



Note number: 53/2012

The Australian Permanent Mission to the United Nations in Geneva presents its compliments to the Office of the High Commissioner for Human Rights.

The Australian Government has the honour to refer to the correspondence by the Office of the High Commissioner for Human Rights of 10 February, requesting information regarding national implementation of the World Programme for Human Rights Education.

The Australian Government has the further honour to enclose its response.

The Australian Permanent Mission to the United Nations avails itself of this opportunity to renew to the Office of the High Commissioner for Human Rights the assurances of its highest consideration.



18 April 2012

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Recipients : P. T. L. H. S.
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17 April 2012

Ms Navanethem Pillay
High Commissioner for Human Rights
Palais des Nations
CH-1211 GENEVE 10
By email: wphre@ohchr.org

I refer to your letter of 10 February 2012 regarding the implementation of the World Programme for Human Rights Education, and provide the following information in response.

1. Information about the overall national strategy for implementing the plan of action for the second phase of the World Programme for Human Rights Education

The Australian Government believes that the protection of human rights and responsibilities is an important aspect of Australia's democracy. For this reason, the Government launched Australia's Human Rights Framework on 21 April 2010, which is being implemented by the Attorney-General's Department (AGD). The Framework seeks to build a culture of human rights in the community through which all Australians are responsible for respecting human rights. Human rights education is the centrepiece of the Framework.

There is also a range of other human rights education initiatives being implemented outside the Human Rights Framework by other Australian Government departments and independent organisations.

Attorney-General's Department

AGD is responsible for the majority of human rights education initiatives relevant to the UN World Program for Human Rights Education. Specifically, the Human Rights Framework Section of the Human Rights Policy Branch is responsible for a comprehensive suite of education initiatives to promote a greater understanding of human rights across the Australian community. The Director of the section is Elena Rosenman, who can be contacted on +61 2 6141 4757 or elena.rosenman@ag.gov.au

Other government departments and independent organisations

There are also other Australian Government Departments and independent statutory organisations that are undertaking relevant human rights education activities in Australia today. These include the Australian Human Rights Commission (AHRC), the Department of Education, Employment and Workplace Relations (DEEWR), the Department of Industry, Innovation, Science, Research and Tertiary Education (DIISRTE), the Department of Defence and the Australian Federal Police (AFP). AGD has consulted these bodies about their activities and their responses have been coordinated into the joint response below.

2a) Specific human rights education initiatives – Australia’s Human Rights Framework

Improving the protection of human rights through human rights education has been an active priority for the Australian Government. In December 2008, the Attorney-General launched the National Human Rights Consultation to consult with the Australian community about how human rights should be best protected and promoted in Australia.

In April 2010, the Attorney-General launched Australia’s Human Rights Framework. The Framework is the Government’s response to the National Human Rights Consultation and outlines action the Government will take to promote and protect human rights. The Framework is available online at www.ag.gov.au/humanrightsframework.

The Framework reaffirms the Government’s commitment to human rights and includes a number of reforms which will create practical and positive change to promote and protect human rights. Rather than developing a legislative charter, the Framework is focused on ensuring people understand their human rights and responsibilities. It also ensures that laws are developed, drafted and considered by Parliament with particular focus on ensuring laws are consistent with Australia’s international human rights obligations.

Human rights education is the centrepiece of the Framework. This recognises that human rights can be protected and promoted effectively only if an understanding of and commitment to human rights becomes a part of everyday life for the community. Community engagement is central to the success of the implementation of the Framework as all Australians will play a vital role in the promotion and improvement of human rights.

The Framework includes the following human rights education commitments by the Government:

1. enhancement of support for human rights education across the community, including primary and secondary schools
2. provision of funding of \$2 million over four years to non-government organisations (NGOs) for the development and delivery of community education and engagement programs to promote a greater understanding of human rights
3. provision of additional funding over four years to the Australian Human Rights Commission to enable it to expand its community education role on human rights and to provide information and support for human rights education programs
4. investment of \$3.8 million in an education and training program for the Commonwealth public sector, including development of a human rights toolkit and guidance materials for public sector policy development and implementation of Government programs, and
5. appropriate recognition of the need for public servants to respect human rights in policy making in any revision of the APS Values or Code of Conduct.

These commitments are addressed in detail below.

Commitment 1: the Government will enhance its support for human rights education across the community, including primary and secondary schools

Melbourne Declaration of Educational Goals for Young Australians

The *Melbourne Declaration of Educational Goals for Young Australians* (the Melbourne Declaration) was agreed to by all Australian Ministers for Education in December 2008 to set the direction for Australian schooling over the next 10 years.

The Melbourne Declaration includes a commitment to ensuring that schools provide young Australians with rich learning, personal development and citizenship opportunities. It also commits to equipping Australian students with the skills, knowledge and capabilities that support their capacity to act with moral and ethical integrity, become responsible local and global citizens and respect national values of democracy, equity and justice. The Melbourne Declaration's goals are that all Australian students become not only successful learners but also confident individuals and active and informed citizens. In a broader sense, this facilitates the development of personal values and attributes that relate to a universal respect for human rights.

National Statements of Learning for Civics and Citizenship, which specify learning opportunities to be offered to all children, are already included in curricula in all States and Territories and seek to provide students with the opportunity to develop an appreciation of the local, state, national, regional and global rights and responsibilities of citizenship and civic life.

Development of a National Curriculum

Australian governments, at both federal and state and territory levels, are committed to the development of a rigorous, world-class national curriculum for all Australian students from Foundation to Year 12. Developing an understanding of rights and responsibilities, including human rights, is an integral part of curriculum development. In December 2010, all education ministers endorsed the Foundation to Year 10 curriculum in the key learning areas of English, mathematics, science and history and states and territories are now beginning their implementation.

The Australian Curriculum, Assessment and Reporting Authority (ACARA) has been established to implement this important work, guided by the Melbourne Declaration. AGD is working with ACARA and the Australian Human Rights Commission to ensure human rights subjects and issues are included in the proposed National Curriculum for primary and secondary schools.

There are many ways in which the National Curriculum supports human rights education. The agreed history curriculum includes an optional, in-depth study on struggles for freedom and rights in year 10. The geography curriculum, currently under development, will provide opportunities for students to investigate current geographical events and allow them to evaluate their findings against the criteria of environmental sustainability, economic viability and social justice, raising ethical questions about human rights and citizenship. A curriculum in civics and citizenship is also under development, providing an additional opportunity for young Australians to learn about human rights, including economic, social and cultural rights.

The Australian Curriculum is underpinned by seven general capabilities, including intercultural understanding, ethical behaviour and personal and social competence. These capabilities will be embedded in each learning area in ways that are appropriate to that area. Their inclusion will further enable students to consider human rights issues more broadly.

AGD has also partnered with the National Committee for Human Rights Education Inc to assist with two seminars on advancing human rights education in Australia. Schools education is a focus

area of the seminars. The first seminar was held in Adelaide in November 2011 and the second is due to take place in Melbourne in May 2012.

Commitment 2: the Government will provide funding of \$2 million over four years to non-government organisations (NGOs) for the development and delivery of community education and engagement programs to promote a greater understanding of human rights

Increasing community understanding of human rights is an essential part of protecting and promoting human rights in Australia. Under Australia's Human Rights Framework – Education Grants Program, the Australian Government provides funding to a wide range of community and non-government organisations to prepare and deliver practical human rights education programs to the Australian community.

As at January 2012, the Australian Government has provided more than A\$750,000 to community groups and NGOs for 30 education programs.

Some of the successful projects include:

- human rights education and skills development workshops for Aboriginal women in North-West New South Wales
- an interactive program using the language of sport to teach human rights principles to children and young people
- workshops engaging with individuals, local government and non-government organisations to adopt a human-rights approach to community work in Victoria
- human rights workshops and resources to empower people with a disability from non-English speaking backgrounds run by the National Ethnic Disability Alliance, and
- human rights education through multi-lingual story telling for immigrant and refugee women in up to 17 community languages run by the Multicultural Centre for Women's Health.

Commitment 3: the Government will provide additional funding over four years to the Australian Human Rights Commission to enable it to expand its community education role on human rights and to provide information and support for human rights education programs

The AHRC is building on its extensive experience and expertise in the promotion of human rights and is continuing its important role in making sure education and information is available right across the community with programs that complement those delivered by NGOs.

Under the Framework, the AHRC received additional funding to enable it to expand its community education role in relation to human rights and to provide information and support for human rights education programs.

In 2011, the AHRC launched its new educational initiative, *Something In Common*, which is a social media initiative including two interrelated websites: www.tellmesomethingidontknow.gov.au and www.somethingincommon.gov.au

The AHRC also provides information and support to AGD on the Human Rights Public Service Education Program (see below), education grants and national school curriculum.

Commitment 4: the Government will invest \$3.8 million in an education and training program for the Commonwealth public sector, including development of a human rights toolkit and guidance materials for public sector policy development and implementation of Government programs

Public sector officials have a critical role to play in achieving a fair go for all Australians.

A greater focus on human rights in the Australian public sector is important to ensure that policies, programs and service delivery are focused on the people receiving services and benefiting from government policies and programs.

The Human Rights Public Sector Education Program comprises a range of resources and guidance materials that:

- assist public sector officials to understand human rights obligations
- strengthen the capacity of legal and policy officers to develop policies, programs and legislation that are consistent with human rights, and
- provide guidance to administrative decision-makers on relevant human rights considerations to take into account.

General human rights training

General human rights training for the Australian public sector commenced in August 2011 and concluded in October 2011. 706 public sector officials were trained over 20 workshops. Participants came from 35 departments and agencies across the Commonwealth public sector, including staff working across a range of functional responsibilities, including legal and policy officers, program and service delivery and administrative decision-makers.

This half-day course provided a short introduction to human rights, where they come from and what they mean for the work of government. The course emphasised participatory learning and participants contributed to a lively discussion based on selected case studies.

The course was delivered in partnership with the Australian Centre for Human Rights Education, Royal Melbourne Institute of Technology (RMIT).

Information about the training program and other human rights resources available for the public sector is available from the Human Rights and the Public Sector page on the Attorney-General's website, www.ag.gov.au/humanrightseducation, or contact the humanrightseducationsection@ag.gov.au

Human rights e-learning module

Another element of the Human Rights Public Sector Education Program is the human rights e-learning module. The module is based on the general human rights training and will be made available to our 200,000 public servants across the country.

The purpose of the module is to raise awareness of human rights across the Australian public sector. Using the online module, public servants will learn about Australia's Human Rights Framework, what human rights are and how human rights principles can be incorporated in their work. It is expected that the module will be online by mid-2012.

Tailored human rights training

The next stage of the Human Rights Public Sector Education Program is tailored human rights training for those involved in law and policy development, service delivery and administrative decision-making. More details will be provided once this training has been developed.

In our hands: a guide to human rights for Australian public servants

'In our hands: a guide to human rights for Australian public servants' is a short and simple introduction to human rights, where they come from and what they mean for the work of government. Australian public servants can download and keep the booklet for reference. The booklet is available from the Human Rights and the Public Sector page on the Attorney-General's website, www.ag.gov.au/humanrightseducation, or contact the humanrightseducationsection@ag.gov.au

A human rights flowchart is also included in this booklet. Policy makers in particular are encouraged to follow the steps in the flowchart when they are making decisions, developing policy or legislation, or providing government services, so as to allow them to identify relevant issues and make decisions that clearly consider human rights principles. This will ensure rights are protected and promoted as far as possible and any limitations on rights are proportionate and transparent. For a copy of the flowchart, please see page 20 the booklet, at www.ag.gov.au/humanrightseducation

Guidance sheets

Human Rights Guidance Sheets contain information on the rights and freedoms in the seven core international human rights treaties to which Australia is a party. They are designed to assist Commonwealth public officials involved in developing legislation, policy or programs.

The Guidance Sheets are available from the Human Rights and the Public Sector page on the Attorney-General's website, www.ag.gov.au, or contact the humanrightseducationsection@ag.gov.au

Commitment 5: the Government will consider appropriate recognition of the need for public servants to respect human rights in policy making in any revision of the Australian Public Service Values or Code of Conduct.

The Australian Public Service Values provide guidance for Australian public servants in the carrying out of their day-to-day work. The Values are aimed at improving the professionalism, integrity and impartial and responsive service of public servants to the government of the day.

AGD is working with the Australian Public Service Commission (APSC) to ensure appropriate recognition of human rights in the revised APS Values.

2b) Other human rights education initiatives – outside Australia's Human Rights Framework:

i) Higher education (information provided by the Department of Industry, Innovation, Science, Research and Tertiary Education and the Department of Education, Employment and Workplace Relations)

In 2010 there were over 1.2 million students studying at higher education institutions in Australia. The Australian higher education system makes a fundamental contribution to the future of Australia and plays a vital role in Australia's intellectual, economic, cultural and social development.

Australia has laws to ensure that students and staff in higher education are treated with respect. These laws provide for complaint mechanisms for treatment that could be seen as impacting on an individual's human rights. It also has guarantees of academic freedoms that are essential for academic dialogue and principles of free speech. The laws are national laws ensuring consistency in the expectations of institutions, companies, staff, students and other stakeholders across the sector.

Measures in place to protect the rights of both domestic and international students and staff include the *Higher Education Support Act 2003*, the *Tertiary Education Quality and Standards Agency Act 2011* and the *Education Services for Overseas Students (ESOS) Act 2000*.

The first two objectives of the *Higher Education Support Act 2003*, the current legislative basis for Australian Government funding of higher education, are:

1. to support a higher education system that:
 - is characterised by quality, diversity and equity of access;
 - contributes to the development of cultural and intellectual life in Australia, and
 - is appropriate to meet Australia's social and economic needs for a highly educated and skilled population, and
2. to support the distinctive purposes of universities, which are:
 - the education of persons, enabling them to take a leadership role in the intellectual, cultural, economic and social development of their communities
 - the creation and advancement of knowledge, and
 - the application of knowledge and discoveries to the betterment of communities in Australia and internationally.

The *Tertiary Education Quality and Standards Agency Act 2011* aims to ensure that students receive a high quality education at any Australian higher education provider. The Act established the Tertiary Education Quality and Standards Agency (TEQSA), which monitors the teaching and administrative standards of higher education providers.

TEQSA regulates and evaluates higher education providers against the Threshold Standards which all providers must meet in order to enter and remain within Australia's higher education system. The Threshold Standards include Provider Standards and Qualifications Standards which, along with the Teaching and Learning Standards, Information Standards and Research Standards are part of the Higher Education Standards Framework.

The Provider Standards ensure that higher education providers comply with applicable state, territory and Commonwealth laws including those laws that relate to the rights of individuals. They also ensure that providers promote and protect free intellectual enquiry including the right to make public comment on issues that lie within an academic's area of expertise. The Standards also ensure equitable treatment for all students and the promotion of an inclusive and safe culture.

The *Education Services for Overseas Students (ESOS) Act 2000* regulates the education and training sector's involvement with overseas students studying in Australia on student visas through the Education Services for Overseas Students (ESOS) legislative framework and aims to ensure that students from overseas receive fair, equitable, safe and quality education from Australian higher education providers.

Other than the requirements of the specific legislation mentioned above, the Australian Government considers higher education providers to be autonomous institutions. Self-accrediting institutions are free to offer discipline specific courses.

Human rights research and training in Australian Universities

The Australian Human Rights Centre is an inter-disciplinary research and teaching institute based in the Faculty of Law at the University of New South Wales. The Centre aims to promote public awareness and academic scholarship about domestic and international human rights standards, laws and procedures through research projects, education programs and publications.

The Centre brings together practitioners, research fellows and student interns from Australian and international universities and organisations to engage in a number of research and teaching activities and public debate on contemporary human rights issues. The Centre also publishes the Australian Journal of Human Rights and the Human Rights Defender and hosts a number of seminars and events each year. For more information see: <http://www.ahrcentre.org/>

The RMIT University Australian Centre for Human Rights Education supports high quality research around building a new evidence base for applied human rights. It has research funding from a number of sources including research councils, governmental departments and public agencies.

Key research interests span the implementation and audit of the Victorian Human Rights Charter; restrictive intervention and disability; international audit of disability under United Nations Convention; local government and human rights cultures; Indigenous populations and human rights; healthy cities and educating for human rights. For more information see: <http://www.rmit.edu.au/achre>

Monash University's Castan Centre for Human Rights Law has the aim of creating a stronger culture of human rights in Australia. The Castan Centre for Human Rights Law seeks to promote and protect human rights through the generation and dissemination of public scholarship in international and domestic human rights law. For more information see: <http://www.law.monash.edu.au/castancentre/>

Curtin University of Technology's Centre for Human Rights Education provides a focal point for research, teaching and scholarly activity in the area of human rights education. In this context, education is understood in its broadest sense, including community education, raising awareness, promoting understanding and debate around human rights issues, and implementing human rights principles in a range of occupations, as well as education in formal settings of schools and universities. For more information see: <http://info.humanrights.curtin.edu.au>

Other examples of higher education institutions offering specific teaching and research support to the area of human rights include: the Australian National University, which hosts the Australian Capital Territory Human Rights Act Portal and recently held a Human Rights Tertiary Teachers Workshop with the theme 'Human Rights and Culture'; the University of Sydney, which offers a Master of Human Rights; and the University of Queensland, which offers an Ethics and Human Rights course addressing key ethical dilemmas in world politics.

Australia Awards

The Australia Awards initiative was announced in 2009 to maximise the benefit to Australia of its extensive scholarship programs, and to support enduring ties between Australia and our neighbours. The Australia Awards brings together the Endeavour Awards administered by DIISRTE and

international development awards administered by the Australian Agency for International Development (AusAID), under a single recognisable brand.

The Endeavour Awards is the Australian Government's internationally competitive, merit-based scholarship program providing opportunities for citizens of the Asia-Pacific, Middle East, Europe and Americas to undertake study, research and professional development in Australia. Awards are also available for Australians to undertake study, research and professional development abroad.

The Endeavour Awards have number of categories including:

- Endeavour Postgraduate and Postdoctoral Award
- Endeavour Vocational Education and Training Award
- Endeavour Executive Award
- Endeavour Research Fellowship
- Endeavour Australia Cheung Kong Research Fellowship
- Endeavour Research Fellowship for Indigenous Australians, and
- Prime Minister's Queen Elizabeth II Diamond Jubilee Award (announced February 2012)

Endeavour Research Fellowship for Indigenous Australians

The Endeavour Research Fellowship for Indigenous Australians enables high achieving Indigenous Australian postgraduate students and postdoctoral fellows to undertake four to six months research towards their Masters or PhD or conduct postdoctoral research in any field of study in participating countries.

Awards are valued up to \$23,500 including a monthly stipend, travel and establishment allowances.

Prime Minister's Queen Elizabeth II Diamond Jubilee Award

The Prime Minister's Queen Elizabeth II Diamond Jubilee Award provides financial support for a female student to undertake two years of postgraduate study focused on women's leadership. The recipient can undertake her study in any of the participating destination countries for the Endeavour Research Fellowships.

The Award is valued at \$118,000 including a monthly stipend, travel and establishment allowances.

More information on these awards is available at <http://www.australiaawards.gov.au/>

ii) Teachers and educators (information provided by the Department of Education, Employment and Workplace Relations)

The National Safe Schools Framework

The Australian Government recognises that student resilience and wellbeing are essential for academic and social development. All students should be able to learn and develop in safe, supportive and respectful environments.

The Government plays a leadership role in national school education priorities, including providing national frameworks, policies, programs and initiatives that support school authorities. As part of a

national approach to supporting schools to build safe school communities, the Government collaborated with state and territory governments to review and revise the National Safe Schools Framework. The Framework was endorsed by all education ministers through the Ministerial Council for Education, Early Childhood Development and Youth Affairs in December 2010.

The Framework provides Australian schools with a vision and a set of guiding principles that assist whole school communities to develop positive and practical student safety and wellbeing policies. The vision includes creating learning environments which are free from all forms of bullying, harassment, aggression and violence.

The National Safe Schools Framework was launched on 18 March 2011 on the National Day of Action Against Bullying and Violence. The Framework and the online supporting resource manual are available to all Australian schools. Further information about the National Safe Schools Framework can be accessed at www.safeschools.deewr.gov.au

The Government has also worked with state and territory education authorities to develop the Bullying. No Way! website www.bullyingnoway.gov.au The website provides information for parents, students and teachers on strategies to address bullying, including cyber-bullying, harassment and violence.

Refugee Student Engagement Project 2012

The Australian Government has provided funding for the period 2011 to 2013 to the Centre for Multicultural Youth who work with vulnerable young people and their families on a range of projects to help them build positive lives and fulfil their potential.

The project provides newly arrived refugee students in Melbourne with additional support to help them transition from English language schools to high schools.

The objectives of the Refugee Student Engagement Project are to:

- help students develop self-esteem, optimism and commitment to personal fulfilment
- exercise ethical judgement and social responsibility, and
- enable school communities with opportunities to talk about values, attitudes, intercultural understanding and beliefs in a positive and explicit manner.

The project seeks to strengthen links to education settings, and to support the development of expertise in school settings to meet to the complex needs of these students.

Together for Humanity project

The Australian Government has provided funding for the period 2009 to 2013 to the Together for Humanity organisation, an independent non-profit company that teaches children and adults to replace prejudice with mutual respect and cooperation. The project involves at least 10,000 school students taking part in face-to-face programs in more than 100 schools.

The Foundation is an independent grass roots initiative that was established in 2002. In that year, a Jewish Rabbi, a Muslim film maker and a Christian theology student started the Goodness and Kindness campaign in schools under the auspices of Chabad House of the North Shore, initially in co-operation with the Australian Federation of Islamic Councils. As the Goodness and Kindness campaign, the initiative received financial support under the Department of Immigration and

Citizenship's 'Living in Harmony' grants program (now part of the Diversity and Social Cohesion Program).

The Foundation has worked closely with individuals and organisations, most recently the Affinity Intercultural Foundation and the Jewish Muslim Christian Association. The Foundation is overseen by an independent board of directors consisting of equal representation of members of the participating faiths.

The Together for Humanity project seeks to provide school leaders and staff with a range of resources to manage interfaith and intercultural education and to evaluate their effectiveness.

This project will assist teachers to develop sufficient knowledge, skills and experience to effectively interact with other cultures and address prejudices and bullying linked to cultural and religious differences and differences in language and values, such as sexual orientation.

Teachers will be equipped to deal with students' questions and concerns by providing access to evidence-based and tested materials and strategies, in print and on-line.

Together for Humanity collaborates with a number of different community organisations and contractors including the Jewish Muslim Christian Association, the Lebanese Muslim Association, the NSW Jewish Board of Deputies, The Principals Associations of Australia, and the Australian Council of State School Organisations. Together for Humanity staff and members attend events and conferences held by these organisations to ensure they are supporting social cohesion and cultural diversity practice in the community.

Quality teaching

The Australian Government believes every child is entitled to the best education possible and has invested in a number of significant reforms to enhance the quality of teaching in schools through the Smarter Schools-Improving Teacher Quality National Partnership (TQNP). One of the key reforms under the TQNP is the National Professional Standards for Teachers (the Standards). The Standards are a public statement of what constitutes quality teaching and set out what teachers should know and be able to do at different stages across their career.

This reform will provide a nationally agreed quality assurance mechanism that will ensure Australian teachers have the required competencies to be effective educators. The Standards underpin a number of other significant reforms including a new system for the accreditation of initial teacher education programs that aims to ensure that graduate teachers are appropriately trained and well prepared to begin their career in the classroom. These reforms will be introduced nationally from 2013. While the Government plays a leadership role and supports Australian schools through investment in these reforms, responsibility for the day-to-day management of schools, including teacher training, rests with state and territory education authorities.

iii) Law enforcement officials (information provided by the Australian Federal Police)

Human rights principles are enshrined in the Australian Federal Police (AFP) Code of Conduct and in all training given to AFP members, particularly relating to arrest and use of force.

Recruitment and ongoing training

All AFP recruits are provided with an introduction to human rights principles. AFP recruits are also informed of their obligations towards suspects under specific legislation. For example, all AFP members are required to comply with section 23Q of the Australian *Crimes Act 1914*, which requires that all persons who are under arrest or who are protected suspects be treated with

humanity and with respect for human dignity, and not be subject to cruel, inhuman or degrading treatment.

The AFP recruitment training program also includes sessions on cultural awareness, dealing with refugees (including those who have suffered torture and trauma), restorative justice, Professional Standards briefings, evidence and apprehension procedures and involvement in community events. These training sessions are delivered by AFP staff and external non-Government organisations.

There is also further ongoing training available to members deployed in specific areas that includes human rights components. Such training includes:

- a specific human rights awareness session for Australian Capital Territory Police
- legislative awareness sessions for Protective Service Officers working at Australian Government facilities, and
- specialised courses for investigators involved in human trafficking, people smuggling and counter-terrorism investigations

In addition, AFP members deployed through the International Liaison Program undergo a pre-embarkation program that includes a human rights awareness element.

International Deployment Group

The International Deployment Group (IDG) training delivered to all police prior to deployment on an overseas mission includes human rights training delivered through the United Nations e-learning modules and components of AFP Pre-Deployment Training (PDT). This training is delivered either as theory or as part of exercises and summative assessment activities. All members deployed overseas are required to undertake PDT. It is also mandatory for members who are deploying on UN missions to undertake the UN modules on-line.

iv) Military personnel (information provided by the Department of Defence)

Australian Defence Force (ADF) personnel are provided with legal training throughout their careers. This training has a strong focus on the Law of Armed Conflict (LOAC), but also covers relevant international human rights principles. Training in many Australian military institutions, including the Australian Defence Force Academy (ADFA) and the service officer colleges specifically includes information on human rights. Specialised training is provided to ADF personnel and public servants from the Department of Defence who are to be deployed to a foreign country. This training includes additional specific information on applicable international human rights obligations where relevant to the deployment. Specific human rights training is also provided to those involved in peace keeping operations and detainee management.

The Department of Defence also sponsors foreign military and defence civilian personnel to attend training in Australia through the Defence Cooperation Program (DCP), aspects of which address our international human rights obligations. The DCP provides positions for students in Australian military institutions, including at the Australian Defence College, as well as on central training courses addressing peacekeeping, civil-military relations, international human rights and the LOAC.

Members of ADFA, the Australian Defence College and other areas within the Department of Defence also recently undertook the general human rights training for the public sector, as described above under the Human Rights Framework initiatives.

As mentioned above, some of our human rights education initiatives are still to be developed and delivered. I would be pleased to provide further updates on them as they happen.

In the meantime, please do not hesitate to contact me for any further information.

Yours sincerely



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