in disadvantaged schools. In addition to Save the Children's human rights education programs, Penny is currently developing an Intensive Supported Playgroup program in Wilcannia, a remote Aboriginal community in New South Wales.



Abstract:

Human Rights Education: Finding the Magic for the Children

What does human rights education for children look like in practice? Since 2006, Save the Children has implemented several human rights education programs in Australia. This workshop explores the successes and challenges of three programs based on the UN Convention on the Rights of the Child: Speaking Out, Art for Advocacy and Finding My Magic.

In particular, this workshop shares Save the Children's journey in developing Finding My Magic, an innovative and engaging animated series for young children. A new initiative by Save the Children, Finding My Magic aims to not only teach children about human rights but also ensure that they develop the necessary skills, attitudes and behaviours to stand up for their rights and the rights of others.

This interactive workshop will allow participants to experience how human rights can be translated into meaningful real-life contexts for young children. So come prepared to participate and have some fun!

Lesley Lewis

Doctorial Candidate
Univeristy of Sydney
Australia



Lesley Lewis has managed an independent private practice as a rehabilitation counselling consultant, stress management consultant and meditation teacher, for over 25 years. Her work has as its focus the support, training and advocacy on behalf of clients who live with intellectual/physical disability, acquired brain injury or mental illness, empowering them to live fulfilling lives within their communities. Since 2001 Lesley has also worked with UnitingCare Disability, as a support co-ordinator with the Independent Living team, assisting people with intellectual disability/dual diagnosis to live within and become valued members of their local communities. Lesley lectures, conducts workshops and teaches at individual, family, group and community levels, and is engaged on a daily basis in working to improve the rights of people with a disability, through conducting training sessions in self advocacy.

Abstract:

Geographies of Disability, Resilience and Social Justice

Workshops 4 Advancing Human Rights Education Human Rights of People with Disabilities Lesley Lewis 'Geographies of Disability, Resilience and Social Justice' In this workshop, Lesley Lewis explores and critically analyses emerging perspectives on disability and social justice in the current urban context/landscape, resonating with the notion of cities as strategic sites for struggles over meaning. Within the framework of her work for over 25 years in the education and empowerment of people with disability, the critical importance of both access to education and training in self advocacy skills, and to information on, and inclusion in discussions about, human and disability rights, is acknowledged. This

workshop offers a consideration of the way forward, and addresses the interface between: - current reviews and revision of the National Standards for Disability Services - an emerging literature of disability studies, social justice and ethics - the impact of planning and policy on the lifeworld of people with disability, embracing geographies of exclusion/inclusion - the transformative power of education in self advocacy and human/disability rights, at individual and systemic levels - the lived experience of people with disability, and their engagement in conversations around social justice, disability rights and the goal of inclusive citizenship.

Assistant Prof Kelley Loper

Assistant Professor, Faculty of Law
University of Hong Kong
China



Kelley Loper is an assistant professor in the Faculty of Law at the University of Hong Kong. She serves as Director of the LLM in Human Rights Programme, Deputy Director of the Centre for Comparative and Public Law (CCPL), an Editor of Hong Kong Law Journal, and Co-convenor of the Emerging Strategic Research Theme on Diversity at the University of Hong Kong.

Abstract:

Reflections on a Post-Graduate Human Rights Programme in Asia

This paper reflects on the formation of a post-graduate programme in human rights law within Asia. The programme, a specialized master of laws curriculum in the Faculty of Law at the University of Hong Kong, was initiated in 1999 shortly after Hong Kong became a special administrative region of China. At that time, Hong Kong had just begun its experiment with a new constitutional order designed to ensure a high degree of autonomy and continuation of the rule of law and respect for human rights during the post-colonial period. The paper contemplates issues which have arisen during the programmes development related to academic freedom, pedagogy, curriculum content, interdisciplinary approaches to human rights, student diversity, and community engagement. It considers debates such as whether the curriculum should focus on human rights issues of particular relevance to the Asian region; how to approach discussions about relativity and universality of human rights in the classroom; and how to achieve an appropriate balance between practical, clinical approaches and theory. It also discusses interactions between the programme and the broader community on human rights issues.



Tatiana Lozano

Education Manager
Equity & Diversity
University of Western Sydney
Australia



Tatiana has extensive experience in the area of human rights education having worked as a community lawyer and legal educator with marginalised communities across Australia and then as an equity and diversity educator at the University of Western Sydney. In that time, Tatiana has worked to translate human rights into an every day reality for communities whose human rights are not always respected, individually or institutionally. Tatiana has developed numerous courses and tools for communities to learn about their human rights and how they can bring them to life through various judicial and communitarian structures. Tatiana has recently completed a Masters in Education focusing on education and its role in promoting social change.

Assoc Prof Jake Lynch

Secretary General of IPRA
Head of Centre of Peace and Conflict Studies
University of Sydney
Australia



Jake Lynch is Director of the Centre for Peace and Conflict Studies (CPACS) at the University of Sydney, an Executive Member of the Sydney Peace Foundation since 2009 and an Advisor to the Toda Institute for Global Peace and Policy Research. He chairs the Organizing Committee of the International Peace Research Association conference, being hosted by CPACS in July 2010.

Jake has spent the past 13 years researching, developing, teaching and training in peace journalism – and practising it, as an experienced international reporter in television and newspapers. He was an on-air presenter, anchoring over a thousand half-hour news bulletins for BBC World TV. Before that, he was the Sydney Correspondent for the London Independent newspaper, and a Political Correspondent for Sky News.

Jake has led training workshops in peace journalism for professional editors and reporters, and in media skills for peace workers, in many countries including Indonesia, the Philippines, Nepal, Lebanon, Jordan, Palestine, Cyprus, Armenia, Georgia, Norway and the UK. Clients have included the British Council, Council of Europe, DANIDA, GTZ, SIDA, NORAD, the Olof Palme Memorial Fund and the Australian Commonwealth government.

Publications include several books and many book chapters and refereed articles on peace and peace journalism. In 2008, Jake was guest editor of a special edition of the Routledge scholarly journal, *Global Change, Peace and Security*, with contributions based on presentations to a major conference he organized at the University of Sydney. He is also the author of several think-tank reports and innumerable articles in public media including the *Sydney Morning Herald*, the *Australian* and the *Canberra Times*. He writes a regular column, combining commentary on world affairs with media analysis and literacy issues, for the TRANSCEND Media Service website. He is a regular contributor to radio and television both here and overseas. Jake has senior production credits on three documentary films, including the multi-award winning *Soldiers of Peace*, narrated by the Hollywood actor, Michael Douglas.

In 2009, he won a prestigious competitive grant, worth half a million dollars, from the Australian Research Council, to investigate prospects for devising a Global Standard for reporting conflict, in partnership with the International Federation of Journalists and the aid agency, Act for Peace.

Phil Lynch

Director
Human Rights Law Resource Centre, Melbourne
Australia



Phil Lynch is Director and Principal Solicitor of the Human Rights Law Resource Centre. The Centre is a leading national community legal centre which promotes and protects human rights through strategic litigation, policy advocacy and capacity building.

Phil was previously the founding Coordinator of the PILCH Homeless Persons' Legal Clinic in Melbourne which, in 2005, was conferred with the Australian Human Rights Law Award. Phil is a Director of the *Alternative Law Journal*, an appointee to the Federal Government's Human Rights Grants Scheme Expert Panel and a member of the Victorian Attorney-General's Human Rights Leadership Forum.



Adj Prof David Matas

Faculty of Law
University of Manitoba
Canada



David Matas practises refugee, immigration and international human rights law in Winnipeg, Manitoba, Canada. He is the author with David Kilgour of *Bloody Harvest: The Killing of Falun Gong for their Organs* published by Seraphim Editions in 2009. He and David Kilgour, for their work on the killing of Falun Gong for their organs, have received the Asia Pacific Human Rights Watch Charitable Trust Guardian of Justice Award in 2007, the International Society for Human Rights Swiss Section Human Rights Prize in 2010 and a Nobel Peace Prize nomination also in 2010.

David Matas is an adjunct professor in Immigration & Refugee Law at the Faculty of Law at the University of Manitoba. He is a member of the Order of Canada.

Abstract:

Public Human Rights Education and the Killing of Falun Gong for their Organs

David Kilgour and I wrote a report released in July 2006 which concluded that practitioners of Falun Gong were being killed for their organs. The organs were being sold to transplant tourists. Falun Gong is a set of exercises with a spiritual foundation banned in China in 1999.

Both David Kilgour and I are human rights activists as well as human rights researchers and writers. Having reached the conclusion we did, we could not just shelve our report and move on. We had to do something to end the abuse we identified.

That something was public mobilization through human rights education. We set about informing people world wide about the results of our work to attempt to stop the abuse.

Both David Kilgour and I are private actors, not representing any institution or organization. For our work to have impact the public had to be mobilized. This paper will detail our efforts in public human rights education and mobilization.

In the course of the four years since our first report came out, David Kilgour and I have used a wide range of techniques to bring our conclusions and advocacy to the public. This paper will both present and assess those techniques as forms of public human rights education.

Dr Madeleine Mattarozzi Laming

Faculty of Education
Australian Catholic University, Melbourne
Australia



Dr Madeleine Mattarozzi Laming is currently employed at Australian Catholic University teaching undergraduate and graduate courses in preservice teacher education. She is a co-author of *The Multifaceted Right to Education: a Guide to Implementation and Monitoring of Girls' Education* prepared by the International Federation of University Women Education Advocacy Working Group. Dr Laming has also published work on the impact of public policy on young people's educational choices and responses to student diversity in higher education and is currently undertaking research into barriers to postcompulsory education among regional students.

Abstract:

Human Rights Education and Obstacles to Women's Education

This paper argues that human rights education has significant relevance to women's inalienable right to an education that encompasses the knowledge and skills that will enable them to contribute economically and socially to their communities continues to be impeded by systemic discrimination. It examines the notion that one of the obstacles in human rights education and gender is on-going misogyny as the underlying cause of discrimination against women in education. By employing a phenomenographic approach to analyse interviews with seven women who delayed entry to university by up to seventeen years after leaving school, the article offers new data the application of human rights education to gender discrimination. The resulting analysis suggests that while overt discrimination against women in education is rare, subtle forms of misogyny continue to deter specific groups of women from entering university. This has significant implications for human rights education - with reference to gender in Australia.

The Hon Robert McClelland

Federal Attorney General
Parliament of Australia
Australia



Robert McClelland is the Attorney-General and the Member for Barton, an electorate based in the St George area of Sydney. Robert was elected to Parliament in 1996. Before becoming Attorney-General he served on several parliamentary committees, including as Deputy Chair of the House of Representatives Standing Committee on Legal and Constitutional Affairs, the Joint Standing Committee on Treaties and the Joint Select Committee on the Republic Referendum.

Before entering Parliament, Robert practised as a lawyer for 14 years, specialising in litigation, industrial and sports law. Robert was born on Australia Day in 1958. His interests include Australian history, surfing and rugby league.



Don McArthur

Human Rights Education Coordinator
Amnesty International Australia
Australia



Don McArthur is Human Rights Coordinator for Amnesty International Australia, and a member of Amnesty International's international HRE Coordinating Committee. He has worked on development of curriculum resources in areas including Indigenous rights and human rights in China.

He has a background in peace and development education, having worked previously in the development sector.

Abstract:

Human Rights Education by Amnesty International

This session will describe Amnesty International's global work in the Human Rights Education field. Speakers from Senegal, Mongolia and Australia will provide case studies of human rights education projects and discuss current developments in Amnesty International's human rights education work. Amnesty International actively advocates for mainstreaming human rights education in the formal sector at national level, including working with governments on policy and legislative measures, developing learning resources, creating enabling learning environments, and facilitating teacher training.

Amnesty International also works in informal and non-formal settings, linking human rights education to active participation and empowerment, working with young people, indigenous and marginalized groups, professional associations and groups, traditional/ religious leaders, and community based organizations.

Dr Julie McLeod
Senior Lecturer
University of Newcastle
Australia



Dr Julie McLeod is a senior lecturer at the University of Newcastle, Australia. She is the convenor of undergraduate and post graduate Primary teacher education programs. She has developed and implemented courses in literacy and numeracy which focus on the contextualised application of these knowledges and skills to facilitate peacebuilding across the curriculum. In this role she is the recipient of the university's award for excellence in teaching. Dr McLeod is the author of several texts on contextualised curriculum development and implementation and in specialist cross curricula numeracy programs for Primary classes. Her research is focused on school and community engagement and she is currently engaged in research on peacebuilding in Indigenous communities through collaborative curriculum development.

Abstract:

Peaceful Pedagogy - Teaching Human Rights Across The Curriculum

The Universal Declaration on Human Rights and the UN Convention on the Rights of the Child identify the essence of what it means to be human and provide a foundation through which schools can become peacebuilding learning communities. An examination of the publications of the United Nations enables the definition of a set of knowledges, values and skills that underpin the enactment of human rights through peace education. UNESCO argues that human rights education implies the learning and practice of human rights and that they are taught through both content transmission and experience (Statement of Values, 2000). The United Nations High Commissioner for Human Rights argues that teaching about human rights is not enough. The teacher will want to begin, and never to finish, teaching for human rights. (UN, 2003:21). This paper examines a variety of established perspectives on peace education and considers how the knowledge, values and skills of human rights can become the core consideration for teachers curriculum planning and teaching. A rationale for a peaceful pedagogy is developed which that is about growing the knowledge, values and skills to enable teachers and learners to engage in socially just action based on human rights within and beyond the school. A model of a human rights curriculum is developed from the UN Convention on the Rights of the Child. In this model, the transmission of content, the epistemologies of human rights, can be seen as learning about the human rights, values and skills that enable peace. The experience of learning through peaceful pedagogy can ideally be seen as learning through human rights. Enacting learning within the classroom, throughout the school or beyond the school can be seen as learning for human rights. This paper will demonstrate, through case studies, how an issue of the learners context becomes the catalyst for peaceful learning for both teacher and student through content transmission and experience. The generator of the human rights curriculum is the process of reflection which occurs throughout the planning, implementation and evaluation of the curriculum. Case studies illustrate the contextualised implementation of the human rights curriculum where schools have become the peacebuilders of their communities.



Mohamed Mowjoon AthamBawa

Post-Graduate Student
Univeristy of Technology, Sydney
Australia



Mohamed Mowjoon AthamBawa is a postgraduate student at the Faculty of Law, University of Technology, Sydney. He has completed his Bachelor of Laws degree, Attorney at-Law, Master of Human Rights law, Bachelor of Management Studies, Professional Diploma in Social Work and Diploma in Entrepreneurship and Small Business Management. His area of research includes human rights law and labour law.

Abstract:

Impact of Human Rights Education in Peace Making

Human rights education is dramatically evolving as a key element in the current education revolution across the world. Human rights education is a developing field and a curricular enhancement that the United Nations defined as training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes. Many educational forms have been associated with human rights education. These contain democracy education, education for democracy, peace education, conflict resolution education, civic education, citizenship education, political education, international education, global education, moral education, environmental education, development education, multicultural education and anti-racism education. The conceptual hub of peace education is violence, its control, reduction, and elimination while the heart of the human rights education is human dignity, its recognition, fulfilment, and universalisation. Further, human rights is most readily adaptable to the study of affirmative peace, and the social, political and economic conditions offer the setting and process for social cohesion and peaceful conflict resolution. At the national levels it is observed that a wide variety of approaches have been used in the human rights education to address widespread development challenges. In less developing countries, for instance, human rights education is often associated with economic and community development, and women's rights. Further, most societies struggle to better exemplify human rights principles in human rights education leading towards advocacy of peace making. In terms of stimulating social change, human rights education would need to be strategically designed to reach and support individuals and groups that can work towards the goal of peace making. In the literature three working models for human rights education have been discussed, they are values and awareness model, accountability model and transformational model. Each of these models needs to be analysed according to the target group, goals for learners and the intended contribution to social change. This paper aims to analyse and evaluate different forms of human rights education and how the human rights education improves peace making across the world. Also it analyses different models and approaches of human rights education and proposes a contemporary approach in human rights education for peace making.

Prof John C Mubangizi

Deputy Vice-Chancellor
University of KwaZulu-Natal
South Africa



Professor John Cantius Mubangizi is the Deputy Vice-Chancellor and Head of the College of Law and Management Studies at the University of KwaZulu-Natal, South Africa. Before assuming this position, Professor Mubangizi was a senior academic in the Faculty of Law where he served as Deputy Dean for a period of two and a half years.

Abstract:

A Culture of Human Rights in the Face of Cultural Diversity - The South African Experience

South Africa is a typical example of a multi-cultural society characterized by extensive cultural diversity. Such diversity manifests itself in terms of diverse cultural practices and beliefs and is often associated with race, colour, language, ethnicity, religion, and class. In spite of the vast diversity, and in the face of many other challenges, South Africa has been fairly successful in building a culture of human rights. The purpose of this paper is to highlight the historical, constitutional, judicial and institutional contexts within which a culture of human rights has been built in South Africa in the face of diverse cultures and the challenges associated therewith. The paper will focus on the realization of socio-economic and cultural rights and advise on how other multi-cultural societies can learn from the South African experience of building a culture of human rights despite the challenges posed by multi-culturalism or cultural diversity.

Cameron Murphy

President, NSW Council for Civil Liberties
& Secretary, Australian Council for Civil Liberties
Australia



Cameron Murphy is the President of the NSW Council for Civil Liberties and the Secretary of the Australian Council for Civil Liberties, unpaid and voluntary positions that he has held since the year 2000. He was a full time Tribunal Member of the Consumer Trader and Tenancy Tribunal (NSW) from 2003 to 2008 and a Statutory Board Member of the Anti-Discrimination Board of NSW from 2003 to 2009. He was formerly a policy officer with the Legal Aid Commission of NSW, an advisor to ministers and members of parliament in the Commonwealth and NSW. He has been extensively involved in civil rights campaigns, particularly in the areas of gender discrimination, privacy, terrorism, and drug law reform. He currently works for a private company which provides employee entitlement insurance.



Rosslyn Noonan

Chief Commissioner
Aotearoa/New Zealand Human Rights Commission
New Zealand



Rosslyn Noonan is the Chief Commissioner at the Aotearoa/New Zealand Human Rights Commission. Since her appointment in 2001 the New Zealand Commission has, among other things, developed New Zealand's first national Human Rights Action Plan (2005-2010); undertaken public inquiries into the accessibility of public transport; the discrimination experienced by transgender people; and published annual race relations reports and a biennial census of women in leadership.

The Commission has also pioneered a human rights community development programme. It is currently delivered in three regions across New Zealand (a fourth is being added) and in three indigenous communities in the Philippines in partnership with the Commission on Human Rights of the Philippines.

Abstract:

New Zealand's HRE and Maori people

The New Zealand Human Rights Commission piloted a human rights community development approach that aimed at building community capability to identify, advocate for, and resolve local human rights issues, and to include human rights approaches in local planning and decision-making. Taku Manawa (My Human Rights) is both a process and an outcome encouraging a human rights approach to community transformation.

In this session we will provide an overview of Taku Manawa - the human rights community development approach and a new programme, 'Maori Community Development' specifically targeting the indigenous communities. The focus of the new programme is developing an education model of human rights that comes from the participants. They are developing the human rights language and understanding from their world view – from concepts that are traditional and have been practised through many generations, and, with the Commission's support, drawing the parallels to the human rights approach.

Prof Baden Offord

Chair, Australian Studies
The University of Tokyo, Japan
& Southern Cross University, Australia



Baden Offord is Associate Professor in Cultural Studies, Centre for Peace and Social Justice, Southern Cross University, and Chair (Visiting Professor) in Australian Studies, University of Tokyo (2010-2011). With Christopher Newell he was the author/co-editor of *Activating Human Rights in Education: Innovation, Transformation and Exploration* (2008). He is on the editorial board of *The Review of Education, Pedagogy and Cultural Studies*.

Abstract:

Cultural Literacy and Social Justice - Enabling Human Rights in and Beyond the Classroom

This paper argues that a social justice framework is essential for effective teaching and forms the basis of human rights education. Following the work of Paolo Friere and Henry and Susan Giroux, our concern is for a pedagogy of human rights that informs curriculum design based on experiential learning and includes the notion of educator as practitioner. The focus of the paper explicitly addresses the High School context where, we argue, models of Quality Teaching and Syllabus Outcomes explicitly engage with issues of social equity and specifically, student equity. Further, we argue there is real benefit to be gained by fostering partnerships between secondary and tertiary education sectors where there is attention to linked pedagogies of human rights and social justice. We refer to an innovative and unique partnership between two institutions: one tertiary and one secondary over a number of years, which has been productive, and valued by students and educators. We provide an example of best practice by evaluating a Student Equity Forum Everybody's Business: Human Rights and Social Justice in the 21st Century (2010) where 400 high school students from 18 regional high schools in northern NSW attended a one day event led and designed by students, in which the focus was on how a diversity of voices and issues can be explored through storytelling, expert knowledge, practitioner experience and self-reflection.

Ana Elzy Ofreneo

Director
Human Rights Education and Research Office
Manilla, Phillipines



Elzy has 24 years of human rights education (HRE) experience gained in the Philippines, Afghanistan, East Timor, and Indonesia where she served as the director for HRE, UN technical advisor for HRE, consultant on HRE and civic education, and consultant on civic education, respectively. UNESCO awarded its 1994 Prize for Teaching Human Rights to the Commission on Human Rights of the Philippines, which the latter in turn conferred to Elzy as recognition of her pioneering efforts for the establishment and institutionalization of HRE in the Philippines. She holds a BS degree in Psychology and a Master in Development Management.

Abstract:

Human Rights Education of Law Enforcement, Security and Intelligence Agents

Facilitated by the Commission on Human Rights of the Philippines, the security forces came up with their graduated curricula on human rights education which all military, police, and other public safety officers have been mandatorily taking. The same was conducted by CHRP for the security forces of Indonesia, Malaysia and Thailand, in partnership with said countries' National Human Rights Institutions. In sync with the career ladder of uniformed personnel, the HRE courses are graduated, use the experiential approach to learning (or the 4As approach).



Paul Oliver

Former Director, Public Affairs
Australian Human Rights Commission
Australia



Abstract:

Sport as a cultural and racial bridge-builder

It would seem that sport and sporting events are the ultimate cross-cultural mixing pot in Australia; a place where respect for ability and the camaraderie of teamwork overcomes intolerance and exclusion, and where we cheer on our champions no matter what the colour of their skin or the sound of their surname. Or do we?

Research (Dunn et al 2002) suggests that “while racist attitudes have remained strong in Australia over the last 10 years, there has been a considerable reduction in overt racist behaviour, due in part to the development of strong social norms against openly expressing racist views”. However, the research also indicates that these social norms are not well developed in all areas of Australian life – and one such public forum where racism still rears its ugly head is the sporting arena.

Academic, Lawrence McNamara, states that “racist abuse is of special relevance because it concerns not only issues of participation but also speaks to broader attempts to combat racism and racial hatred in the wider community when sport becomes a forum for debate and even, at times a model for change and progress”.¹

Sport does provide an excellent vehicle for establishing norms of behaviour that can be emulated by the rest of society, particularly by young people. Sport offers opportunities to break down barriers and encourage participation in a way that other areas of society may struggle to match.

McNamara goes on to say that “To the extent that sport builds social and cultural bridges, and to the extent that it reaches out across the community in both practical and symbolic ways, it is an exemplary site in which to combat racism and racial hatred”.²

In his book “Obstacle Sport”, Colin Tatz said: “Sport is not divorced from life, from the civic culture of a society, from its institutions and processes, its economic, legal and educational systems, its national policies and foreign relations”.

Hopefully by tackling prejudice and bigotry in sport, the effects will ripple through all other aspects of society and that racism, xenophobia and intolerance will be dealt a red card for good.

Adj Prof Maria Estela Ortiz Rojas

Early Childhood Education Consultant
Inter-American Development Bank
Chile



Maria Estela Ortiz Rojas is a consultant for the Inter-American Development Bank responsible for Early Childhood Education and Childhood Policy for Latin America, and leader of the Childhood portfolio at the Dialoga Foundation established by former Chilean President Michelle Bachelet Jeria. Estela Ortiz has established a high profile for early childhood education, successfully achieving the presidential goal of building 3,500 early childhood centres throughout Chile in 4 years. Amongst a number of international initiatives, Ms Ortiz led a project in Aquin, Haiti, involving the creation of two pilot centers for early childhood, providing education and nutrition to Haitian children. She has been convenor and keynote speaker at many international conferences and has participated in projects and collaborations with organizations such as Organisation of American States (OAS), OECD, World Bank, UNICEF, German Society for Technical Cooperation, Mexican Public Education Secretariat, the Centre for Excellence of the University of Montréal,; the French GRIP (Research and Information Group for Peace and Security). Her activist work in Human Rights, especially in the early childhood area, spans many decades.

Abstract:

The Experience of the Development of Human Rights Education in Early Childhood in Chile - Dictatorship and Social Protection

The title of the UWS Human Rights and Education Conference is part of my own life story, – But where to start? I could focus on the tasks carried out along the last 4 years: education as a basic human right throughout their lives – or perhaps talk about my first contact with the issue, deeply linked to the story of my country when we abruptly learned the meaning and value of the Human Rights – the moment the democratically elected government of Salvador Allende was overthrown by force.

My father is one of the thousands of arrested and missing Chileans. Years later they brutally murdered my partner and in between, I created an early childhood centre which quickly started accepting children whose parents were political prisoners, had gone missing or were students whose anti dictatorship behaviour have made them a target for the dictatorship security services. This was a basic human rights educational response to those children under six years old and their families.

But the most powerful and brutal search for an educational response which would support each one of these children occurred when I took charge of Casa Hogar of the PIDEE Foundation, a safe space, where we established a team of educators and health professionals.

PIDEE'S Casa Hogar took in children who witnessed one or both of their parents being arrested or tortured, children born in jails or detention centres, children that had been used as baits to get to their parents. Nobody had taught us how to work in these situations, with children that were so affected and terrified. Children whose lives were in danger and we could not give them the answers they required. Our team of educators, psychologists, paediatricians and social workers managed to give them the certainty of a safe protected space in which they could express their needs. Bit by bit they started showing their fears, affections and apprehensions and were eventually able to restore a connection with their loved ones.

30 years later one of PIDEE'S team, paediatrician Michelle Bachelet became the first woman President of Chile. Erase the cradle effect, was her proposal: no matter where each child is born, they must have the possibilities to fully develop their potential. This is what I want to talk to you about. How we moved forward providing equality in health and education to the poorest 40% of our population in social policy. How we moved towards inclusive education in which all children without distinction, are considered subjects with rights and entitlements.



Dr Reinhild Otte

Education Expert, Council of Europe and
Laureate of the 2010 Pro Merito Medal of the Council of Europe for HRE
European Union
Europe



Reinhild Otte is a Council of Europe (CoE) Expert on Education for Democratic Citizenship and Human Rights. She has a background of university studies of economics, law and social sciences with degrees as Diplom- Volkswirt (economist), Mag. rer.soc.oec, Dr. rer.soc.oec and a Second State Examination for Secondary School Teaching (economics and EDC/HRE). Dr. Otte has professional practice in various fields of industry in Germany and abroad, in vocational education as well as in university teaching and research (economics and law). From 1985 to her retirement in June 2010 she had been working as a civil servant in the Ministry of Education, Youth and Sport of the State Baden- Wuerttemberg (Germany) and – among many other functions - as representative of the Standing Conference of Ministers of Education and Cultural Affairs of the Laender of the Federal Republic of Germany in various inter-governmental cooperation programmes of the CoE. Since 1997 she had acted in the CoE's Project "Education for EDC/HRE" as German EDC- Coordinator as well as a vice-chair or chair in its Steering Committees, over the last three years as a chair of the Ad-Hoc Advisory Group on EDC/HRE. In May 2010 Dr. Otte was awarded the Pro Merito Medal of the CoE for her long standing commitment to the work of the CoE in the field of education especially in the EDC/HRE Project. In the UWS Conference she will represent the Council of Europe.

Abstract:

Recent Developments in the Field of Education for Human Rights and Democratic Citizenship in Europe

The contribution will give an overview on European developments in the field of Education for Democratic Citizenship and Human Rights (EDC/HRE) especially in the Council of Europe (CoE) but also in the European Union (EU).

After a short introduction into the CoE's role as a human rights watchdog for Europe's citizens, and a guardian of democracy and the rule of law, its organization and functioning it will be structured around its big flagship programme "Education for Democratic Citizenship and Human Rights (EDC/HRE)", its background, priorities, phases, working methods and results. In particular it will look into the new "Recommendation of the Committee of Ministers on a Charter on Education for Democratic Citizenship and Human Rights Education CM/Rec (2010)7" as well as into the new education programme of the CoE (2010-2014). Special emphasis will be given to "Project 2 –A: Learning democracy and human rights in school and out –of-school throughout life" as well as to "Project 2-B: Learning the key principles and the functioning of the human rights system".

As regards the work of the European Union (EU) the contribution will look into the field of citizenship and its basis in the "Strategic Framework for European Cooperation in Education and Training (ET 2020)" as well as into the "European Citizens' Initiative" and the "Europe for Citizens programme 2007-2013".

Based on these developments in Europe the contribution will finally try to discuss the question of diversities and similarities in this field in countries in Europe and outside Europe to see where and how cooperation could be useful and what can be learnt from each other.

Dr Sev Ozdowski OAM FAICD

Director, Equity & Diversity
University Western Sydney
Australia



As the Australian Human Rights Commissioner and Disability Discrimination Commissioner (2000-05) Dr Ozdowski authored the ground breaking: National Inquiry into Children in Immigration Detention: A Last Resort? and the National Inquiry into Mental Health Services: Not for Service reports and helped to establish national disability standards and inclusive practices. Dr Ozdowski published many articles, addressed twice National Press Club and represented Australia worldwide.

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).

Dr Ozdowski has an LLM and MA in Sociology from Adam Mickiewicz University Poznan, Poland and a PhD from the University of New England. Dr Ozdowski won the Harkness Fellowship and spent 1984-86 on research at Harvard, Georgetown and the University of California. For years Dr Ozdowski has been involved with a range of voluntary organisations. For his service to the community and human rights Dr Ozdowski was awarded the Medal of the Order of Australia (1995) and an honorary doctorate from RMIT University (2006). He was also recognised for his contributions to the human rights movement in Poland and presented with the Solidarity Medal in 2006 and recently with the Officer's Cross of the Order of Merit.

Currently, he holds appointments of Director, Equity and Diversity at the University of Western Sydney and of Adjunct Professor at the Centre for Peace and Conflict Studies, University of Sydney. Since 2006 he is President of the National Committee of Human Rights Education.

Mike Paller

Deputy Director
Human Rights Education Institute of Burma
Thailand



Michael Paller graduated from Brandeis University in 2004 with degrees in politics and sociology. He then moved to Portland Oregon and served as the Regional Field Director for the 21st Century Democrats Young Voter Project during the 2004 presidential campaign. After the election Michael moved to Chiang Mai, Thailand where he received a grant to work with the Human Rights Education Institute of Burma (HREIB). At HREIB he was exposed to some of the pressing issues in international development through research on refugees, migrant workers, child soldiers and human trafficking. In order to further his understanding of these issues, he decided to enroll in the Masters of International



Development Studies program at Chulalongkorn University. While studying in Bangkok, Michael also interned at the United Nations Development Program. After completing his MA, he returned to Chiang Mai and HREIB to manage a research project exploring the situation of children affected by armed conflict.

Abstract:

Human Rights Education in Burma: Mitigating Risks under a Repressive Regime

Burmas ruling junta aggressively suppresses efforts to educate people about human rights. In 2008 and 2009 the government banned Human Rights Day celebrations throughout the country and continued to harass and detain human rights educators. In August 2008 several leaders of the Human Rights Defenders and Promoters group were arrested by authorities. Indeed, Burma is one of the most challenging and dangerous environments for human rights education in the world today. However, details surrounding those challenges and dangers remain largely unknown; most information that is available is based on anecdotal evidence and occasional media clippings. Thus, there is a great need for a comprehensive look at the state of HRE in Burma. This paper will identify gaps in the promotion and implementation of HRE in Burma, determine what challenges non-formal HRE educators face, highlight successful strategies non-formal HRE educators employ, and evaluate HRE curricula and resources in Burma. It will also explore the roles of different actors in promoting human rights education inside Burma. Research will concentrate on the efforts of the Human Rights Education Institute of Burma (HREIB), a local NGO that has been working on HRE in Burma and along Burma's borders for the past 10 years. HREIB has creatively adapted projects to reduce risks for our team of trainers working inside the country. For example, HREIB has introduced projects to address human rights issues that occur at the family and community level so as not to attract attention and harassment from authorities. In monthly discussion forums participants talk about issues such as domestic violence and facilitators encourage them to consider how to promote womens rights in the community. HREIB also uses alternative education methodologies, focusing on popular communication and participatory learning drawing on personal experiences and playing drama games. The author will interview HREIBs trainers and community organizers, both presently working with HREIB and those who have worked with HREIB in the past. He will also study how religious leaders Buddhist, Christian, and Muslim are involved in HRE. Finally, he will assess INGO and UN education initiatives, targeting agencies that have recently conducted child rights awareness trainings with government and army officials.

Prof Pranati Panda

University Professor
National University of Education Planning and Administration
India



Prof. Pranati Panda is working as a senior Professor in the National University of Educational Planning and Administration, an apex University of Government of India. Her areas of specializations are human rights education and children's rights, teacher and inclusive education. Conducted several research studies on Appraisal of teacher and school curriculum from the Human Rights perspectives. She has many international publications on Human Rights Education to her credit. She is also serving as a Focal Point of Asian Network of Training and Research Institutions in Educational Planning and Editor of the ANTRIEP Newsletter. She has extensively contributed in developing self-learning modules on Human Rights Education. Her analyses of school and teacher education curriculum in South Asian context from human rights perspectives have given directions to many educationists to think afresh to integrate HRE in school and teacher education curriculum.

Seongwoo Park

Senior Researcher
Hankuk Academy of Foreign Studies, Seoul
South Korea



Abstract:

On the Ways to Increase Awareness of North Korean Defectors' Human Rights

North Korean defectors' human rights are being seriously infringed and abused not only in countries where defectors have not received refugee status, but also in South Korea where refugees are granted citizenship. The South Korean government tries to take a proactive role in protecting the defectors' rights. However, there is a limit to what the government can do. The more important and effective solution is to raise awareness on the issue and bring a change in the way South Koreans view North Koreans.

The objectives of this paper are to 1) introduce how severely North Korean defectors' human rights are abused, 2) provide the results of a survey on how much elementary and secondary school students as well as college students know about the human rights abuses inflicted on North Korean refugees, and 3) propose the methods to influence the way South Koreans regard this issue of grim human rights abuse.



The result of the survey is astounding. South Korean students do not know 1) North Korean defectors are South Korean citizens under the South Korean Constitution, 2) defectors are not able to receive refugee status according to international laws, 3) the benefits provided to the refugees by the South Korean government, 4) countless refugees are willing to leave South Korea, and 5) during their escape from North Korea and travel to the South, defectors receive brutal, inhumane treatment. Surprisingly, there were even students who responded against South Korea's receiving North Korean defectors. The results will be discussed in detail in the paper.

It is crucial that South Korean youth, who will be taking a leading role in the Korean reunification, understand the seriousness of the issue. Education is the most effective way to increase awareness of the North Korean defectors' human rights and importance of South Korea's role in protecting the defectors' rights. In the status quo, there is no curriculum that teaches Korean students on these issues. It is proposed in this paper that education on human rights issues of North Koreans be included in the curriculum to prompt the future leaders to observe, contemplate, and understand the issue.

Mario Peucker

Senior Researcher
European Forum for Migration Studies
University of Bamberg
Germany



Mario Peucker has been working as a social researcher on issues of racism, ethnic and religious discrimination and social integration of immigrants and minorities. He holds a university degree in educational sciences in conjunction with sociology and psychology. Since 2003 he has carried out numerous qualitative and quantitative research projects at the European Forum for Migration Studies (EFMS) at the University of Bamberg, Germany. On behalf of the EU Agency for Fundamental Rights, he coordinated the national contact point in charge of monitoring racism and other human rights related developments in Germany within the EU-wide Racism and Xenophobia Network (2005-2010). For the London-based Rothschild Foundation, he co-authored a mapping study on anti-prejudice education in seven European countries. He has also worked as a consultant for the German Equality Commission (ADS) on how to improve the quantitative data situation on discrimination and enhance the anti-discrimination support infrastructure in Germany. In 2010, he compiled a comprehensive state-of-the-art study on labour discrimination against Muslims due to their religion and ethnic origin. In November 2010 he relocated to Australia.

Abstract:

Educational Approaches to Reduce Prejudice - a Core Element of Human Rights Education in Plural Societies

The principle of equality, as defined by the Universal Declaration of Human Rights, is neither a purely Western concept nor the 'end product' of a linear, peaceful process; it rather constitutes a fundamental ground rule that continues to require permanent efforts to make it a reality. Prejudice against people of a different ethnic or religious background hinders this principle by creating artificial group boundaries and by ignoring both the uniqueness of the individual and the unifying essence of humanness. Redressing prejudice is thus an inherent element of the realization of human rights; it constitutes a permanent challenge in pluralistic societies and requires the commitment of everyone – and education plays an outstanding role in this ongoing struggle.

This contribution draws upon a mapping study on educational tools against prejudice, commissioned by the London-based Rothschild Foundation. The study aimed to provide an overview on the variety of educational approaches in several European countries. Instead of simply presenting the country-specific findings of the mapping study, selected aspects of successful educational approaches against prejudice, as identified by the mapping study, will be discussed. The core challenge of anti-prejudice education is how to address cognitive, affective and behavioural-conative components of prejudice with thoroughly designed and implemented didactical arrangements. The social-psychological insights into persuasive communication, the effects of intergroup contact (contact hypothesis) and the didactical application of cognitive dissonance theories offer a sound theoretical framework for successful education approaches. The paper outlines these theoretical concepts, elaborates on their practical application and pitfalls in anti-prejudice education and presents exemplary good practice initiatives.

As prejudice is not only an individual misperception of 'the other' but also an element of collective and societal ideologies and power relations, education is doomed to remain largely ineffective unless complemented by legal, political and social measures that foster social cohesion and promote human rights. Thus, education needs to be aware of both its great potential and its dependency on other political and social measures that aim to reduce social tensions and promote social cohesion in an ethnically, religiously and culturally diversifying society.

Mathews Philip

Executive Director

South India Cell for Human Rights Education and Monitoring (SICHREM)



After obtaining a Masters in Social Work (MSW) from Loyolla College, Trivandrum, Mathews Philip chose to work with non-governmental organisations. While working with welfare and development organisations, he has grown passionate to work for protection and promotion of human rights. He became an active member of People's Union for Civil Liberties (PUCL) and held the position of the General Secretary of its Karnataka Chapter between 1993-96.

He founded SICHREM in 1995 along with a few other civil rights activists. SICHREM is actively involved in about 400 schools both in the states of Karnataka & Kerala with a programme of human rights education. The organization is also engaged in monitoring the status of human rights in south India, undertaking fact finding missions into cases of human rights violations, legal aid for the victims and coordinates various campaigns and advocacy work of human rights. He has been instrumental in launching the Karnataka Chapter of the Campaign Against Child Labour (CACL) and continues as the Convenor of its Advocacy Unit.

He is known as a trainer, educator and defender of human rights and he has more than 20 years of experience in the field. Recently he has been selected to represent the Karnataka State by the National Commission for Protection of Child Rights (NCPCR) to monitor the implementation of the Right to free and Compulsory Education Act, 2009.



Paula Pirihi

Senior Maori
Aotearoa/New Zealand Human Rights Commission
New Zealand



Paula Pirihi is a Senior Māori Manager at the Aotearoa/New Zealand Human Rights Commission. She has a background in social work, Māori education and Māori performing arts. A passionate advocate for Indigenous rights, she is currently working on an Indigenous community development human rights programme that will empower Māori to become human rights champions in their family, sub tribe and tribe.

Abstract:

New Zealand's HRE and Maori people

The New Zealand Human Rights Commission piloted a human rights community development approach that aimed at building community capability to identify, advocate for, and resolve local human rights issues, and to include human rights approaches in local planning and decision-making. Taku Manawa (My Human Rights) is both a process and an outcome encouraging a human rights approach to community transformation.

In this session we will provide an overview of Taku Manawa - the human rights community development approach and a new programme, 'Maori Community Development' specifically targeting the indigenous communities. The focus of the new programme is developing an education model of human rights that comes from the participants. They are developing the human rights language and understanding from their world view – from concepts that are traditional and have been practised through many generations, and, with the Commission's support, drawing the parallels to the human rights approach.

Abstract:

Use of Human Rights Education to Create Change at Community Level

The team will facilitate an innovative human rights community development programme, Taku Manawa, being run in Aotearoa New Zealand through the NZ Human Rights Commission. With human rights education at its core Taku Manawa works with communities to build their ability to identify, advocate for, and resolve local human rights issues. It came from the realization that communities did not know about human rights, nor how to use them as leverage for action, and to legitimise their voice in decision-making. This workshop demonstrates the story of how the NZHRC has used human rights education to create meaningful and sustainable change - to build human rights capability amongst those most vulnerable to human rights violations, and to build understanding amongst those most able to violate, or defend, those rights.

Parvez Pirzado

Masters Student
University of Sydney
Australia



Mr Parvez Ahmed Pirzado is student of Master of Human Rights and Democratisation (Asia Pacific Regional Program) at the University of Sydney. Mr Pirzado also has a degree in Education and International Development from the Institute of Education, University of London. Since 1995, Mr Pirzado has been working with various development organizations on Education and Community Development projects in Pakistan. Mr Pirzado also has experience in research in Education, Child Rights and Community Development. Through his Masters in Human Rights and Democratisation, Mr Pirzado wishes to explore the need and importance of Human Rights Education through schools, in order to promote awareness about Human Rights in a country like Pakistan.

Abstract:**The Need for "Human Rights Education" through Schools in Pakistan**

Pakistan ranks the lowest end of human development in the world. As per the Human Development Index (Human Development Report 2009), Pakistan has been placed at 141st position (out of 182 countries). The overall situation of human development in Pakistan is not desirable. The health status of the majority of people of Pakistan ranked at the poorest level in the world. Pakistan's performance in education is also far behind the targets of education for all. More than 50% of people in Pakistan are illiterate and an almost equal number of children are currently out of school. The overall human rights situation in Pakistan is also not too satisfactory. The Human Rights Report (Bureau of Democracy, Human Rights and Labour, 2009) presents a big list of human rights violations from child labor to sexual abuse and from gender discrimination to honor killing and so on.

At the same time, a large number of people do not know that Pakistan is signatory to a number of international human rights Conventions and thus has pledged to protect the rights of citizens. In Pakistan a common person even does not know what his / her rights are. As a result people violate the rights due to ignorance or lack of awareness and the affected people remain silent and do not raise their voices against human rights violations because they do not know where and whom to complain.

Human Rights Education through schools can be an effective tool to spread knowledge and awareness about human rights amongst the common masses. Children at school level, if taught about human rights, can become human rights promoters for their communities and can become future human rights advocates when they grow up. Childhood is best age when children can understand and accept new things and can carry the knowledge and skills with them throughout their lives.

This paper aims to present the current human rights situation in Pakistan, and a case for the need for human rights education to be developed and implemented in Pakistan. The paper will also present the proposed research study to assess the existing situation of human rights education in Pakistan and comparing it with other countries in the region and the world and propose an effective and contextualize model for the Human Rights Education for Pakistan and other countries in the region.



The Hon Christopher Pyne MP

Shadow Minister for Education, Apprenticeships and Training
Australia



In 1993, at the age of 25, Christopher Pyne was elected to the House of Representatives for the seat of Sturt.

Christopher is the Shadow Minister for Education, Apprenticeships and Training and Manager of Opposition Business in the House of Representatives.

In his time in Parliament he has been Minister for Ageing, Assistant Minister and Parliamentary Secretary for Health and Ageing as well as Parliamentary Secretary to the Minister for Family and Community Services, Chairman of the Electoral Matters and Communications Committees of the House of Representatives and Shadow Minister for Justice and Border Protection.

Before entering Parliament, Christopher practised as a solicitor and was a senior member of the Liberal Party, serving on both the Federal Executive (1990-91) and the South Australian State Executive (1988-92).

Christopher is a member of many community, social and sporting groups in his electorate, and a long time supporter of the mighty Redlegs Football Club!

Christopher is married to Carolyn and is the father of Eleanor, Barnaby, Felix and Aurelia.

Senthoran Raj

Manager, Policy & Development
Gay & Lesbian Rights Lobby, Sydney
Australia



Senthoran is the Policy and Development Coordinator of the Gay & Lesbian Rights Lobby. Senthoran has a B.A majoring in Gender and Cultural studies and is completing a law degree. He has been actively involved in advocating for sexuality, race and gender human rights as the Vice-President of Amnesty International NSW and Co-Chair of Amnesty International Australias Diversity Steering Committee.

Abstract:

Recognising Difference - Human Rights, Sexualities and Refugee Law

What counts as sexuality? What constitutes persecution? Who is the refugee? These disparate questions work together to construct how sexuality based persecution is conceptualised in international refugee law. However, the way these questions assume relevance and are interpreted in asylum law in Australia is fraught with challenges. Authenticating refugees on the basis of sexuality relies on suturing narratives of functioning sexuality to particular incidents of persecution. Emotion, desire and feeling are

obscured by a culturally coded administrative method of verification, a narrative process which produces a caricatured, Western and over determined legal trope of the gay or lesbian asylum seeker. Refugee experiences become mute and misunderstood within the context of where it seeks asylum. Responding to this, my paper will examine how and why the queer refugee remains grounded in these narratives of fixed identity. Moving beyond such a parochial legal imaginary, I will consider the possibilities of improving the understanding queer refugee experiences through a postcolonial and human rights-based discourse. Developing the scope of current debates in asylum law, I will offer some theoretical tools to broaden the current legal thinking around sexuality and persecution. While the queer refugee body has no currency in international law, I use it as an analytic term to encompass bodies that experience persecution framed in terms of their (perceived) queerness. Queerness as it relates to refugees is not necessarily confined to a particular sexual identity or identification. Exploring how sexualities and human rights violations emerge through how a refugee negotiates their sexual attachments, persecution, displacement and intimate practices, I will offer an educative framework that relies on relational forms of representation that recognise rather than naturalise sexuality-based cultural differences.

Gavin Rennie

Consultant
New Zealand Human Rights Commission
& Senior Lecturer Department of Social Practice Unitec, Auckland
New Zealand



Gavin Rennie is a senior lecturer in the Department of Social Practice at Unitec New Zealand and has just retired as Treasurer of the International Association of Schools of Social Work (IASSW). He teaches both Social Work and Community Development at undergraduate and graduate levels. Prior to joining the academic world 20 years ago he worked in community development in both a local authority and in the church sector. He is currently a New Zealand Trustee of Epic Employment Services and his research interests include the political activities of social workers and the links between theology, spirituality and social practice. He has recent publications on *The Church and Community Development Work in Community Development Practice in New Zealand* (ed Love Chile) and *On Becoming A Just Practice Practitioner in Down Under and Up Over* (ed David Epston). He is currently exploring the influence that community development has had on social work practice in New Zealand.

Abstract:

Use of Human Rights Education to Create Change at Community Level

Gavin and the team will facilitate an innovative human rights community development programme, Taku Manawa, being run in Aotearoa New Zealand through the NZ Human Rights Commission. With human rights education at its core Taku Manawa works with communities to build their ability to identify, advocate for, and resolve local human rights issues. It came from the realization that communities did not know about human rights, nor how to use them as leverage for action, and to legitimise their voice in decision-making. This workshop demonstrates the story of how the NZHRC has used human rights education to create meaningful and sustainable change - to build human rights capability amongst those most vulnerable to human rights violations, and to build understanding amongst those most able to violate, or defend, those rights.



Dr Ana Maria Rodino

Researcher
National Distance University
& Inter-American Institute of Human Rights
Costa Rica



Licentiate in Literature and Linguistics by the University of Rosario, Argentina; Master in Linguistics by the University of Costa Rica, and Ed.D. by Harvard University. Has specialized studies in the production of radio and TV educational materials. 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, and HR and Citizenship Education. Currently works as a researcher at the National Distance University of Costa Rica, and as educational consultant for the Inter-American Institute of Human Rights. Has been associated to the IIHR since 1992, and from 2000 to 2009 directed its Educational Unit. Was long-standing Pedagogical Coordinator of the IIHR' Interdisciplinary Course on Human Rights, and conducts the research of its annual Inter-American Report on Human Rights Education.

Abstract:

Human Rights Education in Latin America

For an endemically conflicted region such as Latin America, human rights education (hereafter HRE) stands as a hope. By empowering people as subjects of human rights and responsibilities, HRE could help prevent extended human rights violations, and contribute to build truly democratic, inclusive, and just societies. At present there is a strong trend in that direction in the continent, born from popular education movements from the 60s based on Paulo Freire's pedagogy of liberation and adult education methodology. What was originally a non-formal training parallel to human rights advocacy by civil society organizations (NGOs) is now a formal education trend being slowly but consistently incorporated into national public schooling.

The paper introduces two both political and pedagogical tools developed by the Inter-American Institute of Human Rights, IIHR, to promote such a process: one, an annual Research Report on the progress of HRE in the region, and the other, a curricular and methodological proposal for systematically incorporating HRE in the public school curricula. Then, it discusses the evidence gathered about the process of including HRE in school systems during the past two decades, emphasizing on its visible progresses, but also important shortcomings and gaps. Two representative cases are discussed: (a) the countries of MERCOSUR (South America Common Market), which are Argentina, Brazil, Paraguay and Uruguay, and (b) Guatemala.

Finally, the paper discusses the lessons learned up to now from those experiences that might help design educational public policy for post-conflict societies in Latin America as well as in other regions of the world.

John Ryan

Head of English, Kingscliff High School
& Freelance Academic
Australia



John Ryan is an independent scholar who teaches Secondary English on the NSW North Coast. He contributed the chapter "Towards a Human Rights Practice in the Classroom" in the book *Activating Human Rights in Education: Innovation, Transformation and Exploration* (2008) and recently presented a paper on Cultural Studies, Cultural Literacy and Education, at Crossroads, the International Cultural Studies Conference in Hong Kong (2010).

Abstract:

Cultural Literacy and Social Justice - Enabling Human Rights in and Beyond the Classroom

This paper argues that a social justice framework is essential for effective teaching and forms the basis of human rights education. Following the work of Paolo Friere and Henry and Susan Giroux, our concern is for a pedagogy of human rights that informs curriculum design based on experiential learning and includes the notion of educator as practitioner. The focus of the paper explicitly addresses the High School context where, we argue, models of Quality Teaching and Syllabus Outcomes explicitly engage with issues of social equity and specifically, student equity. Further, we argue there is real benefit to be gained by fostering partnerships between secondary and tertiary education sectors where there is attention to linked pedagogies of human rights and social justice. We refer to an innovative and unique partnership between two institutions: one tertiary and one secondary over a number of years, which has been productive, and valued by students and educators. We provide an example of best practice by evaluating a Student Equity Forum Everybody's Business: Human Rights and Social Justice in the 21st Century (2010) where 400 high school students from 18 regional high schools in northern NSW attended a one day event led and designed by students, in which the focus was on how a diversity of voices and issues can be explored through storytelling, expert knowledge, practitioner experience and self-reflection.



Camilla Schippa

Director
Institute for Economics and Peace
Global Peace Index, Sydney
Australia



Camilla Schippa is Director of the Institute for Economics and Peace (IEP) which produces the Global Peace Index - a tool for measuring the peacefulness of countries and identifying the drivers of peace. She manages the development of the Index as well as the research carried out, internationally, on and around the index. Schippa is also responsible for the Peace and Security portfolio of The Charitable Foundation, a private trust. Until early 2008, she was the Chief of Office of the United Nations Office for Partnerships. As Secretary to the UN Fund for International Partnerships (UNFIP) Advisory Board, Camilla oversaw the planning of Board meetings and was responsible for portfolios of funding valued at over US\$100 million. While at the United Nations, Schippa also assisted in overseeing the activities of the UN Democracy Fund, led the United Nations' engagement in the area of Sport for Development & Peace and was part of the team responsible for setting up the Peacebuilding Support Office.

Abstract:

The Metrics of Global Peace

Since 2007, the Global Peace Index (GPI) has worked to quantify the peacefulness of countries and to identify potential drivers of peace. It aims at making the data comparable over time in order to shed more light into the mechanisms that nurture and sustain peace.

Peace is a powerful concept. However, perhaps surprisingly, the notion of peace and its value in the 21st century is poorly understood. Historically, peace has been seen as something won in war, or else as an altruistic ideal. There are competing definitions of peace, and most research into peace is, in fact, the study of violent conflict. The difficulties in defining the concept of peace may partly explain why, until 2007, there had practically been no attempt to measure states of peace across nations. The starting point of the GPI lies in its definition of peace "the absence of violence", this is a definition most people will agree to which can also be measured.

The importance of the initiative stems from the fact that the major challenges facing humanity today are global – climate change, lack of fresh water, ever-decreasing bio-diversity and over-population, and as such call for global solutions. Peace is the essential prerequisite because without peace we will be unable to achieve the levels of cooperation, inclusiveness and social equity necessary to solve these problems, let alone empower the international institutions needed to regulate the challenges. The Index, which ranks 149 countries covering 98% of the world's population, is produced by the Institute for Economics and Peace, a global think-tank dedicated to the research and education of the relationship between economics, business and peace.

Establishing the peacefulness of nations is important but what is more important is to understand what creates peace. The index has been tested against a range of potential "drivers" or determinants of peace as well as correlated with a number of other indexes. This research has yielded interesting results.

Ced Simpson

Director
Human Rights Education Trust
New Zealand



Ced Simpson works in human rights promotion, education and facilitation, and is the director of the Human Rights in Education Trust established to develop human rights-based education in New Zealand. He has had careers in both education and human rights. He taught for ten years at senior secondary level in Tasmania, involved in development of school strategy, curriculum, assessment and governance. He has held senior leadership positions in Amnesty International in Australia, New Zealand, and at the international level where he was responsible for Amnestys global programme of development of human rights awareness, education and campaigning. He is chair of the board of trustees of his daughter's school, a member of the Australian College of Educators and the Australian Institute of Management, and was a member of the National Advisory Council for the New Zealand Action Plan for Human Rights.

Abstract:

Building Human Rights Culture in Schools - a New Zealand Initiative

Human Rights in Education is a collaborative initiative to strengthen New Zealand's education and human rights culture by developing learning communities that 'know, promote and live human rights and responsibilities'.

Educators who are partners in Human Rights in Education recognise human rights as a global taonga (cultural treasure) to which New Zealand has made a significant contribution, and 'a common standard' for their work in education. They are learning to use the international human rights framework explicitly and consistently to

- focus on the right of every young person to an education that respects and fulfils human rights,
- develop respect for self, others and learning,
- enable young people to be effective citizens of their school/centre and their local, national and global communities, who know and live their human rights and responsibilities.

This paper provides examples of how schools have gone about developing human rights-based education, fulfilling the requirements of the New Zealand Curriculum and a system commitment to best-evidence educational practice.



Dr Diane Sisely

Director
Australian Centre for Human Rights Education
RMIT University
Australia



Diane is Director of the Australian Centre for Human Rights Education (ACHRE) at RMIT University. The core work of ACHRE is to assist people and organisations understand, exercise and apply human rights in their daily lives.

She is a Member of the Victorian Mental Health Review Board, a founding Board Member of the Human Rights Law Resource Centre, a Member of the Committee for Liberty Victoria and a Member of the Enforceable Undertakings Panel for the Environment Protection Authority Victoria.

She led the Equal Opportunity Commission of Victoria from 1994 -2004 and has extensive knowledge and experience in working with all sectors of society to further respect for and application of human rights.

Abstract:

Creating a Human Rights Culture At Community Level

The report of the National Human Rights Consultation (2009) stressed the importance of creating a human rights culture in the Australian community and increasingly the phrase 'a culture of human rights' is being used by educators and human rights practitioners and advocates alike. But what is meant by 'the culture of human rights' or a 'human rights culture'? Is there such a thing as a human rights culture? What does it look like? Alternatively are there many human rights cultures? How would we recognize one if it existed? I will explore these questions in this paper. In doing so I will draw on the work I have been undertaking with the Victorian Local Governance Association and five local governments in Victoria to develop an understanding of what a culture of human rights at the local level might look like, how it might be achieved and the leadership role necessary to achieve it. I will also discuss one of the products of this work, a Toolkit, From Compliance to Culture, that assists local governments in Victoria build a local culture of human rights and assists them to proactively fulfil their responsibilities under the Victorian Charter of Human Rights and Responsibilities.

Prof Máté Szabó

Head of the Department of Political Science and
Director Institute of Political Science
Eötvös Loránd University
& Parliamentary Commissioner for Civil Rights
Hungary



Dr. Máté Szabó was elected the Parliamentary Commissioner for Civil Rights of Hungary by the Hungarian Parliament for 6 years in 2007 September. He received his degree from the Faculty of Law of Eötvös Loránd University (Budapest) in 1980, and the title 'Doctor of Political Science of the Hungarian Academy of Science' in 1996. From 1 November 1999 he has served as the head of the Department of Political Science, then from 1 November 2001-1 July 2010 – after its transformation into Institute of Political Science – as the director of the Institute. He is a founding member of the Hungarian Political Science Association and the Hungarian Humboldt Association and a member of the Political Science Committee of the Hungarian Academy of Science and several international associations of sociology and political science. From 1991 to 2000 he was one of the founding editors of the Political Science Review, from year 2000 he is the member of the editing committee.

Abstract:

From Political Education to Human Rights Education - a Missing Link of the Change of the Regime

The Communist systems or regimes indoctrinated and manipulated their subjects by means of an all-embracing propaganda machine and also by political education from kindergarten to the university and beyond. Elements of this system of indoctrination can be characterized as school based and youth political organisation-based pillars. The main goal was to socialize new generations according the principles of Marxism-Leninism to obedient subjects of these totalitarian and authoritarian systems.

The regime change in 1989-1990 has dissolved the closed system of ideological propaganda but left a vacuum behind. Neither in Hungary nor in the other post-communist regimes was the post-totalitarian human rights education established on a broader scope towards the citizens. While during the postwar-period US support helped West-Germany and Austria to establish a new citizen's education, it was only exceptionally introduced for the new Eastern parts of the reunified Germany and no other countries followed this pattern. Human rights education in schools and by political organisation is a missing link of the transformation to a new political culture. It has to be mentioned that European studies brought some impulses supported by the pre-and post-accession EU programmes in the new member states. In Hungary and in other countries ombuds' institutions are looked upon as guiding actors of citizen's right education. This is a kind of practical education of learning by doing: people who are involved complain against constitutional misuses or improprieties in relation to the procedures of authorities, the ombudspersons and their colleagues try to criticize and correct these problems and finally give a feedback to the citizens. This function connects state and civil society and roots in the tradition of the anti-communist civic movements before 1989. The ombuds' institutions spread throughout Europe after the 1989 „revolutions”(T. G. Ash). Some of the Western democracies also accepted this new type of controlling mechanisms within the constitutional system, with the aim to try to reach a balance between the powerful state bureaucracies and the civil society by developing law and order control mechanisms to the citizen's own institutions. As John Stuart Mill formulated in his great essay „On Freedom”: „the practical part of the education of free people”. This way of thinking is so much in need because illiberal tradition of the communist past is still alive and on the other hand schools and political systems have not been involved in the systematic human right's education programmes.



Dr Helen Szoke

Commissioner
Victorian Equal Opportunity and Human Rights Commission
Australia



Helen Szoke is the Commissioner with the Victorian Equal Opportunity and Human Rights Commission. She has held this position since 1st October 2009. Previously she was the Chief Executive Officer and the Chief Conciliator for the Victorian Equal Opportunity and Human Rights Commission, a position she held since December 2004.

She has previously held positions relating to management, community development, organizational development and regulation in the education and health sectors.

Helen is currently a Director of the Adult Migrant Education Services, and a Board Member of Multicultural Arts Victoria. She has held various other statutory and Directors positions including the National Health and Medical Research Licensing Committee, the Scientific Advisory Committee for the Key Centre for Women's Health, a Director with Women's Health Victoria and various community agencies. She also served one term as a local city councilor.

Held holds BA (University of Tasmania), M A Preliminary (Deakin University), Graduate Diploma in Public Policy (University of Melbourne) and a PhD (University of Melbourne).

Abstract:

Values in Education: Human Rights, Peace, Cultural Diversity and Intercultural Dialogue

Dr Helen Szoke will speak on eradicating prejudices about human rights that exist in the hearts and minds of those whose rights are most likely to be ignored or, at worst, violated and how education will provide the platform to overcome this.

She will also talk about the observations that the Victorian Equal Opportunity and Human Rights Commission have made about the stages of knowledge and understanding that the communities and organisations we work with pass through – and the implications that these have for all of us who are seeking to educate others about human rights.

Dr Phillip Tahmindjis

Acting Director

Human Rights Institute of the International Bar Association, London
United Kingdom



Dr Phillip Tahmindjis is Deputy Director of the Human Rights Institute of the International Bar Association, London. He has undertaken human rights training of lawyers in Iraq, Libya, Palestine, Pakistan, Nepal, Swaziland, Afghanistan, Jordan, Dubai and the Former Yugoslavia, and has compiled a Human Rights Training Manual in conjunction with the UN High Commission for Human Rights. His other responsibilities have included the establishment of a bar association in Afghanistan, rule of law missions to Russia, Nepal and Pakistan, and the establishment of global guidelines for human rights fact finding. He is also a trustee of the Southern Africa Litigation Centre.

Phillip has degrees in Arts and Law from the University of Sydney, a Master of Laws degree from University College London, and a Doctorate from Dalhousie University, Canada. Admitted to the bar of New South Wales in 1978, he is the former Head of the School of Law at QUT and a former member of the Queensland Anti-Discrimination Tribunal. He has been a consultant to private industry and government with respect to the implementation of human rights (particularly with respect to anti-discrimination measures) and is the editor of four books and the author of several articles in this area.

He has held executive positions in several organisations, including President of the Queensland branch of Amnesty International, Trustee of the Queensland AIDS Council, and Vice-President of the International Lesbian and Gay Lawyers Association.

Abstract:

Educating Lawyers in Human Rights in Post-Conflict Countries - Lessons from Iraq, Palestine, Libya, Afghanistan and Swaziland

The Human Rights Institute's experience in training legal professionals in human rights in developing and post-conflict countries illustrates - and magnifies - many of the problems endemic in human rights education generally. Drawing on experiences in training lawyers, judges and prosecutors from Iraq, Palestine, Libya, Nepal, Afghanistan and Swaziland, this presentation will concentrate on the attempt to maximise the impact of human rights education and create a lasting ownership of human rights principles. The balance between theory and practice, issues surrounding universalism, and the teaching methodology itself, while they are important, must nevertheless compete with cultural and professional hierarchies, language barriers, the (un)availability of materials and the scramble of NGOs to obtain funding to enable them to be able to do anything at all. NGOs based in "western" countries must also meet the accusation of neo-imperialism. If the impact of human rights education is to last beyond the classroom and be effectively put into practice, the relationship between educator and learner must not cease with the conclusion of formal instruction. How can learning continue when teaching stops?



Sarah Tobhi Motha

Coordinator, Human Right Education Centre
& Umphakatsi Peace Ecovillage
South Africa



Sarah Motha is former National Human Rights Education Coordinator for Amnesty International Co-ordinator SA specialising in international human rights law, refugees, gender based violence and community development. Holds Masters in international human rights law and forced migration studies at Wits University, educator in formal education, completed Training for Transformation a Frerian Course, founder and co-ordinator Human Rights Education Centre working across Africa, founder of Umphakatsi Peace Eco village in rural sector Mpumalanga a model for holistic sustainable development. Worked on action research at Wits University on education rights for documented, undocumented migrants, refugees and asylum seekers, travelled extensively, and chosen in 2009 to address European Council on creating a culture of peace through human rights education. Completed research and facilitation for National Education Department on human rights clubs.

Abstract:

Human Rights Education: community based approaches

Africa is a multi wounded society as a result of past and present violations on different aspects ranging from political, economic, social, cultural and environmental factors. Human rights education approaches must recognise these factors and used as a point of departure for healing and towards radical transformation. Understanding the root causes of violations using this analysis is at the core of the pedagogy. In this regard we remain unapologetic about our work of using a rights based, dialogic approaches with grass roots structures to promote and protect. Since independence from colonial rule, different institutional and structural mechanisms have been put in place to work towards development of Africa such as African Union, African Charter on People's and Human Rights and African Commission on Human Rights.

Using Max Neef's analogy of human needs, conflicts and wars in Africa have denied fundamental rights and needs of shelter, food, affection, idleness, creativity, understanding, freedom, participation, identity. The differences in shapes, looks, colour, religion/spirituality, place of birth must be used as a strength rather than a point of conflict. From our Africa and world development history, it is now accepted that the human beings of the world originated in Africa and we are all genetically similar. We argue for holistic development and transformation using multichannel functions of learning -left and right brain, heart, and emotions.

Human rights law is evolving, not static and remains relevant to time and space. For the marginalised it is a strongest pillar of society and communities must know how it works through human rights education. The whole process must be participatory, relevant to community needs ranging from material development, critical analysis to action and reflection. Literacy is important, in essence for human rights education material development must emanate from the voices of communities in particular indigenous communities who are at the lowest of the margins. Human rights laws must be used to galvanise support for literacy projects, we argue. Human rights law is as strong as we want it to be and can be as weak as we want to be. Using popular education mediums such as films, sculpture, art works, images as codes - a space for generative thematic dialogue is presented and animators support the process of continuous education and struggle for sustainability.

Reflect as a powerful tool of empowerment using bottom up approaches. Background to reflect can be traced to the works of Paulo Freire and Robert Chambers.

Maneesha Wanasinghe-Pasqual

Lecturer
University of Colombo
Sri-Lanka



Maneesha Wanasinghe - Pasqual has been a Lecturer attached to the University of Colombo since 2000. Maneesha's areas of interest, though eclectic, remain predominantly focused on human rights, conflict analysis, human security, peacebuilding, and peace education. A doctoral candidate at George Mason University, USA, she obtained a Masters from University of Notre Dame, USA in 2002. She has conducted original research in peace education, diaspora activism in country-of-origin, and human security in South Asia. While a doctoral candidate, she also a full-time lecturer attached to the Department of International Relations, University of Colombo and lecture on conflict resolution, international human rights, human security, and area studies to undergraduates and graduate students.

Abstract:

Human Rights Education as a Mechanism for Building Peace: Inculcating Human Rights Ideals through Peace Education

Peacebuilding, as noted by Lederach (1997) and Jeong (2002) illustrate the need to build trust within a process of social reconstruction (Jeong 2003: 291). To build peace and to enhance success of any post-war scenario, such as the Sri Lankan case study, requires the expansion of focus from the short-term management of the hard-won Negative Peace to enhancement of a robust path towards Positive Peace (Galtung 1969, 1995, 2008). In this path towards Positive Peace, the significance of Human Rights including ideals of equality, justice for all, social, economic, civil, and political rights and freedoms and their protection remain at the forefront. This study argues for the inculcation of positive peace ideals, which entail respect for human rights, as a means of achieving peace amongst the people of Sri Lanka. In a post-war scenario, where equality, justice, acceptance, and human rights concerns remain at the forefront, education at school level target result-oriented education. Therefore, the conundrum exists as to how to introduce students to diverse experiences that would inculcate positive peace ideals within an already crowded and result-oriented education sector. Despite the competition for newer subjects to be incorporated by the educational sector, concepts that fall under the rubric of Positive Peace ideals including Human Rights remain inadequately represented. For negative peace to continue and for positive peace to be achievable, it is vital for children to understand rather than memorize human rights ideals. The need here is to inculcate positive peace ideals and, in the process, build peace amongst the divided societies of Sri Lanka. This study underpinned by interview data from educators and policymakers from within Sri Lanka argues for the inculcation of Positive Peace ideals within the rubric of school curricula, using formal and informal mechanisms, and ensuring their inculcation through subtle means as a means for building peace and transforming social relationships and ideals.



Dr Helen Watchirs OAM

ACT Human Rights and Discrimination Commissioner
Canberra
Australia



Helen Watchirs, was appointed as the ACT Human Rights and Discrimination Commissioner in 2004 and her work has focussed on Human Rights Audits of ACT detention facilities. She has 28 years experience as a human rights lawyer working for Federal Government agencies, and as an employee, consultant and/or expert to several United Nations agencies in Geneva, including UNAIDS, WHO, ILO, UNDP and the Office of the High Commissioner for Human Rights. Her PhD in human rights and Masters in Public Law from ANU focus on HIV/AIDS & human rights issues.

Dr Watchirs is a member of the Federal Ministerial Advisory Council on Blood Borne Viruses & Sexually Transmissible Infections. She performed consultancy work for the former ANCHARD, and the Australian Health Ministers' Advisory Council. She has been awarded several scholarships by organisations including WHO (Harvard/WHO Collaborating Centre on Health Legislation), the NH&MRC, and the AIDS Trust (Jonathan Mann Health & Human Rights Fellowship).

At the community level Dr Watchirs chaired the ACT Disability Aged and Carer Advocacy Service, and was a legal member of the Social Security Appeals Tribunal and ANU Ethics Committee. She is a member of the WHO Mental Health, Human Rights and Legislation Faculty.

Dr Yehudi Webster

Lecturer
California State University, Los Angeles
United States of America



Dr. Yehudi Webster holds degrees from Warsaw, London, and Warwick Universities, and teaches in the Department of Sociology, California State University Los Angeles. He has published two books on racial and ethnic relations and multicultural education, as well as papers on critical thinking, education reform, and human identities. He is currently investigating the formative influences of Greco-Roman and Abrahamic intellectual legacies on Western civilization and modernity's discontents.

Abstract:

Human Rights Education: Four Components and Expected Outcomes

In the beginning, they were philosophers and poets, prophets, theologians, and dramatists that forged a human project. Over millennia, through specialization, their narratives were divided into segmented disciplines within the humanities, natural sciences, and social sciences. Much progress has been made within the specializations. However, in the process, a human-centric perspective—a holistic focus on

human experiences, human obligations, and attention to human rights as a human responsibility - became marginalized. This presentation suggests that Human Rights Education (HRE) should restore the original human project—a necessary precondition for political and legal realization of the ideal “human rights.” HRE courses would be multidisciplinary—inclusive of contributions from philosophers, legal scholars, social scientists, and protagonists of religious studies. They would encompass the fields of critical thinking, development economics, law, and peace studies. Some expected intellectual outcomes would be graduates that value learning and knowledge as ends in themselves, are committed to sound reasoning, and knowledgeable of the ancient traditions that shape ideas of human nature, human identities, and human rights. The realization of the ideal of human rights begins in specific intellectual transformations.

Pera Wells

Former Secretary General
The World Federation of United Nations Associations
and Visiting Scholar, Ormond College
Melbourne University
Australia



Pera Wells was educated at Lauriston and Melbourne University. After graduation, she worked at The Age and was then recruited into the Department of Foreign Affairs. She pioneered many developments in her diplomatic career – she was the first woman to be posted to black Africa as a diplomat, to Ghana 1973 – 76; she created the first Human Rights position in the International Organizations Division (1976 – 78) and following her posting to the UN NY (1979-82) and after a year as the speech writer for the Governor General, Sir Ninian Steven (1983), she set up the first Human Rights Section in the Department and was then seconded to the Commonwealth Secretariat in London to create the first Human Rights Unit (1985 – 87). In 1989, when environmental issues gained traction on the UN agenda, she set up the first Environment Section in DFAT. Following her posting to India, she created the first Cross-Cultural Program for DFAT, which led her into research projects with the Research Institute for the Asia Pacific (RIAP) and BHP. After she left DFAT she was appointed as the Executive Director of the Federation of Ethnic Communities Councils. In 2000, she worked for the World Federation of United Nations Associations in New York, serving as Secretary-General from 2006- 2009. She is not resident at Ormond College, University of Melbourne where she is leading the Sustainability Program.



Professor Roman Wieruszewski

Professor of Human Rights
The Institute of Legal Studies of Polish Academy of Sciences
andnd Director
The Poznan Human Rights Centre
Poland



Roman Wiernuszewski is Professor of Human Rights at the Institute of Legal Studies of Polish Academy of Sciences and Director of the Poznan Human Rights Centre. Between 1989-92 Roman assisted with development of Polish Constitution as the Polish Parliamentary Constitutional Committee expert. Prof Wiernuszewski has extensive international human rights experience. He has participated in monitoring of AI trial in Ukraine (1990), participated in OSCE Human Rights Fact Finding Mission to the Former Yugoslavia (1991-92), was Head of the Former Yugoslavia unit in the UN Centre for Human Rights in Geneva (1992-95) and then the Chief of Mission of the UN High Commissioner for Human Rights Field Operations in the Former Yugoslavia (1996-98). Roman also was a member of the UN Human Rights Committee (2002-06) and head of Human Rights Advisory Committee for the Polish Ministry of Foreign Affairs.

Currently in addition to his teaching at Polish and international universities he is ad hoc judge at the European Court of Human Rights, member of the Polish Refugee Board and of the LGBT Discrimination Advisory Board, OSCE Human Rights Expert and member of many editorial boards.

Abstract:

International Human Rights Education: Educating for Human Rights Peace and Intercultural Dialogue

HRE has been playing a crucial role in the process of transition from the totalitarian into the democratic system in post – communist countries. That education needs further support. In that region we are still striving to establish a human rights culture. Countries members of the European Union have broader range of possibilities to improve that process. Also regional European organizations Council of Europe and OSCE are plying an important role. More should be done to employ possibilities offered by the treaty body system and newly established mechanism under the auspices of the Human Rights Council - Universal Periodic Review.

Dr Denise Wood

Senior Lecturer
School of Communication, International Studies and Languages
University of South Australia
Australia



Denise is a senior lecturer and researcher in the School of Communication, International Studies and Languages at the University of South Australia. Her research focuses on the use of Web 2.0 and 3D virtual worlds to increase the social participation people with disabilities. She is currently leading a project funded by the Australian Learning and Teaching Council, which involves the design and development of an open source, accessible 3D virtual learning platform and she is also leading a service learning initiative funded by the South Australian Government, Office for Volunteers, which aims to empower communities to establish and maintain accessible websites. She is a member of the Australian Communications Consumer Action Network (ACCAN), Standing Advisory Committee on Disability Issues (SACDI) as well as various advisory committees and working groups concerned with increasing social participation through improved access to information and communication technologies.

Abstract:

Facilitating Student Commitment to Social and Ethical Practice in the Undergraduate Curriculum

New and emerging Information and Communication Technologies such as Web 2.0 sites and 3D virtual worlds provide unprecedented opportunities for people who have disabilities and those who are geographically or socially isolated to share information, access services and communicate with others. At the same time, these technologies introduce new barriers to people with disabilities given the dynamic and media rich content that characterises such environments. As educators embrace such media rich technologies for teaching and learning they need to ensure that the United Nations Convention on the Rights of Persons with Disabilities are upheld. This paper addresses both the need for teachers to ensure that learning environments utilising media rich technologies are accessible and inclusive, while also emphasising the importance of engaging their students in activities designed to facilitate commitment to accessible design practices. In the first section of the paper, the outcomes of research undertaken through funding provided by the Australian Learning and Teaching Council and a Telstra-TJA Christopher Newell award for Telecommunications and Disabilities involving the design and development of a virtual learning environment that is accessible to students with disabilities are reported. In the second section, a case study based on a collaborative partnership between the South Australian Government, Office for Volunteers and the University of South Australia in which students undertake service learning with community sector organisations is described. Through this program, final year undergraduate students develops skills in accessible web design within an inclusive curriculum that focuses on social and ethical action and responsible use of digital media, while also contributing to the community sector organisations the program serves. The paper concludes by arguing that educating about the rights of people to have access to information and communication and technologies involves a complex inter-relationship involving: 1) ensuring the higher education teaching and learning environment itself is accessible; 2) the pedagogical practices required to facilitate student commitment to responsible use of digital media and commitment to social and ethical action are fundamental to the curriculum; and 3) universities foster service learning programs aimed at building the capacity of community organisations themselves to demonstrate a commitment to social and ethical action through the provision of accessible services.



Associate Prof Joseph Zajda

Australian Catholic University, Melbourne
and Research Fellow, Eidos Institute
Australia



Dr Joseph Zajda, is Associate Professor in the Faculty of Education at the Australian Catholic University (Melbourne Campus). He specializes in globalisation and education policy reforms, comparative and international education (Russia, Poland, and Australia), globalisation, education and policy, decentralisation and privatisation, and excellence and quality in education. He has written and edited 24 books and over 100 book chapters and articles in the areas of globalisation and education policy, higher education in Russia, and curriculum reforms. Recent publications include *Globalization, Education and Social Justice* (2009) Dordrecht: Springer, Zajda, J. & Daun, H. (Eds.) (2009). *Global Values Education: Teaching Democracy and Peace* (Dordrecht: Springer), Zajda, J & Rust, V. (2009). *Globalisation, Policy and Comparative Research: Discourses of Globalisation*, Zajda, J. & Freeman, K. (2009). *Race, Ethnicity and Gender in Education: Cross-Cultural Understandings*, Zajda, J. Daun, H. & Saha, L. (Eds.) (2009). *Nation-Building, Identity and Citizenship Education: Cross-Cultural Perspectives* (Dordrecht: Springer), and *Schooling the New Russians* (James Nicholas Publishers, 2007). He is also the editor of the twelve-volume book series *Globalisation and Comparative Education* (Springer, 2009 & 2010). He edits *World Studies in Education, Curriculum and Teaching*, and *Education and Society* for James Nicholas Publishers. He received the Vice-Chancellor's Award for Excellence in Teaching, Australian Catholic University.

Abstract:

What is the Culture of Human Rights?

Globalisation, neo-liberalism and competing ideologies have affected the nature of the debate in human rights education globally. The paper explores the problematic relationship, within the cultural and social context, between human rights education, ideology and the state. Human rights education is an attempt to answer the following question: How can we contribute to the creation of a more equitable, respectful, peaceful and just society for everyone?



List of Participants

(as at 22nd of October 2010)



Title	First Name	Surname	Company
Mr	John	Abdel-Ahad	Corrective Services NSW
Ms	Hasmah	Abdul Manaf	Human Rights Commission of Malaysia
Mr	Dan	Abraham	Attorney Generals
Mr	Sabastine Chukwudi	Abugu	Eremaks Chambers
Dr	Mariko	Akuzawa	University of Hyogo
Dr	Kath	Albury	University of NSW
Mrs	Chris	Aldous	Mercedes College
Dr	Abulinahwgafar	Alfadil	Sudanese National Democratic Alliance - NDA
Miss	Muna	Alhammadi	Deakin University
Mr	Harry	Allie	University of Western Sydney
Mr	Vincenzo	Andreacchio	Department of Education and Children's Services
Dr	Kerry	Ang	Australian Catholic University
Ms	Berice	Anning	University of Western Sydney
Mr	Mohamed Mowjoon	Athambawa	University of Technology, Sydney
Ms	Brenda	Bailey	PIAC
Ms	Shabnam	Baloch	Strengthening Participatory Organization
Ms	Maryanne	Bani	
Mrs	Renate	Barnett	I-India Project Australia
Mr	Amal	Barua	Bangladesh Minority watch (BDMW)
Mr	Dibakar	Barua	Bangladesh Minority watch (BDMW)
Ms	Melanie	Basto	UWS Student
Ms	Moo	Baulch	ACON (NSW) + Carta de la Paz (Barcelona)
Prof	Boguslawa	Bednarczyk	Jagiellonian University
Dr	Savita	Bhakhry	National Human Rights Commission of India
Dr	Kul	Bhurtel	Court of Appeal
Mr	Lynda-Ann	Blanchard	University of Sydney
Ms	Sue	Bloom	Tibetan Community of Australia (NSW) Inc
Ms	Barbara	Bosley	University of Western Sydney
Prof	Gary	Bouma	Monash University
Ms	Amanda	Bourke	
Dr	Liz	Branigan	RMIT University
Hon	Catherine	Branson	Human Rights Commission
Mr	Adam	Breasley	
Ms	Jennifer	Breckenridge	Human Rights Unit, Department of Justice
Mrs	Noeline	Briggs-Smith	University of Western Sydney
Dr	Pauline	Bunce	
Mr	Julian	Burnside	The Victorian Bar
Dr	Nina	Burrige	Univerisity of Technology, Sydney
Prof	Allister	Butler	North West University
Miss	Cate	Caldwell	Macquarie University
Mr	Tom	Calma	Human Rights and Equal Opportunity Commission
Ms	Nicole	Cardinal	Save the Children
Mr	Joel	Cardinal	Simon Fraser University
Ms	Clare	Carnell	Blackburn Chambers
Ms	Yvette	Cehtel	Tasmanian Aboriginal Centre
Dr	Dany	Celermajer	University of Sydney
Ms	Sharny	Chalmers	PIAC
Miss	Renee	Chan	The Fred Hollows Foundation
Ms	Aivee	Chew	UNICEF Australia
Ms	Andrea	Christie-David	Migration Institute of Australia
Mr	Chundy	Chundy	Community Legal Education Center
Ms	Pam	Clausen	Wesley College
Mr	Rachelle	Coe	University of Western Sydney

Position	Country
Co-ordinator Cultural and Linguistic Diversity	Australia
Officer, Education & Promotion Division	Malaysia
Principal Legal Officer - Human Rights Action Plan	Australia
	Nigeria
Associate Professor	Japan
Lecturer	Australia
Teacher	Australia
Member	Saudi Arabia
HDR student	Australia
Standing Member, Indigenous Advisory Board	Australia
Executive Officer	Australia
Lecturer	Australia
	Australia
Student	Australia
Senior Policy Officer	Australia
ME&R Specialist	Pakistan
	Vanuatu
Secretary	Australia
Active member	Bangladesh
Active member	Bangladesh
Student	Australia
Anti-Violence Project	Australia
Professor	Poland
Senior Research Officer	India
Judge	Nepal
	Australia
Liaison Officer	Australia
Business Analyst	Australia
UNESCO Chair in Interreligious and Intecultural Relations - Asia Pacific	Australia
	Australia
	Australia
President & Human Rights Commissioner	Australia
	Australia
Manager	Australia
Standing Member, Indigenous Advisory Board	Australia
Teacher	Australia
Barrister	Australia
Senior Lecturer	Australia
Social Work Department	South Africa
	Australia
Former Indigenous Social Justice Commissioner & Race Discrimination Commissioner	Australia
Policy, Research and Advocacy Adviser	Australia
Student	Canada
Barrister (Reader)	Australia
Project officer/legal researcher	Australia
Director, Master of Human Rights	Australia
Project Co-ordinator	Australia
Public Affairs Assistant	Australia
Advocacy Manager	Australia
	Australia
Senior Attorney and Program Manager	Cambodia
Teacher/Head of Community Service	Australia
Lecturer	Australia



Title	First Name	Surname	Company
Prof	Daniella	Coetzee	University of the Free State
Mrs	Julie	Copley	Scrutiny of Legislation Committee, Queensland Parliament
Dr	Helen	Correia	University of Western Sydney
Ms	Isobel	Crumblin	Rotaract Club of Sydney
Ms	Julie	Dardel	IDEAS NSW
Ms	Pip	Dargan	Asia Pacific Forum
Ms	Vicky	Darling	Scrutiny of Legislation Committee, Queensland Parliament
Ms	Mahshid	Davaranpourfard	
Ms	Gareth	Davies	Attorney Generals
Mr	Hassan	Davoodifard	UPM University
Mr	Gerardo	De Liseo	Anti-Discrimination Board of NSW
Dr	Loretta	de Plevitz	QUT Faculty of Law
Prof	Pierre	De Vos	University of Cape Town
Mr	Mark	Dean	En Masse
Ms	Julie	Deane	Macarthur Disability Services
Mr	Charmian	Dennett-Figg	Australian Federal Police - Crime Prevention
Dr	Surya	Dhungel	Nepal Consulting Lawyers Inc.
Ms	Maria	Dimopoulos	Myriad Consultants Pty Ltd
Ms	Danelle	Dobinson	Queensland University of Technology
Prof	Kevin	Dunn	University of Western Sydney
Ms	Gosia	Dybka	Community Relations Commission
Mrs	Sheron	Eagar	
Ms	Erina	Early	LHMU
Br	Jasper	Erekosima	Eremaks Chambers
Ms	Azadeh	Etminan	University of NSW
Miss	Amber	Evangelista	Amnesty International Australia
Ms	Karla	Fallon	Amnesty International
Mr	Farid	Farid	University of Western Sydney
Mr	Malcolm	Fialho	University of WA
Mr	John	Fox	Victoria University
Ms	Julie	Fraser	Law Institute of Victoria Young Lawyers Section
Ms	Bron	Fraser	UnitingWorld
Dr	Fran	Gale	University of Western Sydney
Ms	Seranie	Gamble	Aboriginal Legal Service of Western Australia
Ms	Kareena	Gay	Monash University
Dr	Paula	Gerber	Monash University
Mr	Richmond	Glasgow	En Masse
Ms	Grace	Grace	Scrutiny of Legislation Committee, Queensland Parliament
Mr	Daniel	Gromann	Consulate General of the Republic of Poland
Mrs	Cathy	Groves	Equal Opportunity Commission
Ms	Semra	Guler	Western Sydney Community Forum
Mr	Fahim	Hakim	Afghanistan Independent Human Rights Commission
Miss	Chantel	Haldar	Bankstown Aged Care Assessment Team
Ms	Jennie	Hammet	Save the Children
Mr	Chhaya	Hang	Khmer Institute of Democracy
Ms	Rachael	Hanley-Welsh	University of Western Sydney
Ms	Catherine	Harding	Human Rights Unit, Department of Justice
Hon	John	Hatzistergos	Attorney General
Mr	Scott	Hearnden	University of Sydney
Ms	Alanna	Hector	NAPCAN
Mr	Keith	Heggart	University of Technology, Sydney
Mr	Nalin	Hewawasam	Sydney University
Ms	Ann	Hine	South Australian Refugee Health Network

Position	Country
Director	South Africa
Research Director	Australia
	Australia
	Australia
CALD Project Officer	Australia
Deputy Director	Australia
Member of Parliament	Australia
	Islamic Republic of Iran
	Australia
Student	Malaysia
Regional Manager	Australia
Senior Lecturer	Australia
Claude Leon Foundation Chair in Constitutional Governance	South Africa
Managing Director	Australia
Manager - Community Development and Training	Australia
	Australia
Attorney at Law	Nepal
Director	Australia
Senior Equity Officer	Australia
Professor in Human Geography and Urban Studies	Australia
Senior Government Relations Advisor	Australia
	Australia
Industrial Officer	Australia
	Nigeria
PhD Candidate	Australia
Victorian Schools Convenor	Australia
	Australia
PhD Candidate	Australia
Senior Diversity Officer	Australia
Lecturer - Social Work	Australia
President	Australia
Development Education Officer	Australia
Lecturer	Australia
International Law and Human Rights Solicitor	Australia
	Australia
Senior Lecturer	Australia
	Australia
Member of Parliament	Australia
Consul General	Australia
Manager, Substantive Equality Unit	Australia
Regional Resource Worker	Australia
Deputy Chair	Afghanistan
Social Worker	Australia
Education Coordinator	Australia
Executive Director	Cambodia
Student	Australia
Legal Policy Officer	Australia
	Australia
	Sri Lanka
National Manager - Policy and Advocacy	Australia
Student	Australia
Student	Australia
Secretary	Australia



Title	First Name	Surname	Company
Dr	Paul	Hine	Management Committee
Ms	Vincie	Ho	SMLC, University of Hong Kong
Mr	CJ	Hobbs	Australian Federal Police - Crime Prevention
Dr	Wendy	Holland	University of Western Sydney
Ms	Dani	Howden	En Masse
Ms	Jessica	Howell	Department of Education, Employment and Workplace Relations
Ms	Monique	Hughes	UNICEF Australia
Mr	Mojibul	Huq	BRAC
Ms	Theresa	Jackson	
Ms	Susan	Jarnason	Diversity Health POWH
Mr	Mathew	Jessep	Marrickville Legal Centre
Mr	Niaz	Kandhir	Sydney University
Mr	Pablo	Kang	Department of Foreign Affairs and Trade
Mr	Simon	Karunagaram	Human Rights Commission of Malaysia
Ms	Maria	Katsabanis	AHRC
Sr	Geraldine	Kearney	Sisters of the Good Samaritan
Ms	Julie	Kennedy	Griffith University
Miss	Vivian	Kenny-Levick	University of Sydney
Ms	Mitra	Khakbaz	Equity Services Department QUT
Mrs	Debbie	Kilroy	Sisters Inside Inc
Ms	Kristiana	Kilvert	And Human
Ms	Alison	King	Institute of Legal Studies, ACU
Ms	Nancy	King	Charles Darwin University
Ms	Emma	King	uwsconnect Ltd
Hon	Michael	Kirby	Former Judge of the High Court of Australia
Dr	Peter	Kirchschläger	Centre of Human Rights Education
Ms	Tokiko	Kiyota	The Japan Foundation
Ms	Carla	Klink	Human Rights Commission
Ms	Sandie	Knapp	Human Rights Commission
Mr	Barney	Koo	Rotary CBD Club
Ms	Tanja	Kovac	Eastern Community Legal Centre
Mr	Sacha	Krjatian	Sachas
Mr	Jen	Kwok	NTEU
Ms	Claire	Lacdao	Legal Assistance Center for Indigenous Filipinos
Ms	Luciane	Lauffer	
Ms	Rachel	Lazarov	
Miss	Hazel	Leano	Uniting Aboriginal & Islander Christian Congress
Ms	Katerina	Lecchi	Australian Human Rights Commission
Mrs	Sandra	Lee	University of Western Sydney
Ms	Penny	Lee	Save the Children
Ms	Jessica	Lenehan	
Mr	Royce	Levi	
Ms	Lesley	Lewis	University of Sydney
Mr	Kelley	Loper	The University of Hong Kong
Miss	Aida	Lopez	
Mr	Billy	Lopez	
Ms	Tatiana	Lozano	University of Western Sydney
A/Prof	Jake	Lynch	CPACS, University of Sydney
Mr	Phil	Lynch	Human Rights Law Resource Centre
Ms	Nell	Lynes	
Ms	Sem	Mabuwa	World Vision Australia
Dr	Trish	Madigan	Dominican Sisters
Ms	Judy	Magassy	Monash University

Position	Country
Member	Australia
Language Instructor	Hong Kong
Constable	Australia
Associate Professor, Indigenous Australian Graduate Attribute	Australia
	Australia
A/g Assistant Director - External Relations	Australia
Advocacy and Education for Development Officer	Australia
Manger, Advocacy	Bangladesh
	Australia
	Australia
Solicitor	Australia
Student	Australia
Assistant Secretary	Australia
Head, Education and Promotion Division	Malaysia
	Australia
Delegate for Social Responsibility	Australia
PhD Candidate	Australia
Student	Australia
Senior Equity Officer	Australia
CEO	Australia
Diversity Educator and Human Rights Trainer	Australia
Lecturer	Australia
Director, Support & Equity Services	Australia
Retail Executive Officer	Australia
	Australia
Co-Director	Switzerland
Director	Australia
Advisor	New Zealand
Advisor	New Zealand
	Australia
Human Rights are Aussie Rules Co-ordinator	Australia
	Australia
Policy and Research Officer	Australia
Paralegal	Philippines
	Australia
	Australia
Resource Officer	Australia
Policy Officer	Australia
Standing Member, Indigenous Advisory Board	Australia
Education Coordinator	Australia
	Australia
	Australia
PhD Research Scholar	Australia
Director, LLM (Human Rights) Programme	Hong Kong
	Australia
	Australia
Manager	Australia
Director	Australia
Executive Director	Australia
	Australia
Human Rights Research Associate	Australia
Chair of NSWEC Living Faiths Commission	Australia
Student	Australia



Title	First Name	Surname	Company
Miss	Grace	Maguire	Edmund Rice Centre
Miss	Kate	Maher	Office of Police Integrity
Ms	Nala	Mansell-McKenna	Tasmanian Aboriginal Centre
Miss	Jessica	Manthey	University of Western Sydney
Ms	Tina	Marsh	Human Rights Commission
Mrs	Sam	Marsh	University of Western Sydney
Mr	David	Matas	University of Manitoba
Dr	Madeleine	Mattarozzi Laming	Australian Catholic University
Mr	Brad	McCarthy	Calvary Silver Circle
Hon	Robert	McClelland	Australian Government
Ms	Caroline	McGregor	Attorney Generals
Rev	Angus	McLeay	IsaiahOne
Dr	Julie	McLeod	University of Newcastle
Mrs	Malikeh	Michels	Auburn City Council
Miss	Lauren	Miles	Red Cross
Mrs	Jo-Ann	Miller	Scrutiny of Legislation Committee, Queensland Parliament
Ms	Francis	Milne	Balmain for Refugees
Mrs	Jen	Mitchell	Equal Opportunity Commission, Western Australia
Dr	Natalie	Mobini-Kesheh	Australian Baha'i Community
Ms	Eveline	Mouglalis	
Ms	John	Mubangizi	University of KwaZulu-Natal
Mr	Bob	Muir	Australian Federal Police - Crime Prevention
Mr	Cameron	Murphy	Civil Liberties Council
Ms	Chit Chit	Myint	Unique Study Abroad
Ms	Andrea	Myles	Univerisity of Technology, Sydney
Ms	Seema	Naidu	Pacific Regional Rights Resource Team/ SPC
Ms	Thanuja	Navaratne	United Nations Development Programme
Mr	Ndubuezi R.	Ndunze	
Mr	Marc	Newhouse	Equal Opportunity Commission, Western Australia
Ms	Thinh	Nguyen	Diplomatic Academy of Vietnam
Mrs	Van Anh	Nguyen	Center for Studies and Applied Science in Gender, Family, Women and Adolescents (CSAGA)
Ms	Alex	Nissen	Chisholm Institute TAFE
Ms	Kathy	Noble	Changeling Aspects
Ms	Rosslyn	Noonan	Human Rights Commission
Ms	Elzy	Ofreneo	Commission on Human Rights of the Philippines
Mr	Paul	Oliver	Consultant
Ms	Janice	Ollerton	University of Western Sydney
Mr	Mohammed	Omer Shareef	Student
Ms	Estela	Ortiz Rojas	Inter-American Development Bank
Mr	Reinhild	Otte	Council of Europe
Dr	Sev	Ozdowski	E&D University of Western Sydney
Mr	Mike	Paller	Human Rights Education Institute of Burma
Prof	Pranati	Panda	National University of Educational Planning and Administration
Mr	Seongwoo	Park	Hankuk Academy of Foreign Studies
Ms	Suraina	Pasha	Asia Pacific Forum
Mr	Pradeep	Pathak	Sydney University
Mrs	Carol-joy	Patrick	Griffith University
Mr	Jack	Pearson	University of Western Sydney
Mr	Eddie	Pegoraro	En Masse
Mr	Pan	Pemberton	The Intellectual Disability Rights Service
Dr	Annie	Pettitt	Australian Human Rights Commission
Mr	Mario	Peucker	European Forum for Migration Studies

Position	Country
	Australia
Communications Officer	Australia
Youth Worker	Australia
	Australia
Advisor	New Zealand
Student	Australia
Adjunct Professor, Faculty of Law	Canada
Lecturer	Australia
Support Worker	Australia
Federal Attorney General	Australia
Senior Legal Officer	Australia
Director	Australia
Senior Lecturer	Australia
Councillor	Australia
Volunteers Coordinator	Australia
Member of Parliament	Australia
	Australia
Project Officer, Substantive Equality Unit	Australia
Public Information Officer	Australia
	Australia
Deputy Vice-Chancellor	South Africa
Sergeant	Australia
President, NSW Council & Secretary, Australian Council	Australia
Managing Director	Myanmar
Student	Australia
Human Rights/Gender Trainer	Fiji
National Project Coordinator	Sri Lanka
	Nigeria
Training & Community Education Officer, Community Education	Australia
BA International Relations	Vietnam
Chairwoman of Foundation Committee	Vietnam
Senior Educator Program coordinator	Australia
President	Australia
Chief Commissioner	New Zealand
Director IV	Philippines
	Australia
	Australia
	India
Early Childhood Education Consultant	Chile
Expert on Education for Democratic Citizenship	France
Director	Australia
Deputy Director	Thailand
Professor	India
	Republic of Korea
Project Manager (Regional Training)	Australia
Student	Australia
Program Manager	Australia
Standing Member, Indigenous Advisory Board	Australia
Head of Strategy & Development	Australia
Educator	Australia
Director, Community Engagement	Australia
Researcher	Germany



Title	First Name	Surname	Company
Mr	Mathews	Philip	SICHREM
Ms	Paula	Pirihi	Human Rights Commission
Mr	Parvez	Pirzado	University of Sydney
Ms	Penny	Pitcairn	University of NSW
Ms	Bronwyn	Polson	
Ms	Claire	Portors	Sydney West Area Health Service
Mr	Andrew	Powell	Scrutiny of Legislation Committee, Queensland Parliament
Sr	Valerie	Powidzki	University of Western Sydney
Miss	Hannah	Price	Curtin University
Hon	Christopher	Pyne	Federal Member for Sturt - Shadow Minister for Education, Apprenticeships and Training
Mrs	Thelma	Quartey	University of Western Sydney
Dr	Rapin	Quinn	ACU
Mr	Sen	Raj	Gay and Lesbian Rights Lobby
Ms	Anna	Rasztabiga	
Ms	Margaret	Raven	Australian Human Rights Commission
A/Prof	Janice	Reid	University of Western Sydney
Ms	Amelia	Reid	Sydney University
Mr	Gavin	Rennie	Unitec New Zealand
Ms	Claudia	Ribeiro	Department of Justice-Diversity Issues Unit
Ms	Carol	Robertson	University of Western Sydney
Ms	Halina	Robinson	
Ms	Ana Maria	Rodino	National Distance University
Ms	Bettina	Roesler	Centre for Cultural Research (UWS)
Ms	Gabi	Rosenstreich	National LGBT Health Alliance
Ms	Ruth	Russell	
Mr	John	Ryan	Richmond River High
Mrs	Camilla	Schippa	Institute for Economics and Peace
Mrs	Karen	Scobell	Centre for Excellence in Child and Family Welfare
Ms	Tessa	Scrine	Australian Baha'i Community
Ms	Mmaskepe	Sejoe	Victoria Police
Mr	Anil	Seneviratne	United Nations Development
Ms	Viv	Shae	NCHRE
Dr	Aly	Shameem	Human Rights Commission of Maldives
Ms	Surya	Silva	NT Anti-Discrimination Commission
Ms	Laura	Simpson	DHS
Mr	Ced	Simpson	Human Rights in Education Trust
Sr	Rosanne	Sinclair	University of Western Sydney
Dr	Diane	Sisely	Australian Centre for Human Rights Education / RMIT University
Mr	Michael	Smith	Eastern Community Legal Centre Inc
Mrs	Sue	Souter	TAFE NSW
Ms	Michelle	Sowey	Victorian Association for Philosophy in Schools
Dr	Arathi	Sriprakash	Centre for the Study of Contemporary Muslim Societies
Mr	Nicholas	Ssembatya	NHS
Mr	Tony	Steel	Australian Catholic University, Institute for Advancing Community Engagement
Ms	Hanya	Stefaniuk	Department of Education and Training
Dr	David	Stein	JHU
Mr	Matt	Stevens	University of Western Sydney
Ms	Jeannie	Stevenson	University of WA
Mr	Michael	Stone	Queensland Health
Ms	Noelene	Straker	Youth Advocacy Centre
Ms	Vivienne	Strong	SWAHS

Position	Country
Executive Director	India
Kaiwhakarite	New Zealand
Student	Australia
Manager, Workplace Diversity	Australia
	Australia
Project Officer	Australia
Member of Parliament	Australia
	Australia
Student	Australia
	Australia
Standing Member, Indigenous Advisory Board	Australia
Honorary Fellow	Australia
Policy and Development Coordinator	Australia
	Australia
	Australia
Vice Chancellor	Australia
Student	Australia
Senior Lecturer	New Zealand
Community Educator	Australia
	Australia
	Australia
Researcher	Costa Rica
PhD Candidate	Australia
Executive Director	Australia
	Australia
Teacher	Australia
Director	Australia
Manager, Sector Development and Social Policy	Australia
Director, Office of External Affairs	Australia
Manager, Human Rights Department	Australia
Project Officer	Sri Lanka
Administration Support	Australia
Member	Maldives
Director, Public Education & Training	Australia
Project Officer	Australia
Director	New Zealand
	Australia
Director	Australia
CEO	Australia
Manager Social Inclusion	Australia
	Australia
Research Fellow with the Centre	Australia
	Uganda
Research fellow	Australia
	Australia
	United States of America
Volunteer	Australia
PhD Student	Australia
	Australia
Legal Case Worker	Australia
Program Manager	Australia



Title	First Name	Surname	Company
Prof	Máté	Szabó	OBH
Dr	Helen	Szoke	VEOHRC
Dr	Phillip	Tahmindjis	Human Rights Institute
Miss	Elham	Tahzib	Bahai Council for NSW and the ACT
Mr	Ian	Taylor	RMIT University
Ms	Anne	Thorn	Macarthur Disability Services
Ms	Sarah	Tobhi Motha	Human Rights Education Centre
Mrs	Dianne	Torrens	Uniting Aboriginal & Islander Christian Congress
Dr	Peter	van Onselen	Edith Covan University
Mr	Sophath	Vann	Cambodian Center for Human Rights
Miss	Laura	Vidal	
Mr	David	Vincent	
Mr	Vissa	Visakesa	ANU
Ms	Steffanie	von Helle	Community Relations Commission
Ms	Maneesha	Wanasinghe Pasqual	University of Colombo
Mr	Israr	Waqar	AIJ Law Associates
Dr	Helen	Watchirs	ACT Human Rights Commission
Dr	Yehudi	Webster	CSULA
Ms	Pera	Wells	World Federation of United Nations Associations
Mr	Rob	Wetton	IMCOLOURBLIND Inc.
Prof	Gail	Whiteford	Macquarie University
Prof	Roman	Wiernuszewski	Institute of Legal Studies of Polish Academy of Sciences
Ms	Melissa	Williams	University of Western Sydney
Mr	Scott	Wilson	Attorney Generals
Ms	Lee	Wilson	3DN, University of NSW
Dr	Denise	Wood	University of South Australia
Miss	Jess	Worland	Sydney University
Mr	Hnin	Wut Yee	Sydney University
Ms	Pearl	Wymarra	Uniting Aboriginal and Islander Christian Congress
Ms	Susan	Yamaguchi	The Japan Foundation
Miss	Rachel	Yates	University of Western Sydney
Miss	Sara	Yekenkurul	VEOHRC
Mr	Jeswynn	Yogaratnam	Charles Darwin University
Ms	Josie	Young	Mutaho Children's Foundation
Dr	Ameer	Zainudeen	
A/Prof	Joseph	Zajda	Australian Catholic University
Ms	Sophia	Zantiotis	Community Relations Commission
Miss	Yang	Zhang	University of Sydney
Mr	Daniel	Zingifuaboro	ACCES Services Inc

Position	Country
Parliamentary Commissioner for Civil Rights	Hungary
Commissioner	Australia
Director	UK - England
Representative	Australia
Asst. Director Learning & Work	Australia
CEO	Australia
Africa Programme Coordinator - Volunteer	South Africa
Chairperson - NSW	Australia
Associate Professor	Australia
Project Head for Community Network/HR Education	Cambodia
	Australia
	Australia
	Australia
Director, Government Relations	Australia
Lecturer	Sri Lanka
Advocate	Denmark
Human Rights & Discrimination Commissioner	Australia
Associate Professor	Australia
Former Secretary-General	Australia
	Australia
Pro Vice Chancellor	Australia
Professor of Human Rights	Poland
Director, Indigenous Employment and Engagement	Australia
Section Head	Australia
Research Assistant	Australia
Teaching and Learning Portfolio Leader	Australia
Student	Australia
Student	Australia
Development & Outreach Officer	Australia
	Australia
	Australia
	Australia
Lecturer	Australia
Coordinator	Australia
	Sri Lanka
Asso Professor	Australia
Government Relations Advisor	Australia
	Australia
Executive Director	Australia





Multifaith Room

The UWS Parramatta campus has a quiet room that you can use to read, reflect, study, pray. The room is located in building EF room G.04, and is available to all conference participants.

Computer Hot Office

Computer facilities are available for use of conference participants. If you require access to these facilities please enquire at the registration desk.

Accessibility

The Human Rights Education Conference aims to be inclusive in its organization, functions and activities.

People with a disability are encouraged to participate fully in all aspects of the conference program. We encourage all delegates to be mindful of inclusive practice and language when preparing conference presentations, workshops or activities.

If you have any particular accessibility issues or any particular requirements that you would like to discuss then please contact the Conference Organisers who will follow up on your enquiry.

Media

Media will be present during the conference, recording images and voice. Your participation in this conference signals your agreement to the filming and future use as appropriate.

Publication of Conference Papers

It is intended to publish all conference papers. A peer review will select the papers for print publication in an edited book and a special issue of Education and Society and Political Crossroads. The other papers will be published on the University of Western Sydney website.

The papers selected for print publication need to comply with editorial standards provided on the conference website.

Transport

By Taxi

Taxi from Sydney Airport to your hotel in Parramatta or to UWS Conference Venue will cost around \$85.00. Cumberland Cabs & Premier Taxis operate in the Parramatta area. Please ring 13 10 17 to book a cab. At UWS the Taxi waiting point is outside the Building EB

By Train

Take the train from the Airport to Central Station and then to change for train to Parramatta Station. It takes 25-35 by train from Central to Parramatta and trains go every 7-12 minutes (\$16.40 single).

- To go to your hotel accommodation change at Parramatta Station and catch a taxi at the stand directly outside the station (it will only take a few minutes).
- To go to the UWS conference venue change at Parramatta Station for the bus (bus service M52, 524, 525) (Stand A2) to UWS Parramatta Campus (it takes about 10min).

To plan your trip from City to UWS Parramatta Campus visit <http://www.131500.com.au>



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The Japan Foundation

The Japan Foundation was established in 1972 with the aim of promoting cultural exchange between Japan and other nations. The Japan Foundation, Sydney office was established in 1977 and there are currently 23 overseas offices in 21 countries, with a headquarters in Tokyo, a branch office in Kyoto and two Japanese language institutes (Urawa and Kansai).

The Japan Foundation, Sydney organises a diverse range of activities introducing Japanese art and culture to the Australian public through events such as film screenings, art exhibitions and concerts. We also coordinate various programs supporting Japanese language education and Japanese studies research in Australian schools and universities. The Japan Foundation hopes to contribute to world peace by promoting dialogue and interaction between Japanese and other peoples through the medium of culture.

The Japan Foundation, Sydney
Shop 23, Level 1, Chifley Plaza | 2 Chifley Square, Sydney 2000
ph: +61 2 8239 0055
fax: +61 2 9222 2168
www.jpf.org.au



The Victorian Equal Opportunity and Human Rights Commission is an independent statutory body with responsibilities under three laws:

- *Equal Opportunity Act 1995*
- *Racial and Religious Tolerance Act 2001*
- Charter of Human Rights and Responsibilities

The Commission helps people resolve complaints of discrimination, sexual harassment and racial or religious vilification through a free and impartial complaint resolution service.

The Commission's role is to educate people about the rights and responsibilities contained in the Charter and to report annually to the government about the operation of the Charter.

Services provided by the Commission include:

- a free telephone Advice Line
- a free and impartial complaint resolution service
- information and education about equal opportunity, racial and religious vilification and the Charter of Human Rights and Responsibilities
- education, training and consultancy services.

Call our Advice Line or visit our website for more information.

Advice Line: 1300 292 153
Telephone: 1300 891 848
Fax: 1300 891 858
TTY: 1300 289 494
Email: information@veohrc.vic.gov.au
Website: humanrightscommission.vic.gov.au



The School of Social Science, University of Western Sydney, houses the Peace and Development Studies Teaching and Research Group. Researchers from the School of Social Sciences are at the international forefront of debates in a number of disciplines and interdisciplinary fields. These include Peace and Development Studies; Geography and Urban Studies; Criminology and Policing; Tourism and Heritage Studies; and Social Work and Welfare Studies. The School has a strong commitment to conducting research that is ethical, engaged and practice-oriented. Our staff work closely with the private sector, not-for-profit bodies and all levels of government. Examples have included the Australian Human Rights Commission, Australian Youth Ambassadors for Development (for graduate placements), as well as NGOs like Amnesty International, Oxfam, and the Australian Red Cross. The school offers an undergraduate major in Peace and Development Studies within the Bachelor of Social Science degree. http://www.uws.edu.au/social_sciences/soss/courses/peace_and_development_studies_@_uws

Specific research topics where graduate students have been supervised, and in which staff and graduates have published include: Community development, philanthropy, and community empowerment; Peace-keeping and humanitarian work; Tourism, development, sustainability and biodiversity.



FECCA is the national peak body representing Australians from culturally and linguistically diverse (CALD) backgrounds. We provide advocacy, develop policy and promote issues on behalf of our constituency to government and the broader community. FECCA supports multiculturalism, community harmony, social justice and the rejection of all forms of discrimination and racism. FECCA's membership comprises state, territory and regional multicultural and ethnic councils. FECCA has an elected executive committee and a professional national secretariat implementing policies and work programs on behalf of its membership and stakeholders.

STREET ADDRESS: FECCA House
1/4 Phipps Close
Deakin ACT 2600
Australia

PHONE: +61 2 6282 5755



NATIONAL COMMITTEE FOR HUMAN RIGHTS EDUCATION



<http://www.citizenofhumanity.org>

National Committee for
Human Rights Education Pty. Ltd.

Association number – A0041795J

Dr. Sev Ozdowski OAM
President

Email
NCHRE@live.com.au

Website
<http://www.citizenofhumanity.org>

Background

The Committee was established in 1999 by a group of committed and dedicated volunteers to actively pursue human rights education in Australia in response to the UN Decade on Human Rights Education. NCHRE is registered in Victoria under the Associations Incorporations Act 1981.

Key achievements

Active participation in dialogue and projects aimed at the strengthening of human rights education agenda in Australia and beyond.

NCHRE has hosted two national conferences and made a range of government submissions on human rights education in Australia. At present, NCHRE co-sponsors the International Conference on Human Rights Education "Educating for Human Rights, Peace and Intercultural Dialogue" to be held at the University of Western Sydney (Parramatta Campus) 11-13 November 2010

Establishment in 2007 of the National Centre for Human Rights Education at RMIT University in Melbourne.

Citizen of Humanity - National Project

Networks have been established across all States and Territory to promote nationwide the Citizen of Humanity project as a flagship project focussing on students in primary and secondary schools. Its central objective is to promote human rights in the school curriculum and provide human rights educational material for schools. Free "Citizen of Humanity" certificates are available to all participating schools. Website <http://www.citizenofhumanity.org>

For Further Information

Email : NCHRE@live.com.au



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