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Front cover painting by Meenakshi D. Reddy, "Category C" winner of the 2002 Fiji Human Rights Commission national poster competition on the theme "Social, Economic and Cultural Rights are Human Rights".

**Fiji National Action Plan
For Human Rights
Education
2003-2005**

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Preface

On Human Rights Day, 10 December 2001, the Fiji Human Rights Commission held a one-day workshop on "The Fiji National Action Plan for Human Rights Education", in accordance with the Commission's Strategic Plan for 2001 - 2003 and the call of the United Nations for each State to develop a National Plan for Human Rights Education.

The Commission organised the workshop in partnership with the Fiji Teachers' Confederation. Participants included educators and administrators from both formal and non-formal educational sectors. They discussed a variety of topics, commencing with the role of the Fiji Human Rights Commission, moving on to a survey of various international human rights instruments and treaties and finally considering and endorsing the introduction of human rights education into the compulsory school curriculum. They recommended the development and adoption of a National Action Plan for Human Rights Education in Fiji. This Plan is a direct result of that workshop.

The Fiji Human Rights Commission took the workshop's recommendations seriously and set about the task of consulting on and developing the Plan. In this it was assisted greatly by the financial and technical support of the New Zealand Government, through the New Zealand Agency for International Development (NZAID), and of the Fiji Government. The Commission established a National Committee to develop the Plan and called for public submissions on what should be in the Plan. There were many meetings and more formal consultations with community members and groups, educators and educational administrators, students and human rights advocates. All agreed that a National Plan would be a useful mechanism to promote and coordinate human rights education.

This National Action Plan for Human Rights Education is the product of that 12 month process of consultation and development. It seeks to encourage and mobilise the formal and non-formal education sectors and the whole community to promote and provide human rights education for all in Fiji. Its objective is to build a human rights culture in Fiji, the task identified by the Chairperson of the Commission, Justice Sailosi Kepa, as the most urgent priority. It takes as its own the vision of the Commission itself, *human rights for everyone - one nation, many peoples*.

This Plan sets out the Constitutional responsibility and priorities of the Fiji Human Rights Commission in human rights education. It also makes recommendations about the roles and functions of other parts of society should undertake. It provides a framework for action by all elements of society. The Commission will work in partnership with the institutions, Government departments and groups mentioned in the Plan to ensure that its vision of building a human rights culture in Fiji is realised to its fullest extent.

The Commission offers this Plan to the Government and peoples of Fiji. In doing so, it commits itself to work for the Plan's implementation in full.



Dr Shasta Shameem
DIRECTOR

Introduction

Human rights constitute a "common standard of achievement for all peoples and all nations".¹ They are the inherent entitlements of all human beings, founded upon human dignity and equality. They are universal, indivisible and inter-dependent.² Nations and peoples and their governments have made solemn promises to protect, promote and fulfil human rights.

This National Action Plan for Human Rights Education contributes to Fiji honouring these promises. It provides a three year framework of strategies, priorities and commitments "to build a human rights culture".³ The Fiji Human Rights Commission has developed this Plan through an open process of consultation with many sectors of Fiji society. It has undertaken this work in accordance with the first goal in its *Strategic Plan 2001-2003*.

Helping build a just society where everyone is aware of, and can realise, their rights under the Bill of Rights, the Human Rights Commission Act and the International Human Rights Covenants and Conventions.⁴

The Commission offers this Plan to the Government and peoples of Fiji. It commits itself to work towards its full implementation. Some parts of the Plan require action by the Commission itself. The Commission will allocate resources from its existing budget to the extent that it is able to do so and, where necessary, will seek further resources to undertake those actions. Other parts of the Plan recommend action by others in Fiji society: government authorities, non-government organisations, private corporations, educational institutions and individuals. The Commission will seek to persuade those organisations and individuals to accept and implement those recommendations. It will collaborate with them wherever possible, including by supporting their efforts to obtain any additional resources necessary for action.

This Plan is for a three year period, from 2003 to 2005. It is the first National Action Plan for Human Rights Education in Fiji. It should not be the last. Implementation of this Plan will not be enough of itself to build and sustain a human rights culture in Fiji. But it will make a significant contribution to that goal.

What is human rights education?

The need for education on and for human rights has been recognised from the beginning of international human rights law. *The Universal Declaration of Human Rights* itself provides

Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities of the United Nations for the maintenance of peace.⁵

This same concern found expression in significant human rights treaties, including the *International Covenant on Economic, Social and Cultural Rights* 1966 and the Convention on the Rights of the Child 1989, and important international declarations.⁶ All people, but particularly children and young people, have the right to human rights education.

¹ *Universal Declaration of Human Rights* 1948.

² *Vienna Declaration and Programme of Action* 1993 paragraph 5.

³ Justice Saitos Kapa, Chairperson, Fiji Human Rights Commission, "Fiji National Action Plan for Human Rights Education Workshop" Suva 10 December 2001.

⁴ Fiji Human Rights Commission *Strategic Plan 2001-2003* p. 5.

⁵ Article 26.2.

⁶ *International Covenant on Economic, Social and Cultural Rights* 1966 Article 13, the Convention on the Rights of the Child 1989 Article 29 and the *Vienna Declaration and Programme of Action* 1993 paragraph 75.

⁷ *Vienna Declaration and Programme of Action* 1993 paragraph 78.

⁸ *Vienna Declaration and Programme of Action* 1993 paragraph 33.

⁹ *Guidelines for national plans of action for human rights education* 27 October 1977 UN documents A/32/469/Add.1 paragraph 12.

¹⁰ See UN document A/32/469/Add.1, appendix, paragraph 2. 27 October 1977 UN documents A/32/469/Add.1 paragraph 13.

In 1993 the Second World Conference on Human Rights, held in Vienna, concluded that human rights education is "essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace".⁷ It said

States are duty bound ... to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms.⁸

The Secretary General of the United Nations has said

There is growing consensus that education in and for human rights is essential and can contribute to both the reduction of human rights violations and the building of free, just and peaceful societies. Human rights education is increasingly recognised as an effective strategy to prevent human rights abuses.⁹

Human rights education has been given a broad definition. According to the Secretary General of the United Nations

human rights education may be 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, which are directed towards:

- (a) the strengthening of respect for human rights and fundamental freedoms;
- (b) the full development of the human personality and the sense of its dignity;
- (c) the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) the enabling of all persons to participate effectively in a free society;
- (e) the furtherance of the activities of the United Nations for the maintenance of peace.¹⁰

Three dimensions of human rights education are drawn from this definition:

- (i) **knowledge:** provision of information about human rights and mechanisms for their protection
- (ii) **values, beliefs and attitudes:** promotion of a human rights culture through the development of values, beliefs and attitudes which uphold human rights
- (iii) **action:** education which enables the individual to defend human rights and prevent human rights abuses within their context and community.¹¹

The definition and these three dimensions reflect the fundamental nature of human rights education. They distinguish human rights education from other forms of education about the relationship between government and people, about relationships among people, about values and about good conduct.

- Human rights education is not the same as civics or citizenship education. It deals not with the local or national political structure or with the roles, responsibilities and entitlements of citizens under local or national law. Rather, it deals with the universal entitlements of all human beings, regardless of the type of political system in which they live and regardless of the provisions of national law. Human rights should be an essential part of civics or citizenship education but human rights education is different.
- Human rights education is more than information dissemination. It certainly requires the provision of information about human rights laws and remedies but it also requires assistance in understanding and applying the information to the specific contexts of the particular society and state.
- Human rights education requires a change of attitude and perspective. It is values oriented. It does not accept the prevailing circumstances and structures of a society without questioning. Rather, it provides a standard against which those circumstances and structures can be measured and by which they can and should be subjected to analysis and criticism.
- Human rights education is more than values education. Human rights are not simply broad statements of principle. They have specific legal content. In the Fiji context, for example, human rights education should include the provisions of international law, the Fiji Constitution's Bill of Rights and specific national laws such as the Human Rights Commission Act, the Social Justice Act and the Education Act.
- Human rights education affects behaviour. Human rights impose legal obligations that govern behaviour regardless of the particular personal beliefs and values of any individual or group of individuals. They concern not only how people think but how they act. Human rights education is directed towards both right thinking and right acting. It is about fairness.

What are the objectives of human rights education?

The principal objective of human rights education is the development of a culture that is supportive of human rights, that underpins the protection, promotion and fulfilment of human rights. But human rights education has broader objectives too.

[Human rights education] will also ensure the full development of the human personality, the promotion of understanding, tolerance, gender equality and friendship among *inter alia* racial, ethnic, religious groups and the enabling of all persons to participate effectively in a democratic and free society.¹²

¹² Regional Rights Resource Team of the United Nations Development Program Regional Office, *Suva Submission*.

Human rights education also has more specific objectives:

- ✓ increased knowledge and understanding of the concepts of human rights;
- ✓ increased knowledge and understanding of human rights law and practice;
- ✓ increased knowledge and understanding of contemporary human rights issues both nationally and internationally;
- ✓ increased ability to communicate knowledge and understanding in these areas;
- ✓ increased ability to participate effectively as a citizen in the civil and political life of the nation.

Why have a National Action Plan for Human Rights Education?

On 23 December 1994, in response to repeated acknowledgement of the necessity for human rights education and to commitment to it, the United Nations General Assembly resolved to proclaim a Decade for Human Rights Education from 1995 to 2004.¹³ The United Nations adopted a Plan of Action for the Decade with five objectives:

... the assessment of needs and formulation of strategies; building and strengthening human rights education programmes; developing educational material; strengthening the mass media; and the global dissemination of the Universal Declaration of Human Rights. The Plan focuses on stimulating and supporting national and local activities and initiatives and is built upon the idea of a partnership between Governments, international organizations non-governmental organizations, professional associations, individuals and large segment of civil society.¹⁴

The Plan of Action and many resolutions of key United Nations organs called on states to establish national committees on human rights education and to draw up national action plans for the decade.¹⁵ The Secretary General also produced Guidelines for national plans of action for human rights education to assist states in their preparation.¹⁶ A copy of the Guidelines is attached (appendix 1).

The Guidelines provide objectives, purposes and principles for national action plans.

National plans serve to:

- (a) Establish or strengthen national and local human rights institutions and organizations;
- (b) Initiate steps towards national programmes for the promotion and protection of human rights, as recommended by the World Conference on Human Rights;
- (c) Prevent human rights violations that result in ruinous human, social, cultural, environmental and economic costs;

¹³ Resolution 94/184.

¹⁴ Report of the United Nations High Commissioner for Human Rights on the implementation of the Plan of Action for the United Nations Decade for Human Rights Education (document A/51/506/Add.1 12 December 1996 paragraph 5).

¹⁵ Plan of Action Paragraph 11; see also General Assembly resolutions 49/184, 50/177 and 51/104 and UN Commission on Human Rights resolutions 1995/47, 1996/44 and 1997/111.

¹⁶ *Guidelines for National Plans of Action for the United Nations Decade for Human Rights Education* (document A/51/469/Add.1/Guidelines).

- (d) Identify those people in society who are presently deprived of their full human rights and ensure that effective steps are taken to redress their situation;
- (e) Enable a comprehensive response to rapid social and economic changes that might otherwise result in chaos and dislocation;
- (f) Promote diversity of sources, approaches, methodologies and institutions in the field of human rights education;
- (g) Enhance opportunities for cooperation in human rights education activities among government agencies, non-governmental organizations, professional groups and other institutions of civil society;
- (h) Emphasize the role of human rights in national development;
- (i) Help Governments meet their prior commitments to human rights education under international instruments and programmes, including the *Vienna Declaration and Programme of Action* (1993) and the *United Nations Decade for Human Rights Education* (1995-2004).¹⁶

National Program of Human Rights Education: Croatia

In 1999 the Republic of Croatia adopted a comprehensive National Program of Human Rights Education with separate sections dealing with pre-school education, elementary education and secondary education. The program lists goals and objectives, topics, skills and abilities, implementation strategies and evaluation methodologies for each level of education appropriate to the age and development of the children. The Program has strong content or knowledge components and so provides curriculum outlines. But it also looks to behavioural results. While the Program reserves the most detailed examination of the concepts and content of human rights to the secondary level of schooling, it lays a solid groundwork in attitudes and values promoted through earlier years. The inclusion of pre-school education is important recognition of the life-long significance of learning in early childhood years.

Governments should develop national plans that:

- (a) Promote respect for and protection of all human rights through educational activities for all members of society;
- (b) Promote the interdependence, indivisibility and universality of human rights, including civil, cultural, economic, political and social rights and the right to development;
- (c) Integrate women's rights as human rights in all aspects of the national plan;
- (d) Recognize the importance of human rights education for democracy, sustainable development, the rule of law, the environment and peace;
- (e) Recognize the role of human rights education as a strategy for the prevention of human rights violations;
- (f) Encourage analysis of chronic and emerging human rights problems, which would lead to solutions consistent with human rights standards;
- (g) Foster knowledge of and skills to use global, regional, national and local human rights instruments and mechanisms for the protection of human rights;

- (h) Empower communities and individuals to identify their human rights needs and to ensure that they are met;
- (i) Develop pedagogies that include knowledge, critical analysis and skills for action furthering human rights;
- (j) Promote research and the development of educational materials to sustain these general principles;
- (k) Foster learning environments free from want and fear that encourage participation, enjoyment of human rights and the full development of the human personality.¹⁶

This Fiji National Action Plan for Human Rights Education has been developed in response to and in compliance with these international guidelines.

How was this national plan developed?

The Guidelines for national plans of action for human rights education set out six steps towards a national action plan:

1. establishing a national committee for human rights education
2. conducting a base line survey
3. setting priorities and identifying groups in need
4. developing the national plan
5. implementing the national plan
6. reviewing and revising the national plan.¹⁹

The Fiji Human Rights Commission has developed this plan taking account of these steps.

The process began with the Fiji National Action Plan for Human Rights Education Workshop held in Suva on Human Rights Day, 10 December 2001. The workshop was jointly sponsored by the Fiji Human Rights Commission and the Fiji Teachers' Confederation. The participants endorsed the need for a national action plan for Fiji and requested the Fiji Human Rights Commission to facilitate a National Committee for Human Rights Education to develop the plan.²⁰ They

... called for the National Plan to encompass all levels of society through the provision of formal and non-formal education, specialised educational and training programme for vulnerable groups, professional and other groups most likely to affect human rights advocacy as well as those entrusted with upholding human rights.²¹

A copy of the Concluding Statement is attached (appendix 2).

¹⁶ Guidelines paragraph 16.

¹⁹ Guidelines section III.

²⁰ Concluding Statement paragraph 5.

²¹ Concluding Statement paragraph 2.

Following the workshop the Human Rights Commission established the National Committee, with members drawn from the Ministry of Education, the Ministry of Youth, the University of the South Pacific, teacher associations, non-government organisations and the United Nations Development Program office in addition to Commission representatives. The National Committee met several times during 2002 to oversee the development of this plan.

The National Committee decided to undertake the baseline survey of human rights education in Fiji through an open process of community and expert consultation. Through newspaper advertisements, media interviews and direct mailing it invited submissions on the plan. The written submissions received are listed in appendix 3. Commission staff and a consultant working on the plan also held many meetings with official, non-government and academic experts between September 2002 and February 2003. The persons participating in these meetings are listed in appendix 4. Submissions and meetings in response to the Commission's invitation discussed:

- I the need for human rights education in Fiji;
- I the current status of human rights in non-formal and formal education in Fiji;
- I proposals for improvement in current human rights education;
- I education for special needs groups;
- I adult and community education;
- I specialised education, for example, of the military, police, prisons staff and navy;
- I vocational education and learning centres;
- I monitoring, evaluation and review.

All organisations and individuals contributing to the consultation emphasised the importance of human rights education and the need for far greater efforts in human rights education in Fiji. Many referred to past and current initiatives that had contributed or were contributing to human rights awareness, including:

- I the education and training program of the Fiji Human Rights Commission;
- I the Associated Schools Project promoted by the Ministry of Education in conjunction with UNESCO;
- I preliminary efforts by the Ministry of Education to mainstream human rights education in course curriculum and prescriptions;
- I the schools' values and virtues program of the Ministry of Education;
- I human rights training programs undertaken by many non-government organisations, including the Citizens' Constitutional Forum, the Young Women's Christian Association, the National Council of Women, the Fiji Women's Rights Movement, the Regional Rights Resource Team of the United Nations Development Program Regional Office, the Ecumenical Centre for Research, Education and Advocacy, the Sexual Minorities Working Group and many other organisations
- I tertiary courses that focused attention on human rights issues in Fiji and the region.

Some submissions referred to particular difficulties in providing human rights education in Fiji.

Lack of reference materials. Information concerning human rights to be made available in simple English, Fijian and Hindi.²²

Nationalistic views on the dynamics of situations on the ground ... Passiveness of the majority of citizens that eventually effectively affects their daily lives.²³

One submission expressed the view that

there is very little systematic training on [human rights education] in Fiji. It is non-existent in formal education but there have been quite a number of initiatives from civil society.²⁴

The National Committee's work was supplemented by a Stakeholder Consultation on Developing a National Human Rights/Civics Education Programme for Fiji hosted by the Fiji Ministry of Education, the Fiji Human Rights Commission and the United Nations Development Program Regional Office on 26 August 2002. That Consultation discussed a proposed UNDP good governance program for Fiji and the development of school curriculum on citizenship by Ministry of Education.

On the basis of these consultations the Human Rights Commission approved and adopted this Fiji National Action Plan for Human Rights Education 2003-2005.

How is human rights education undertaken?

In developing the action plan the Human Rights Commission has been conscious of international debates about how to undertake human rights education. Various models have been proposed in those debates. Felisa Tibbitts, Director of Human Rights Education Associates, has identified three principal models:

- O **the values and awareness model:** a mass oriented model whose main focus is to transmit basic knowledge of human rights issues and to foster its integration into public values;
- O **the accountability model:** directed towards those whose professional roles are already associated with the guarantee of human rights and so who can potentially be protectors or violators of human rights;
- O **the transformational model:** targeting individuals and groups to empower them to recognise, address and prevent human rights abuses.²⁵

Tibbitts lists four possible objectives in human rights education:

- ✓ education leading to advocacy
- ✓ fostering and enhancing leadership
- ✓ coalition and alliance development
- ✓ personal empowerment.

²² Fiji Society for the Blind, Submission.

²³ Fiji Women's Rights Movement, Submission.

²⁴ Regional Rights Resource Team of the United Nations Development Program Regional Office, Suva Submission.

²⁵ *International Review of Education* Special Human Rights Education Edition 2002.

The models and possible objectives identified by Tibbitts are not mutually exclusive or mutually inconsistent. An effective national action plan for Fiji will need to include elements of all three models and all four objectives. It will need to address broader national values, professional accountability and individual and group transformation. It will need to foster human rights advocacy, leadership, collaboration and empowerment. This plan includes programs, projects and activities that do this. The difficulty will be in determining priorities among the various models and objectives in the context of limited resources. This should be a conscious, rational process that seeks to ensure balance in the types of activities undertaken. In part, however, priorities will be determined by the availability of resources for particular projects or types of project.

Ultimately, Tibbitts says, human rights education is "about action for building human rights cultures in our own communities". Therefore,

those organising human rights education programming must take into account the social, cultural, political and economic contexts for their work and the potential such education will have for social transformation.²⁶

The consideration of context leads to a number of strategic principles to underpin this plan.

First, human rights education must be sensitive to the cultures, traditions and beliefs of those to whom it is directed. It should be directed towards the application of universal standards within a specific national context. Fiji is a multicultural and multi-religious society and so human rights education must be respectful of that. Human rights are not culturally specific. They are derived from what human beings hold in common and so transcend cultural differences. They are based on values that find expression in different ways in all the world's religions, cultures and traditions. In Fiji human rights education should build upon traditions and beliefs that recognise the essential dignity and equality of all human beings. It should emphasise the consistency between traditional culture and human rights. However, it should not avoid the issue of cultural change. There are elements in all cultures that are not consistent with human rights requirements and so cultures must develop in accordance with human rights norms. This is not a new or unknown concept in Fiji where in the recent past the acceptance of Christianity required the adaptation and development of traditional cultures.

Second, human rights education must address the concerns of those to whom it is directed. It is not enough to deal with values or principles without dealing with law. It is not enough to educate in general, abstract terms. Education must be specific and relevant. It should include the specifics of human rights as a legal system with international and national dimensions. So far as international human rights law is concerned, it should include the totality of the law.

To some, human rights may be confined to civil and political rights but to me personally anything that concerns an individual or a group and creates anarchy within and around us is a human rights issue. Economic, social and cultural rights therefore are equally important to allow and enable individuals and groups to function effectively in the society and behave in a manner that is socially appropriate to all of us.²⁷

So far as national law is concerned, it should include the Bill of Rights in Chapter 4 of the Fiji Constitution, the Human Rights Act 1999, the Social Justice Act 2001 and other relevant legislation. A list of topics that would typically be included in a program of human rights education is attached (appendix 5).

²⁶ Felicia Tibbitts "Emerging models for human rights education" in *International Review of Education* Special Human Rights Education Edition 2002.
²⁷ S. Prasad Submission.

Third, human rights education needs to deal with specific situations of human rights violation. The most effective education arises from and responds to people's lives and experiences. It is remembered and internalised and affects attitudes and behaviour when it is seen as immediately relevant. Human rights education should begin with an analysis of the human rights issues and challenges in a society. It should then include the investigation and exposure of violations. In this way people acquire an understanding of what human rights mean in practice, how they are directly related to their needs and hopes. Human rights education in Fiji should include public inquiry into situations and allegations of human rights violation and public exposure of abuses. This assists people, including those with responsibilities for the protection and promotion of human rights, to identify human rights issues, to understand the applicable standards, to propose appropriate remedies for past violations and to develop preventive strategies to avoid new ones.

Fourth, human rights education needs to be experiential, not only intellectual, if it is to be effective. It should be directed to modelling good human rights practice. If it remains as mere book learning, it will not be internalised. If it is not practised, it can be undermined, for example, where what is taught as theory is violated in fact. The environment in which human rights education is provided must be one that is itself respectful of human rights. So human rights education in Fiji schools should include developing schools as models of a human rights respecting society.

Finally, the focus of human rights education will be affected by the characteristics of the target groups and the nature of the society in which it is provided. This has a number of implications for Fiji. Fiji is a multi-lingual society. Human rights education will need to be provided not only in English but also in the languages of the people of Fiji, including Fijian, Hindi and Rotuman and

ECREA Anti-racism booklet: Fiji

The Ecumenical Centre for Research, Education and Advocacy in Fiji has produced a booklet *Racism and Discrimination* to address issues of human rights and racial discrimination.² The booklet was prepared especially for young people in schools and other educational institutions, youth and community groups and religious institutions. It is practical and activity oriented and seeks to encourage learning by doing.

The booklet

- provides models of outstanding commitment to human rights by ordinary people and by courageous leaders
- discusses the meaning of key terms and concepts
- includes other forms of discrimination
- describes the roles of key international organisations in combating racism
- suggests concrete ways in which different social sectors can contribute to the elimination of racism.

The booklet also provides a good list of references for further study and discussion.

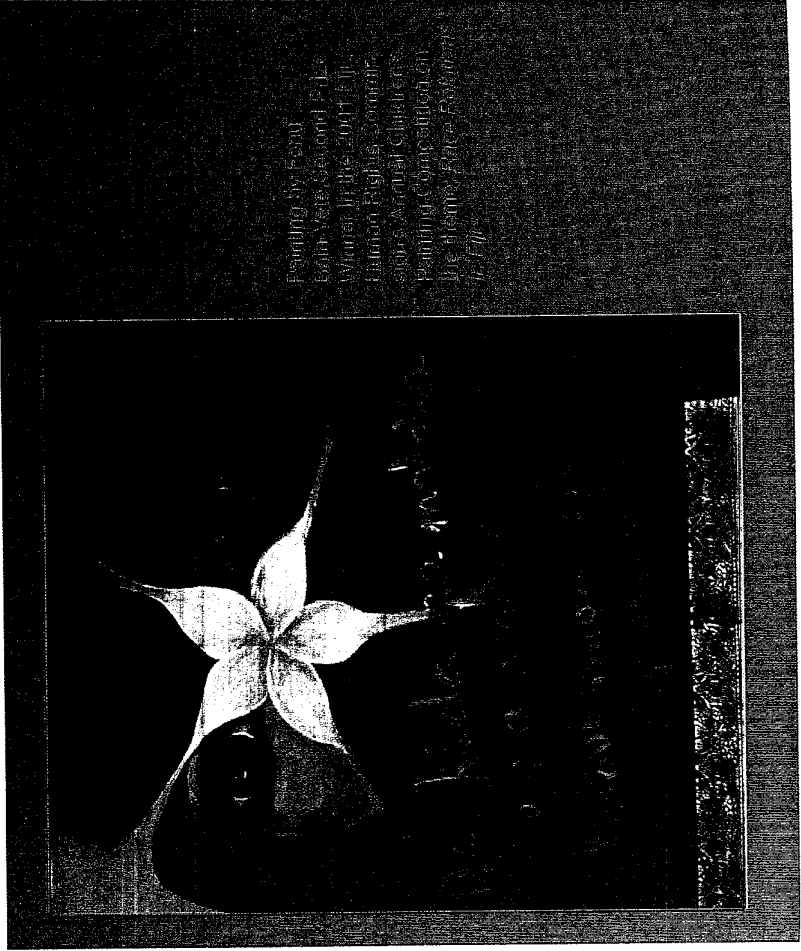
ECREA has taken the same approach of learning by doing in another publication, *Intercultural Exercises for Schools in Fiji*, published in 2003. This booklet contains 20 different activities, called exercises, to promote understanding and awareness of inter-cultural issues and sensitivities in the Fiji context. Although expressed to be for schools, it has general community relevance as the activities it provides can be used effectively with many different kinds of groups in different settings.

² Ecumenical Centre for Research, Education and Advocacy Racism and Discrimination Suva 2002.

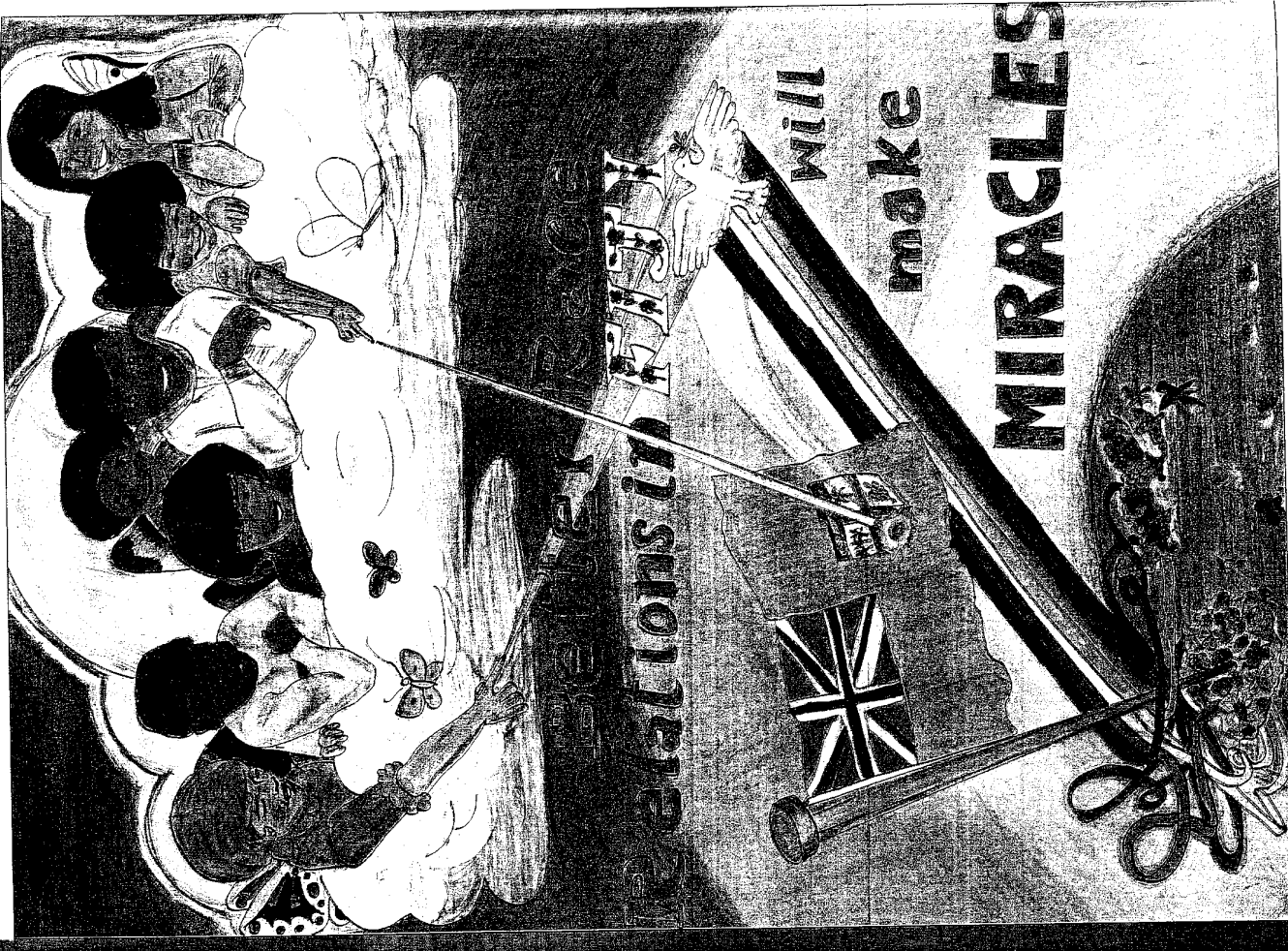
the languages of people with particular disabilities, Braille and signing.²⁸ The context of Fiji society requires an approach that does not rely exclusively on the final years of the formal education system or indeed exclusively on the formal education system. Large numbers of young people leave school after less than eight or nine years.²⁹ A large proportion of the population is outside the formal education system. They include many of those most at risk of human rights violation and all those now in positions of authority in which they can be either most effective in protecting and promoting human rights or most at risk of violating them. Human rights education must reach all these people - both potential victims and potential protectors or violators - as a priority.

It is imperative that on-going training on particular rights (as they develop) be conducted - and I mean proper training, not one-off annual national seminars etc, but have them conducted in every township around the country annually.³⁰

Human rights education is not soft or uncontroversial work. It challenges governments and societies to better performance of human rights promises. Because it affects knowledge, values and behaviour, it changes individuals, groups and societies. Those who receive it should say, "This will make a difference to my life."³¹



Painting by Meenakshi Devi Reddy (age 10) - Winner in the 2001 Fiji Human Rights Commission's Annual Children's Painting Competition on the theme 'Race Relations in Fiji'.



Painting by Meenakshi Devi Reddy of Lautoka Central Primary School, Encouragement Prize Winner in the 2001 Fiji Human Rights Commission's Annual Children's Painting Competition on the theme 'Race Relations in Fiji'.

²⁸ Fiji Society for the Blind, Submission.
²⁹ I. Prakash, Submission.
³⁰ Fiji Women's Rights Movement, Submission.
³¹ Sharon Blair/Wein Kollis Consultation.

The Action Plan

INTRODUCTION

The strategies, projects and activities in this action plan are presented in three sections: the formal education system, informal or community education and targeted education. There is some overlap among the recipients of these types of education. For example, a young girl attending school may receive human rights in the formal education system, in the community and as a member of a targeted group. The action plan does not assign individuals to rigid boxes or segment human rights education into inflexible categories. Rather it attempts to cover the field, to ensure that each citizen or resident of Fiji has appropriate opportunities for education about human rights.

Human rights education is the responsibility of the whole nation. The government of course has the principal responsibility of ensuring that it occurs. But the responsibility for implementing human rights education is shared with all those agencies, corporations, organisations and individuals in a position to lead, to teach, to train and to influence. They include, but are not limited to:

- o **government:** the Office of the Prime Minister, the Ministry of Education, the Ministry of Justice, the Ministry of Fijian Affairs, Ministry of Women and Culture, the Ministry of Youth, Employment Opportunities and Sport, the Department of National Reconciliation and Unity, the Ministry of Regional Development and Multi-Ethnic Affairs, the Ministry of Home Affairs and Immigration, the Fiji Military Forces, the Fiji Police Force, the Prisons Department and the Public Service Commission;
- o **statutory authorities:** the Fiji Human Rights Commission, the Ombudsman and the Office of the Supervisor of Elections;



Painting by Aasis Karan of Tilak High School, Encouragement Prize Winner in the 2001 Fiji Human Rights Commission Annual Children's Painting Competition on the theme: *Race Relations in Fiji.*

- o **educational institutions:** the University of the South Pacific, the Fiji Institute of Technology, the Fiji College of Advanced Education, the Lautoka Teachers College, other teacher training institutions, technical and vocational education colleges, schools
- o **non-government organisations:** for example, groups working for human rights, women's issues, children and young people, reconciliation, cultural and multi-ethnic affairs, social services and community groups
- o **business associations:** the Fiji Chamber of Commerce and Industry and the Fiji Employers Federation
- o **trade unions:** the Fiji Trades Union Congress, the Fiji Teachers Union and the Fijian Teachers Association
- o **media:** the Fiji Media Council, television, radio and print media outlets.

The action plan identifies particular areas in which these bodies can play their own roles in contributing to the development of a human rights culture in Fiji.

FORMAL EDUCATION SYSTEM

I believe it is a very right time for Educators to discuss in class the content of Human Rights Education from a pre-school level, while teaching on Tradition and Culture ... [I] regard the issue as a compulsory subject, in every student's curricula including English, Social Science, History, and other relevant subject which have an enormous link to the discussion on social problems that we are facing in our daily life.³²

Human rights education should have a central place in the formal education system of schools universities, teacher training colleges and other tertiary institutions and vocational, training and other further education institutions. It is especially important for teachers and others who will be the providers of human rights education.³³ This part of the action plan addresses this requirement

Human rights education needs to be incorporated into the school program from the earliest grade in appropriate ways and with appropriate materials.³⁴ In Fiji many children leave school at the end of primary school or soon after that. If human rights education is left until the last two years of high school most Fiji children will miss out on it. All children have the right to human rights education.

Human rights education has both content and process dimensions in formal education systems.

- o Students need knowledge and understanding of human rights. The content dimension addresses this. Educational courses and programs should include human rights.
- o Students also need to experience human rights in action. Schools and educational institutions should be models of human rights respecting societies. Students should be involved with their local communities in school based human rights activities, looking not only at the problems but also for solutions.

³² R. Quminalakeli, *Consultation*

³³ Fiji Teachers Association *Consultation*; Dr. P. Panama and colleagues, Fiji College of Advanced Education *Consultation*; Y. Naibu, University of the South Pacific *Submission*; Regional Rights Resource Team of the United Nations Development Program Regional Office, Suva *Submission*; Gospel School for the Deaf *Submission*.

³⁴ *United Nations Development Program Regional Office, Suva Submission.*

The content dimension of human rights education needs to be provided both through specific human rights courses and through integrating or mainstreaming human rights in other courses.

- Through specific courses students should acquire knowledge and understanding of human rights concepts and the substance of human rights law. They should be assisted to identify strategies for the practical implementation of human rights commitments.
- Through integrating or mainstreaming students should come to see how human rights values and standards relate to all areas of life and activity. They should be equipped to identify situations of actual and potential human rights violations and actions to protect and promote human rights in those situations.

Both specific courses and integrated learning should be compulsory and assessable in all schools and educational institutions.⁵⁷ Human rights education is not an optional extra but a core learning requirement. It is a high priority task, not one that can or should be relegated a low priority in the educational environment.

Schools and other educational institutions should be models of a human rights respecting society. This requires that their structures and processes reflect human rights values and standards. One part of this is participation. Children and young people are entitled to participate in decisions that affect them, in accordance with their age and maturity.⁵⁸ Experiencing participation in school also prepares them for responsible participation in the community. One form of participation is a school council. Through a body of student representatives all students in a school can be 'given a voice in running the school. This resulting sense of order and ownership has led to improved behaviour and the enhancement of pupil self-esteem in many schools. Students who may be labeled as anti-social are often those who find the most value in having a space in which to exercise a peer leadership role which in turn can contribute to a reduction in stress levels for their teachers. Improved teacher-pupil relationships can lead to a more dynamic school environment.'⁵⁹

Modelling human rights in schools also requires that the types of discipline and the procedures by which disciplinary measures are imposed conform to human rights requirements.

Some schools in Fiji have become a place of horror for our children (and teachers too) ... our children too are subjected to extreme humiliation, racism, sexual abuses and severe beatings. Corporal punishments are inflicted on them to control their behaviour, to manipulate their thinking and for academic purposes too.⁶⁰

Schools should promote equality and respect across ethnic, religious, gender and other divisions. They should promote confidence among children with disabilities and positive attitudes towards them.⁶¹

The disabled child should develop the self esteem that comes from accepting who he is ... [The counsel should evolve from an understanding that the disabled child is not inferior and that he has the right to receive all the necessary facilities and resources to equalise his education and interaction with others.⁶²

⁵⁷ Regional Rights Resource Team of the United Nations Development Program Regional Office, Suva Submission; R Quimtakelo Submission, *Contribution on the Rights of the Child* article 12.

⁵⁸ The British Council *Citizenship education and human rights education Volume 2: Developments and resources in the UK 2001* p.16.

⁵⁹ *Final Submission*
⁶⁰ Human Rights Commission Disability Action Plan paragraph 9; Cospel School for the Deaf Submission, Cospel School for the Deaf Submission.

The whole school community should be involved in human rights education. Parents in particular have very important roles in the education of their children. They should be invited to contribute to their children's human rights education. Local community members can also share with children and young people their own understandings and experiences of human rights. Through human rights education schools and other educational institutions have opportunities to engage in and with local communities for the benefit not only of the students but of the whole society.

The particular needs of particular groups of students must be taken into account in providing human rights education within the formal education system. The majority of students with disabilities will receive the best educational opportunities in schools within their local communities.⁶³ They will require programs and materials that they can understand and use effectively. Students with disabilities in special schools are also entitled to human rights education appropriate to their needs and circumstances.

Human rights education in schools and other educational institutions should be provided in all the major languages of Fiji, including English, Fijian, Hindi and Rotuman, and in the languages of people with particular disabilities, Braille and signing.

The strategies, project and activities in this part of the action plan are based upon these principles and are directed towards these ends. They have been the subject of extensive consultation with the Ministry of Education and other educational authorities and institutions and have received strong support.

⁶³ Fiji Human Rights Commission Disability Action Plan paragraph 9.

A comprehensive approach of curriculum and experiences Colombia

In Colombia the Escuela Nueva elementary school program has been held up as one of the leading programs in the region with regard to new pedagogy and teaching children and teachers about autonomy and rights. The curriculum promotes active and reflective learning and seeks the development of co-operation, solidarity and civic participatory and democratic attitudes. Children are organised into committees and there is a strong emphasis on learning citizenship by active methods of participation. Teachers of these schools are also trained using similar participatory learning methods. There has been reported an increased involvement in community activities and an improvement in civic behaviour, as well as good academic achievement.³

³ The British Council *Citizenship education and human rights education Volume 3: An international overview 2000* p. 6.

Integrated curriculum: South Africa

In South Africa the curriculum is being reformed, referred to as Curriculum 2005 - the first year in which it will be fully introduced - on an outcomes-based approach to education. A number of the 'critical cross-field' or 'essential' outcomes are related to citizenship and democracy, for example:

- the ability to act in a manner which reflects justice, democratic values and respect for human dignity
- the ability to participate as a responsible citizen in local, provincial, national and global affairs.

Basic socio-political values of democracy, liberty, equality, justice have been set out as the foundation for teacher training and supply.⁴

⁴ The British Council *Citizenship education and human rights education Volume 3: An international overview 2000* p. 15.

Mainstreaming human rights across school curriculum: United Kingdom

A project in an inner city primary school class in Birmingham, United Kingdom, introduced human rights issues across the curriculum. The children were taught about rights and responsibilities from various perspectives when they were studying World War II in their history topic. They were taught about Gandhi and other rights leaders in the religious education sessions. They prepared an assembly on Martin Luther King. Particularly successful activities included drawing up class charters of rights and responsibilities across the school and commencing a school council where children were elected and 'real' issues of concern for them such as school meals and uniforms were not only discussed but genuine decisions about them were made. 'I included elements of citizenship and development education across the subjects. In geography we considered farming and land use in India. We looked at NGOs such as Oxfam and Amnesty International and their role in the world. We also considered how we as individuals might play a small part in helping communities on other parts of the world through fund-raising activities.'⁵

⁵ The British Council *Citizenship education and human rights education Volume 1: Key concepts and debates 2000* p 28-29, referring to S Carolan 'Human rights education in an inner city primary school' in *The Development Education Journal Special Issue: Citizenship Education in a Global Context* 1999 Vol 6, 1.

Specific curriculum in human rights: India

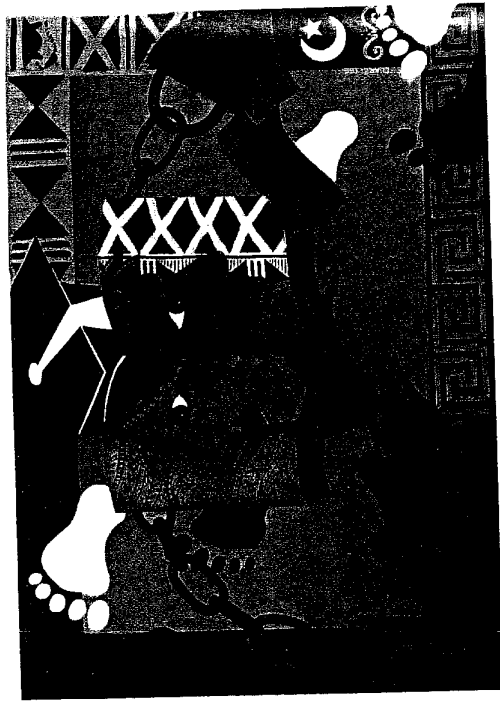
In India a compulsory curriculum covers the Indian political system and constitution, the world human rights situation, particularly the violations of colonialism, racism and apartheid; and major historical documents such as the US declaration of independence and human rights charters. However, violence and identity are found not always to be covered in schools. The topic of human rights is included in in-service education, although teachers and principals consider that it receives little attention there. A Co-ordinating Committee has however now been established, and will draw up a national plan of action. This will include human rights education at undergraduate and postgraduate levels; a qualification in human rights in the recruitment of professionals; and training materials for various professional groups.⁶

⁶ The British Council *Citizenship education and human rights education Volume 3: An international overview 2000* p 10.

School student participations: Tanzania

Within Africa, Tanzania was seen as in the forefront of school democracy because of the philosophy of Education for Self-Reliance and the introduction of school councils. Students participated not just in agricultural or productive work but in decision-making in the school or college. Social Studies texts have emphasised the self-help philosophy, with particular concepts of the citizen. The aims and objectives of primary education include 'to enable every child to understand the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities of every citizen' (1995). Research has indicated that there is inevitably a range of operation within school councils, but that the best provide a good grounding in citizenship.⁷

⁷ The British Council *Citizenship education and human rights education Volume 3: An international overview 2000* p 16.



Painting by Clare Yee of Swami Vivekananda High School, Winner in Category B (13 - 18 years) in the 2002 Fiji Human Rights Commission 'National Poster Competition' on the theme: *Social, Economic and Cultural Rights are Human Rights*.

School twinning: Fiji

In 1997 two high schools in Suva began a process of deepening relationships for exchange and cooperation. All the students at Ratu Sir Lala Sukuna Memorial School are indigenous Fijians. At the Mahatma Gandhi Memorial High School nearby, around 85 to 90 percent of the students are Indo-Fijian and 10 to 15 percent are indigenous Fijian.

In 1997 the schools commenced reciprocal visits on the days celebrating those for whom the schools were named. On Ratu Sukuna Day, the principal and about 40 students of the Mahatma Gandhi Memorial High School attended the celebration at the Ratu Sukuna School and one of the students addressed the assembly. On Gandhi Day a visit was made by the principal and about 40 students of the Ratu Sukuna School and one of the students addressed the assembly at the Mahatma Gandhi Memorial School.

Encouraged by the success of these reciprocal visits relationships have developed further. The two principals meet regularly to exchange experiences and views. They have found many practical ways to support each other. For example, when the head of the commerce department at the Ratu Sukuna School left, the head of the commerce department at the Mahatma Gandhi Memorial School stepped in to help, taking commerce classes at the Ratu Sukuna School until a new department head was able to begin.

In 2003 the principals plan to begin joint professional development for their teachers. They want to hold one joint program with outside resource people each term. The principals will make a joint presentation to the staff at each school to propose this initiative. They hope to involve three other schools in the area too. Joint professional development enables the stimulation of other ideas and experiences and so assists all participating. The principals also plan to exchange exam papers so that their students have the benefit of externally set papers to broaden their knowledge and test their abilities.

The cooperation between the schools has attracted wider interest. In 2002 the two principals made a joint presentation to the Principals Conference and the joint participation in Gandhi Day celebrations was featured on Fiji television and in the newspapers.

School student participation: United Kingdom

Highfield Junior School, Plymouth, UK, experienced radical change when their headteacher decided to structure their school ethos on human rights principles, moulding the school into a working democracy. Pupils were slowly integrated into every aspect of school life, learning how to contribute to making their school a happier and more productive place to learn. Pupils tackled bullying, set up new rules, sorted out problems, liaised with parents, managed a school council and even helped in the choosing of new members of staff. Once the students recognised themselves as a vital part of a working democracy they became motivated and took responsibility for their behaviour and their school.⁸

⁸ The British Council *Citizenship education and human rights education Volume 2: Developments and resources in the UK 2001* p 23.

School student participation: India

In India a model of democratic schooling is found in the Rajasthan night schools, which have been set up for working children aged 6-14. Each school has an elected student parliament, which has the power to run the school and push for village improvements. They have launched a magazine to keep children informed about their rights and local politics. The schools and parliament have revealed to the local community and teachers that children are capable of taking their own decisions. The project has now spread to nine other states.⁹

⁹ The British Council *Citizenship education and human rights education Volume 2: An international overview 2000* p 10.



Painting by Alvin Ali of Hilton Special School, Encouragement Prize Winner in the 2001 Fiji Human Rights Commission's 'Annual Children's Painting Competition' on the theme: *Race Relations in Fiji*.

STRATEGY

PROJECT

A. Ensure preparation and training of key educators to develop and implement human rights education programs

Train education curriculum staff, principals and teachers in human rights education

Provide academic leadership in research and programs c human rights education

B. Ensure that human rights are integrated or mainstreamed appropriately into all curriculum areas

Review and revise all primary and secondary school prescriptions

Review and revise courses in tertiary, vocational and technical colleges and institutions

ACTIVITY

IMPLEMENTER

1. develop and deliver courses on the content and processes of human rights education to curriculum development staff, principals and key program staff in schools and in tertiary, vocational and technical colleges and institutions

2. develop and deliver training courses on identifying and dealing with human rights issues, including issues listed in section 38 of the Constitution of the Republic of the Fiji Islands, namely, actual or supposed personal characteristics or circumstances including race, ethnic origin, colour, place of origin, gender, sexual orientation, birth, primary language, economic status, age or disability

3. evaluate the project at regular intervals

1. establish a specialist capacity for human rights and human rights education at the University of the South Pacific

1. develop a three year plan, from 2003 to 2005, for the review and revision of all prescriptions

2. identify human rights issues already included in each prescription

3. identify human rights issues not presently included in each prescription

4. revise each prescription to make human rights issues explicit

5. develop activities that can address those issues

6. identify relevant texts, materials and other resources

7. train teachers in the implementation of the new components of the prescriptions

8. evaluate the project at regular intervals and after completion

1. identify human rights issues already included in each course, especially but not only in faculties and schools teaching law, the humanities, journalism, social science, health and education

2. identify relevant human rights issues not presently included in each course

3. revise each course to make human rights issues explicit

4. identify relevant texts, materials and other resources

5. evaluate the project at regular intervals and after completion

Ministry of Education
Human Rights Commission

Teacher training institutions, including the University of the South Pacific, Fiji Institute of Technology, Fiji College of Advanced Education and Lautoka Teachers College

University of the South Pacific

Curriculum Development Unit of the Ministry of Education

The relevant school, course or academic authority in each college or institution (University of the South Pacific, Fiji Institute of Technology, Fiji College of Advanced Education, Lautoka Teachers College, other teacher training institutions, technical and vocational education colleges)

STRATEGY

PROJECT

C. Develop and provide new courses on human rights

D. Provide appropriate human rights education in special schools for children with disabilities

E. Develop schools and other educational institutions as models of human rights respecting societies

Develop a new prescription for a program of education on human rights law and values for all primary and secondary school students

Develop new courses on human rights law, values and practice for tertiary, vocational and technical colleges and institutions

Develop courses for children appropriate for particular kinds of disability

Revise school policies and procedures to address violations of human rights in schools and where necessary develop new policies

IMPLEMENTER

ACTIVITY

Curriculum Development Unit of the Ministry of Education

1. draft a new prescription using the list of topics in appendix 5 as a checklist of matters to be covered in the prescription
2. seek and obtain the necessary approvals for adoption and implementation of the new prescription
3. train teachers in the implementation of the new prescription
4. evaluate the project at regular intervals and after completion

The relevant school, course or academic authority in each college or institution

1. identify areas of study in which human rights would be most relevant, including but not limited to law, the humanities, social science, journalism, health and education
2. draft new course proposals and curriculum
3. seek and obtain the necessary academic and other approvals
4. implement the courses
5. evaluate the project at regular intervals and after completion

Curriculum Development Unit and Special Education Unit of the Ministry of Education

1. review and revise existing programs and courses to identify opportunities for education on and about human rights
2. develop new programs and courses
3. train teachers in the implementation of the new programs and courses
4. provide training in use of signing for teachers in classes in which there are hearing impaired children
5. evaluate the project at regular intervals and after completion

Ministry of Education
School committees, principals, teachers and students
Human Rights Commission

1. revise or develop and implement policies to prohibit discrimination, harassment and vilification in schools on any basis prescribed by section 38 of the Constitution of the Republic of the Fiji Islands, namely, actual or supposed personal characteristics or circumstances including race, ethnic origin, colour, place of origin, gender, sexual orientation, birth, primary language, economic status, age or disability
2. revise or develop and implement policies to eliminate bullying in schools
3. develop programs to implement school policies in these areas
4. train school committees, principals, teachers and students on issues relating to discrimination, harassment, vilification and bullying
5. evaluate the project at regular intervals and after completion

PROJECT

Revise and develop policies and procedures on school discipline to ensure conformity to human rights standards

Revise policies and procedures in other educational institutions to address violations of human rights in the institutions and where necessary develop new policies

Revise and develop policies and procedures in other educational institutions on discipline to ensure conformity to human rights standards

STRATEGY

ACTIVITY IMPLEMENTER

STRATEGY PROJECT

<p>1. identify human rights that are relevant to school discipline, including the prohibition of cruel, inhuman and degrading treatment and punishment, the right to be heard, the right to impartial determination of guilt and the right to review</p> <p>2. review and revise existing policies to ensure that any punishment imposed on a student is fully consistent with human rights standards</p> <p>3. review and revise procedures for student discipline to ensure that all procedures for disciplining students are fully consistent with human rights standards</p> <p>4. train school principals and teachers in implementing the revised policies and procedures</p> <p>5. educate students about their rights and responsibilities in the school</p> <p>5. explain school discipline policies and procedures and their human rights basis to parents and local communities</p> <p>7. evaluate the project at regular intervals and after completion</p>	<p>Ministry of Education</p> <p>School committees, principals, teachers and students</p> <p>Human Rights Commission</p>
<p>1. revise or develop and implement policies to prohibit discrimination, harassment and vilification in the institution on any basis proscribed by section 38 of the Constitution of the Republic of the Fiji Islands, namely, actual or supposed personal characteristics or circumstances including race, ethnic origin, colour, place of origin, gender, sexual orientation, birth, primary language, economic status, age or disability</p> <p>2. revise or develop and implement policies to eliminate violence in the institution</p> <p>3. develop programs to implement policies in these areas</p> <p>4. train academic and administrative staff and students on issues relating to discrimination, harassment, vilification and violence</p> <p>5. evaluate the project at regular intervals and after completion</p>	<p>The relevant council or board or other authority in each college or institution</p> <p>Human Rights Commission</p> <p>Student unions and associations</p>
<p>1. identify human rights that are relevant to discipline, including the prohibition of cruel, inhuman and degrading treatment and punishment, the right to be heard, the right to impartial determination of guilt and the right to review</p> <p>2. review and revise existing policies to ensure that any punishment imposed on a student is fully consistent with human rights standards</p>	<p>The relevant council or board or other authority in each college or institution</p> <p>Human Rights Commission</p> <p>Student unions and associations</p>

<p>Develop and implement policies and programs for student participation in decision making and governance of schools appropriate to their age and maturity</p>	
<p>Develop and implement policies and programs for student participation in decision making and governance of other educational institutions</p>	
<p>Establish a twinning program among Fiji schools across ethnic and religious divisions</p>	<p>F. Enable schools and other educational institutions to contribute towards Fiji's development as a human rights respecting society</p>

ACTIVITY

IMPLEMENTER

3. review and revise procedures for student discipline to ensure that all procedures for disciplining students are fully consistent with human rights standards
4. train academic and administrative staff in implementing the revised policies and procedures
5. educate students about their rights and responsibilities in the college or institution
6. evaluate the project at regular intervals and after completion

1. develop policies and guidelines for the establishment and operation of a student council in every school
2. develop other models for student participation in decision making and governance in schools at each level appropriate to the age and maturity of the students
3. train school committees, principals, teachers and students in implementing the policies and guidelines on student participation
4. evaluate the project at regular intervals and after completion

1. develop policies and guidelines for the establishment and operation of a student council in every educational institution
2. develop other models for student participation in decision making and governance in educational institutions at faculty, school and course level
3. train academic and administrative staff and students in implementing the policies and guidelines on student participation
4. evaluate the project at regular intervals and after completion

1. develop a national school twinning program to encourage exchange between students of different ethnic and religious backgrounds
2. have the program endorsed by government, religious and school system leaders
3. identify schools to take up the program as models for other schools
4. introduce the program nation-wide to all schools
5. evaluate the project at regular intervals and after completion

Ministry of Education

School committees, principals, teachers and students

The relevant council or board or other authority in each college or institution

Student unions and associations

Ministry of Education, religious leaders and governing boards, education system heads, principals and school councils

STRATEGY

PROJECT

Establish a twinning program among Fiji teaching training and other further education institutions across ethnic and religious divisions

Promote twinning between schools in Fiji and in other countries in the region

Establish a national program for student involvement with their local communities in school based human rights activities

Encourage parent and community involvement in human rights education programs in schools and other educational institutions

ACTIVITY

1. develop a national twinning program to encourage exchange between students of different ethnic and religious backgrounds in teacher training and other further education institutions
2. have the program endorsed by government, religious and institutional leaders
3. introduce the program nation-wide to all teacher training and further education institutions
4. evaluate the project at regular intervals and after completion

Ministry of Education, religious leaders and governing boards, councils or boards and principals of teacher training and other further education institutions and student unions and associations

1. develop a national school twinning program to encourage exchange between students in Fiji and other countries in the region
2. have the program endorsed by government and school system leaders
3. identify schools in Fiji to take up the program
4. seek partnerships with school authorities in other countries in the region to identify schools to be twinned with schools in Fiji
5. evaluate the project at regular intervals and after completion

Ministry of Education and governing boards, education system heads, principals and school councils

1. establish guidelines for a program of student human rights activities in local communities
2. assist schools to develop activities that permit students to identify both local human rights issues they can address and good solutions to the problems identified
3. promote the program among non-government and community organisations to ensure support for student initiatives and activities
4. support and monitor the implementation of activities and projects
5. evaluate the program at regular intervals

Ministry of Education, Fiji Human Rights Commission and governing boards, education system heads, principals and school councils

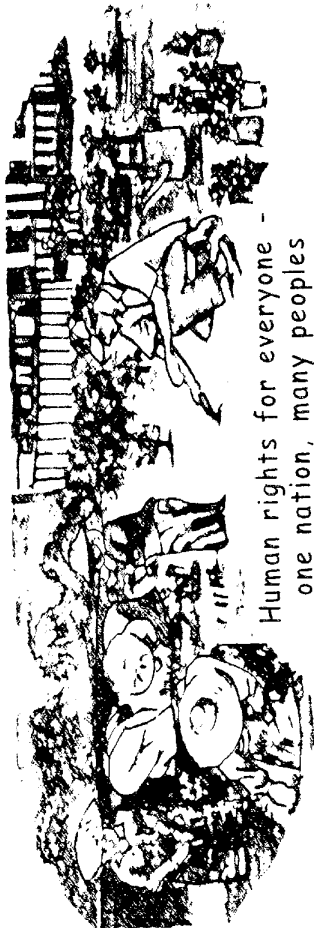
1. ensure human rights education and training for members of school councils and the boards or councils of other educational institutions
2. invite community and religious leaders to participate in human rights programs within the school or institution
3. invite representatives of ethnic, religious and cultural community organisations to participate in human rights programs within the school or institution
4. evaluate the project at regular intervals and after completion

School councils, boards of other educational institutions, principals



ECONOMIC, SOCIAL & CULTURAL RIGHTS ARE HUMAN RIGHTS

Painting by Lauretta Ah Sam, Category A (19 years & over) winner of the 2002 F Human Rights Commission 'National Poster Competition' on the theme: Social, Economic and Cultural Rights are Human Rights.



Human rights for everyone
one nation, many peoples

COMMUNITY EDUCATION

Community education about human rights has a broader role than formal education. It can include both informal courses or programs and far more general learning through public education campaigns. It is directed towards both values and information. It includes both specifically educational activity and other human rights activity that has significant educational results. It is not restricted to activities that are traditionally seen as educational. Human rights research and the public investigation of allegations of human rights violation also have educational impacts. The selection of strategies and projects for community education on human rights should reflect the broad nature of this form of education and the various sectors that can play a role. It should ensure education in all the major languages of Fiji, including English, Fijian, Hindi and Rotuman, and in the languages of people with particular disabilities, Braille and signing.⁴ It should also reflect the geographical area of the Fiji Islands, taking care to ensure that community education reaches all parts of the country.

The Fiji Human Rights Commission is identified as playing the key role in this part of the action plan. The Commission, as the Fiji national human rights institution, is responsible for the promotion and coordination of community education on human rights. It is not the sole implementer, however. Non-government and community organisations have important roles to play in community education. The Commission will encourage and support their initiatives.

⁴ Fiji Society for the Blind Submission.

Rural education program: Kenya

The Kenyan Human Rights Commission has produced a compact disc program for human rights education directed specifically at rural people. Pambazuka is a two part compact disc program that promotes human rights protection for rural people. The first part, 'Dying to be free', is the story of a particular rural community's human rights struggle. The second part provides an introduction to the methodologies used in conducting the investigations reported in 'Dying to be free'. It asks critical questions and presents a methodology for working with rural people.

How do we engage rural communities so that they will speak of their own experiences? How can we help them to organise to claim their rights? What are the skills required to do this? Drawing upon the traditions of 'participatory rural appraisal' (PRA), Pambazuka outlines the methodologies developed by the Kenya Human Rights Commission.¹⁰

¹⁰ Kenya Human Rights Commission [Pambazuka](http://www.khrc.or.ke/pambazuka.asp) www.khrc.or.ke/pambazuka.asp.

Human rights education through different media: Fiji

The Fiji Human Rights Commission adopted a wide strategic approach in its use of media for community education on human rights. Its work includes print, radio, video and internet presentation.

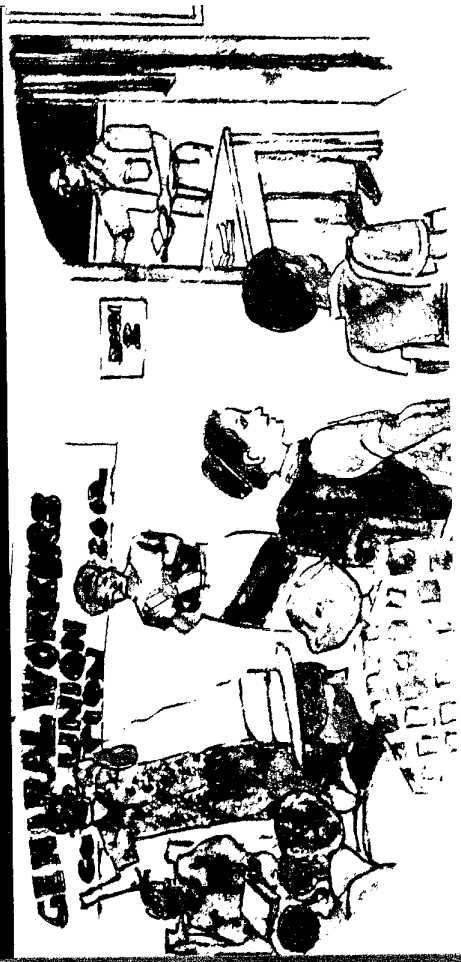
The Commission has produced a series of leaflets and a calendar to promote human rights awareness and knowledge of human rights remedies.¹¹ The leaflets describe the nature of human rights, list rights and freedoms protected by law in Fiji and the grounds of unlawful discrimination in Fiji, refer to the legal provisions that protect these rights in Fiji, introduce the Fiji Human Rights Commission and indicate the procedure by which human rights are protected. They provide contact details for the Fiji Human Rights Commission. The leaflets are published in English, Fijian and Hindi. In March 2002 the Commission commenced publication of a quarterly newsletter to report on its own activities and human rights developments more generally.

In May 2002 the Fiji Human Rights Commission began a series of weekly radio programs on human rights. The programs are broadcast on the national Fiji Broadcasting Corporation's five stations and reach all parts of the Fiji Islands. They are broadcast once a week in English, twice a week in Hindi and twice a week in Fijian to ensure maximum coverage. They enable the human rights message to reach people scattered over a very wide area and people who may be illiterate or have difficulty understanding complex written material. The programs deal with current human rights issues in the context of the Fiji Constitutional Bill of Rights and international human rights law.

In 2003 the Commission will be acquiring its own video production capacity through the engagement of specialist staff. The Commission will produce videos on important human rights themes and issues for school and community use, funded by the European Union.

The Commission also has an internet website with extensive information about human rights generally and its work. It contains the quarterly newsletter, annual reports, judgements in human rights cases, library loan forms and links to a number of other key human rights websites.

¹¹ Fiji Human Rights Commission *Know your rights* and *The Fiji Human Rights Commission 2000*.



STRATEGY PROJECT

Human rights education through exposure of human rights violations: Australia

The Australian Human Rights and Equal Opportunity Commission has developed strategies for human rights education through the exposure of human rights violations. Its public inquiry process has this objective. Since its establishment in its current form in 1986 the Commission has conducted many public inquiries including into the situation of homeless children, human rights and mental illness, racist violence, pay equity for women, the detention of asylum seekers, access to services and facilities for people with disability and paid maternity leave for women workers. All the public inquiries have had significant impacts in changing public awareness and understanding of human rights. Two were especially significant in challenging perceptions.

From 1995 to 1997 the Commission inquired into the forced separation of indigenous children from their families. The inquiry commissioners took public evidence from many hundreds of people in many areas of Australia, seeking them out, travelling to their regions and inviting them to speak in informal, supportive environments. They arranged counsellors and other services to assist the witnesses. These hearings attracted wide media coverage and generated substantial public and political debate about the history and its human rights implications. The inquiry's report made findings of gross violations of human rights and recommended a range of responses from Australians governments and parliaments, churches, non-government organisations and communities.¹² No work of the Commission has been so extensively debated and none has had such a broad impact on Australian society and culture.

In 1999 the Commission undertook an extensive program of consultations with people in rural and remote areas of Australia to identify and report on human rights issues.¹³ The Commission followed this consultation with a broad inquiry into education in rural and remote parts of Australia. This inquiry visited many remote areas of Australia, including indigenous out-station communities, issued a number of reports and made recommendations for comprehensive reform of school education in rural and remote areas.¹⁴ Again the inquiry attracted substantial media coverage and led to broader awareness of the wider dimensions of human rights, especially economic, social and cultural rights that are often ignored in Western societies.

¹² National Inquiry into the Forced Separation of Aboriginal and Torres Strait Islander Children from their Families Bringing them Home Human Rights and Equal Opportunity Commission Sydney 1997.
¹³ Human Rights Commissioner Bush talks Human Rights and Equal Opportunity Commission Sydney 1999.
¹⁴ Reports of the National Inquiry into Rural and Remote Education Emerging Themes, Recommendations, Education access and School communities Human Rights and Equal Opportunity Commission Sydney 2000.

Human rights education through exposure of human rights violations: Indonesia

The Indonesian National Commission on Human Rights has used investigation and inquiry processes not only to expose human rights violations but also to educate about human rights. Since its establishment in 1994 the Commission has conducted these investigations and produced reports into some of the most controversial incidents in Indonesia, especially in relation to abuses by the military and its proxies. During the Suharto era it investigated the disappearances of human rights activists, military and police shootings of student demonstrators and the takeover of the headquarters of the then principal opposition party. Later its investigation into the massacres in East Timor immediately before and after the independence referendum in August-September 1999 provided damning evidence of senior military involvement. These inquiries and their public reports promoted broader public commitment to human rights and public demands for action to curb military and police violations. Indeed they contributed to the momentum that led to the overthrow of the Suharto dictatorship in May 1998 and to the continuing democratic transition since then.

A. Provide relevant materials for information and education

Develop and publish a series of leaflets on relevant human rights themes and issues for general community use

Broadcast regular radio programs on human rights law and practice, focusing on current issues and concerns

Develop and publish a series of posters on relevant human rights themes and issues for general community use

ACTIVITY

IMPLEMENTER

STRATEGY

PROJECT

<ol style="list-style-type: none"> 1. identify, through consultation with key groups and individuals, the themes and issues on which leaflets should be produced 2. draft the texts and select artwork 3. trial the draft leaflets with key groups and individuals 4. translate into relevant languages 5. develop a distribution strategy 6. publish and distribute 7. evaluate the project at regular intervals and after completion 	<p>Fiji Human Rights Commission</p>
<ol style="list-style-type: none"> 1. arrange with national radio networks for presentation of weekly radio programs in human rights in the key languages of Fiji 2. identify, through consultation with key groups and individuals, the themes and issues on which programs should be produced 3. draft the texts and select accompanying materials to make the program attractive as well as informative 4. promote the programs to ensure that people know when and where to listen 5. present the programs 6. evaluate the project at regular intervals 	<p>Fiji Human Rights Commission</p>
<ol style="list-style-type: none"> 1. identify, through consultation with key groups and individuals, the themes and issues on which posters should be produced 2. draft the texts and select artwork 3. trial the draft posters with key groups and individuals 4. translate into relevant languages 5. develop a distribution strategy 6. publish and distribute throughout the Fiji Islands 7. evaluate the project at regular intervals and after completion 	<p>Fiji Human Rights Commission</p>

<p>Produce a series of videos for schools and community organisations on human rights law and practice, focusing on current issues and concerns</p>	
<p>Make more generally available a set of basic texts on human rights law and practice</p>	
<p>Produce a book of cases and materials on human rights relevant to Fiji</p>	
<p>Develop the Human Rights Commission website to provide information and resources on human rights, including specifically on human rights education</p>	

IMPLEMENTER

PROJECT

STRATEGY

<p>Fiji Human Rights Commission</p>	<p>B. Conduct a broad education campaign on one key human rights theme or issue during each year of the plan</p>	<p>Develop a strategy for the campaign</p>
<p>Fiji Human Rights Commission</p>		<p>Develop, produce and distribute campaign materials</p>
<p>Fiji Human Rights Commission</p>		<p>Conduct public activities to promote the campaign</p>
<p>Fiji Human Rights Commission</p>		<p>Encourage good media coverage of the campaign</p>

<p>Fiji Human Rights Commission</p>	<ol style="list-style-type: none"> 1. identify, through consultation with key groups and individuals, the themes and issues on which videos should be produced 2. develop scripts and production concepts to make the videos attractive as well as informative 3. promote the videos to ensure that people know when and where to obtain copies 4. ensure use of the videos in training programs 5. evaluate the project at regular intervals
<p>Fiji Human Rights Commission</p>	<ol style="list-style-type: none"> 1. identify the texts required to provide a basic understanding of human rights law and practice 2. arrange for the purchase of the texts and their placement in public libraries and key organisations throughout the Fiji Islands 3. evaluate the project at regular intervals and after completion
<p>Fiji Human Rights Commission</p>	<ol style="list-style-type: none"> 1. appoint an editor and publisher for the book 2. identify key cases and materials on human rights relevant to Fiji for inclusion in the book 3. publish and promote the book to courts, law schools, legal firms, relevant government offices, law libraries, legal professional bodies, legal and human rights organisations and other relevant bodies 4. evaluate the project at regular intervals and after completion
<p>Fiji Human Rights Commission</p>	<ol style="list-style-type: none"> 1. identify, through consultation with key groups and individuals, the materials, themes, issues and other resources for inclusion on the website 2. prepare design concepts for the website pages to make them attractive as well as informative 3. draft text, where necessary, or collect materials for inclusion on the website 4. ensure that the website includes links to other key human rights websites, in Fiji, regionally and internationally 5. promote the website to ensure that people know of its existence, including how to access it and what kinds of materials are included in it 6. ensure that the website is regularly updated so that material on it is current and relevant 7. evaluate the project at regular intervals

ACTIVITY

STRATEGY

PROJECT

<p>Fiji Human Rights Commission and, later, the campaign coordinating committee</p>	<ol style="list-style-type: none"> 1. select the theme or issue for the campaign in consultation with key groups and individuals 2. appoint a campaign coordinating committee to plan and implement the campaign 3. identify and obtain commitments from key groups and individuals to support the campaign 4. identify and obtain the required resources for the campaign 5. identify the specific activities to be undertaken as part of the campaign 6. plan a timetable for the implementation of the campaign 7. evaluate the project at regular intervals and after completion
<p>Fiji Human Rights Commission and the campaign coordinating committee</p>	<ol style="list-style-type: none"> 1. determine what leaflets, posters and other campaign materials should be produced 2. draft the texts and select artwork where relevant 3. trial the materials with key groups and individuals 4. translate into relevant languages 5. develop a distribution strategy 6. produce and distribute as appropriate through the Fiji Islands 7. evaluate the project at regular intervals and after completion
<p>Fiji Human Rights Commission and the campaign coordinating committee</p>	<ol style="list-style-type: none"> 1. determine what public activities should be conducted, ensuring an appropriate geographical spread through the Fiji Islands 2. plan and implement the activities 3. evaluate the project at regular intervals and after completion
<p>Fiji Human Rights Commission and the campaign coordinating committee</p>	<ol style="list-style-type: none"> 1. identify strategies to attract positive media coverage of the campaign 2. enlist the support of key media proprietors, editors, journalists, commentators and presenters for the campaign 3. in consultation with media supporters of the campaign, determine what materials, information and other support the media require to provide positive coverage of the campaign 4. ensure a regular flow of information and materials to the media to enable regular coverage of the campaign 5. evaluate the project at regular intervals and after completion

C. Conduct at least one public inquiry into a key human rights issue

Develop a strategy for the inquiry

Develop, produce and distribute materials to promote the inquiry and to elicit evidence and submissions

Conduct public hearings and other activities

Encourage good media coverage of the inquiry

IMPLEMENTER

ACTIVITY

Fiji Human Rights Commission and, later, the members of the inquiry

1. select the issue for the inquiry in consultation with key groups and individuals
2. appoint members to constitute the inquiry to plan and conduct the inquiry
3. identify and obtain commitments from key groups and individuals to support the inquiry
4. identify and obtain the required resources for the inquiry
5. identify the specific activities to be undertaken as part of the inquiry
6. plan a timetable for the implementation of the inquiry
7. evaluate the project at regular intervals and after completion

Members of the inquiry

1. determine what materials should be produced to promote the inquiry and its findings and recommendations
2. draft the texts and select artwork where relevant
3. trial the materials, where appropriate, with key groups and individuals
4. translate into relevant languages
5. develop a distribution strategy
6. produce and distribute as appropriate through the Fiji Islands
7. evaluate the project at regular intervals and after completion

Members of the inquiry

1. determine what public hearings and other activities should be conducted, ensuring an appropriate geographical spread through the Fiji Islands
2. plan and conduct the hearings and activities
3. evaluate the project at regular intervals and after completion

Members of the inquiry

1. identify strategies to attract positive media coverage of the inquiry
2. enlist the support of key media proprietors, editors, journalists, commentators and presenters for the inquiry
3. in consultation with media supporters of the inquiry, determine what materials, information and other support the media require to provide positive coverage of the inquiry
4. ensure a regular flow of information and materials to the media to enable regular coverage of the inquiry
5. evaluate the project at regular intervals and after completion

ACTIVITY

- select the issue for the inquiry in consultation with key groups and individuals
- appoint members to constitute the inquiry to plan and conduct the inquiry
- identify and obtain commitments from key groups and individuals to support the inquiry
- identify and obtain the required resources for the inquiry
- identify the specific activities to be undertaken as part of the inquiry
- plan a timetable for the implementation of the inquiry
- evaluate the project at regular intervals and after completion

Members of the inquiry

- determine what materials should be produced to promote the inquiry and its findings and recommendations
- draft the texts and select artwork where relevant
- trial the materials, where appropriate, with key groups and individuals
- translate into relevant languages
- develop a distribution strategy
- produce and distribute as appropriate through the Fiji Islands
- evaluate the project at regular intervals and after completion

Members of the inquiry

- determine what public hearings and other activities should be conducted, ensuring an appropriate geographical spread through the Fiji Islands
- plan and conduct the hearings and activities
- evaluate the project at regular intervals and after completion

Members of the inquiry

- identify strategies to attract positive media coverage of the inquiry
- enlist the support of key media proprietors, editors, journalists, commentators and presenters for the inquiry
- in consultation with media supporters of the inquiry, determine what materials, information and other support the media require to provide positive coverage of the inquiry
- ensure a regular flow of information and materials to the media to enable regular coverage of the inquiry
- evaluate the project at regular intervals and after completion

STRATEGY

PROJECT

ACTIVITY

IMPLEMENTER

	<p>Produce a report of the inquiry</p>	<p>identify the particular issues to be discussed in the report analyse the evidence collected by the inquiry develop conclusions and recommendations on the basis of the evidence collected draft the report present the report to the Parliament and the community evaluate the project at regular intervals and after completion</p>	<p>Members of the inquiry</p>
	<p>Promote the conclusions and recommendations of the inquiry</p>	<p>develop a strategy to publicise and promote the conclusions and recommendations of the inquiry seek the support of key groups and individuals in the implementation of the strategy implement the strategy evaluate the project at regular intervals and after completion</p>	<p>Members of the inquiry and the Fiji Human Rights Commission</p>
<p>D. Litigate each year at least one important test case to educate the community about human rights</p>	<p>Select and conduct test case litigation</p>	<p>invite key organisations and legal associations to refer the Commission for its consideration for possible litigation or intervention cases raising significant human rights issues that could effect public education on human rights select cases for litigation develop a media and public education strategy in relation to the litigation conduct litigation implement the media and public education strategy evaluate the project at regular intervals and after completion</p>	<p>Fiji Human Rights Commission</p>

TARGETED EDUCATION

Both formal education and community education cast their nets widely, reaching either students and others associated with an educational institution or members of the community as a whole. To supplement these more general forms of human rights education, targeted educational efforts are required for key groups. Those groups include:

- those well placed to protect and promote human rights or potentially to violate human rights;
- those who are victims of human rights violations or at risk of human rights violation;
- those who lead or shape public opinion.

A targeted program will need to be developed for each target group with the specific situation of that group in mind. It will need to be implemented in a way appropriate to the relevant group.

Targeted education programs should ensure education in all the major languages of Fiji, including English, Fijian, Hindi and Rotuman, and in the languages of people with particular disabilities, Braille and signing.⁴ It should also reflect the geographical area of the Fiji Islands, taking care to ensure that human rights education reaches all parts of the country.

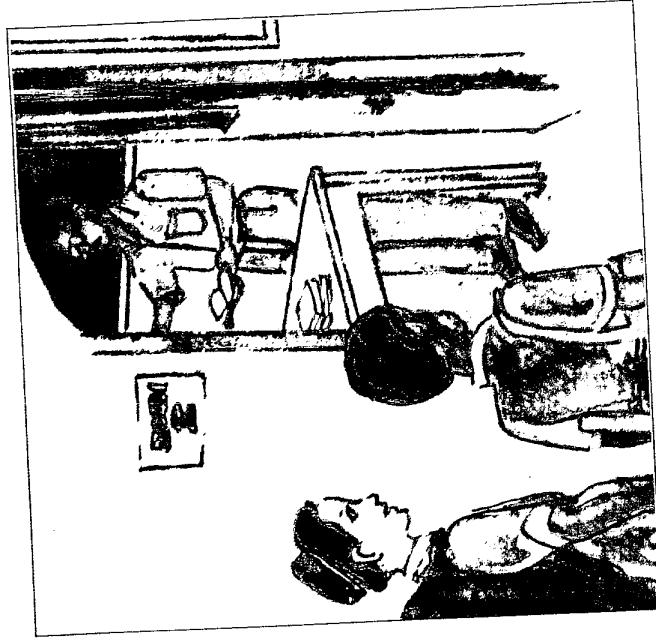
The Fiji Human Rights Commission is identified again as playing the key role in this part of the action plan because of its responsibilities for the promotion and coordination of education on human rights. However, this part also identifies many other Fiji government authorities, organisations and groups that are appropriate implementers of targeted human rights education. Many of these agencies have been consulted in the development of the plan and have expressed strong support for it. But many others have not been involved so far. The various strategies, projects and activities in this part of the plan are offered to them as well because of their relevance to the tasks proposed. The Commission will encourage them to participate in the plan's implementation as full partners in human rights education in Fiji. The agencies listed are not the only ones that could become involved. The Commission encourages all parts of Fiji society to find appropriate ways to contribute to the task of building a human rights culture in Fiji.

⁴ Fiji Society for the Blind, *Submission*.

Encouraging leadership by the media: Fiji

In 2002 the Fiji Human Rights Commission inaugurated annual Media Awards to recognise the media's contributions to the promotion of human rights. Separate awards were given in print, radio and television categories. The winners of the awards for 2002 were announced at a function on World Media Freedom Day, 3 May, before a large audience drawn from government, media and human rights groups. The winners' subjects reflect the diversity of human rights stories reported during the year in the Fiji media: teenage suicide, incest as a human rights issue, the death penalty and disability. The awards will be an annual event to encourage leadership by the media in human rights promotion. They offer not only recognition for good work but also a substantial monetary prize.

JJI HUMAN RIGHTS COMMISSION



The immediate task at hand ... is to build a human rights culture in this country through a process of education and dissemination of information. This will require the efforts of civil society groups and established institutions. Unless this is done, the structures of democracy and accountability upon which we rely for good governance will not develop. For unless this moves beyond the concerns of the intellectuals and the professionals, the initiative will be wasted. It is the broad mass of our people who must be persuaded to see how relevant human rights feature in their lives. That the state will not readily deliver services and amenities unless they demand the same as of right. And these demands are grounded in their entitlement as human beings."

Human

Justice Sailosi Kepa
Chairperson
Fiji Human Rights Commission
2002

Three national action plans compared: Japan, the Philippines and Turkey

The Japan National Plan of Action for the United Nations Decade for Human Rights Education identifies both general education and targeted education as important for the protection and promotion of human rights.¹⁶ The Plan seeks to promote human rights education through adult education and lifelong learning but it does not have a broad strategy or program for general community education. It recognises the need to target both those in positions of responsibility for human rights and those whose rights might be violated. Those identified as responsible for human rights observance include public prosecution officials, prisons staff, immigration personnel, teachers and educators, health and social welfare workers, police and emergency workers, military personnel and public service officials. Those identified as at risk include women, children, older persons, people with disabilities, those affected by the *Dowa* problem, the *Ainu* people, foreigners and people with HIV and other infectious diseases.

The Philippine Human Rights Education Decade Plan, adopted in 1998, takes a similar targeted approach to the Japan Program.¹⁶ It also identifies target groups for human rights education. They include women, older people, children and young people, prisoners and detainees, refugees, indigenous people and cultural communities, peasants, workers, the urban and rural poor, migrant workers and people with disability. The Plan also specifies police and military personnel and media workers as needing human rights education and training.

Turkey's Human Rights Education Program, also adopted in 1998, takes a far narrower approach.¹⁷ It does not identify target groups among those at risk of human rights violation. Rather, it focuses targeted education on judicial officials, police and media workers. It does not identify military personnel as in need of human rights education and training.

¹⁶ Government of Japan 'Japan National Plan of Action for the United Nations Decade for Human Rights Education' in Office of the High Commissioner for Human Rights Compendium of National Plans of Action for Human Rights Education United Nations Geneva 2001.

¹⁶ Philippines National Commission on Human Rights 'Philippine Human Rights Education Decade Plan' in Office of the High Commissioner for Human Rights Compendium of National Plans of Action for Human Rights Education United Nations Geneva 2001.

¹⁷ National Committee on the Decade for Human Rights Education 'Human Rights Education Programme of Turkey 1998-2007' in Office of the High Commissioner for Human Rights Compendium of National Plans of Action for Human Rights Education United Nations Geneva 2001.

Children's rights in action: Mexico

Children in Mexico have been invited to learn about their rights by exercising their rights. In 1997 Unicef and the Federal Electoral Institute of Mexico gave children their first opportunity to vote to tell their country which rights were most important to them. Almost four million children voted in 9000 booths in parks, shopping centers, schools and plazas across Mexico's thirty one states. The right that attained the highest level of support was the right to 'have a school in which to learn and improve myself'. Almost 900,000 children supported this right.¹⁸

¹⁸ The British Council *Citizenship education and human rights education Volume 1: Key concepts and debates* 2000 p 26-27, referring to Unicef 'Respect for Rights' in *Children First* No 40 Autumn 1990.

Human rights education for children: Fiji

The Fiji Human Rights Commission conducts competitions to encourage children to learn about human rights and express their views on human rights issues. The competitions recognise the great diversity of skills and experiences among Fiji's children.

■ The Commission conducted an essay competition in 2002 and painting competitions in 2001 and 2002 (the first on a race relations theme and the second on the International Covenant on Economic, Social and Cultural Rights). It is considering an oratory competition in 2003. By using these different formats children with different skills are encouraged to participate. Some children like to express themselves in writing, others visually, still others verbally.

■ In all competitions prizes have been awarded in three age related categories to encourage younger children (six to twelve year olds) and older young people (those 19 and over) to participate as well as those in the middle years (13 to 18).

■ In the essay competition prizes were awarded in three language categories, English, Fijian and Hindi.

The winning paintings are displayed by the Commission and many are used in its publications. Copies of the winning essays were provided to all public libraries in Fiji. Several are have been published by the Commission and other groups.

The competitions attract large numbers of entries. The essay competition in 2002 received 84 entries.

Rural women's rights: Peru

The ombudsman institution of Peru provides an example of a wide rural network for human rights education and training.

This new project with the Instituto de Defensa Legal will establish 14 *Defensorías Comunitarias* (local ombudsman's offices) in 7 rural districts in the Andes of Peru for the promotion and protection of women's rights. 250 women and community leaders will be trained in the understanding and management of the mechanisms of counselling, conflict resolution, awareness raising and related gender issues. *Defensorías Comunitarias* will also promote the participation of women in local inter-institutional networks preventing domestic violence. These networks will involve 250 local authorities. Seminars and workshops and media campaigns will be run in both Spanish and Quechua (local language).¹⁹

¹⁹ British Council *Empowering rural women* Peru 2002 www.britishcouncil.org.pe/english/governance/pergherw.htm.

Encouraging leadership by those in culture and the arts: Australia

Since 1987 the Australian Human Rights and Equal Opportunity Commission has made annual human rights awards to recognise significant contributions to the promotion and protection of human rights in Australia or by Australians. The major award, the Human Rights Medal, honours eminent individual contribution. Over the years other awards have highlighted human rights activity in particular areas of culture and the arts: print media, radio, television, film, fiction, non-fiction and so on. Each year the awards attract large numbers of nominations, reflecting the prestige that has attached to them. They receive prominent media coverage when the winners are announced on Human Rights Day. They have served human rights education directly and indirectly: they themselves contribute to more public awareness and discussion of human rights and they encourage and endorse artistic and cultural endeavour in support of human rights.

PROJECT

Identify and prioritise the groups for education

STRATEGY

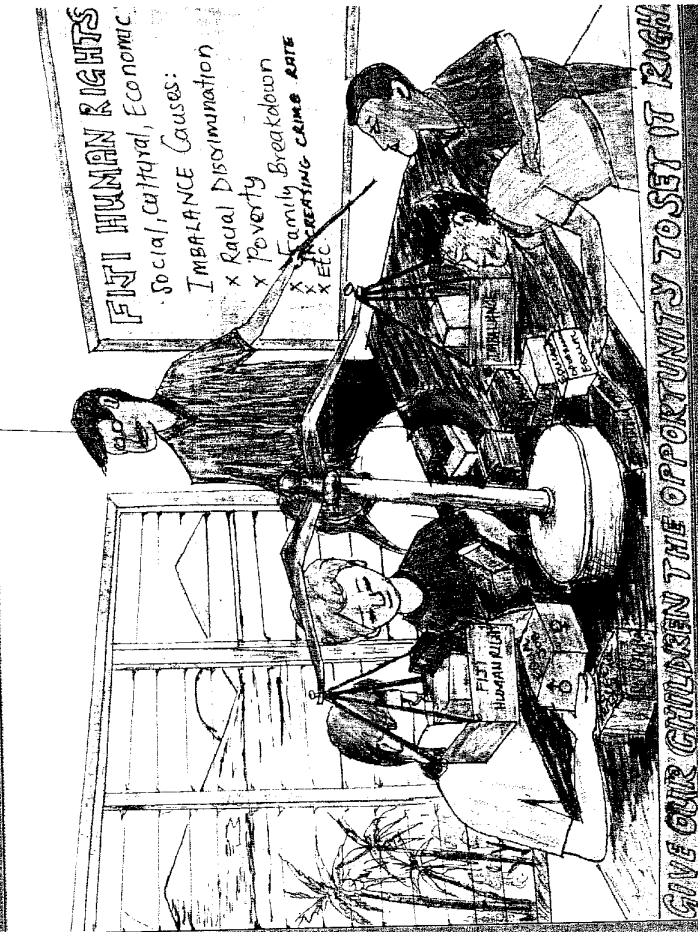
A. Provide human rights education to groups well placed to protect and promote human rights or potentially to violate human rights

Prepare a group specific program for each priority group

Implement the program for each priority group

Identify and prioritise the groups for education

B. Provide human rights education to groups of victims of human rights violations or at risk of human rights violation



Painting by Ilson Turagakulaboko of Nasinu, Social Mentoring Prize Winner in the 2002 Fiji Human Rights Commission National Poster Competition on the theme 'Social, Economic and Cultural Rights are Human Rights'

IMPLEMENTER

ACTIVITY

PROJECT

STRATEGY

Fiji Human Rights Commission, the Parliament, the Supreme Court and other courts, the Ministry of Justice, the Public Service Commission, the Fiji Military Forces, the Fiji Police Force, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Law Society, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services

1. prepare an initial list of groups within this category, including parliamentarians, public servants, police and military, judges and magistrates, prosecutors and other lawyers, leaders and members of non-government and community organisations, private sector employers and managers and trade union officials
2. consult with key government and non-government organisations to supplement the initial list and determine priorities within the list
3. prioritise the groups for education
4. evaluate the project at regular intervals and after completion

Fiji Human Rights Commission, the Parliament, the Supreme Court and other courts, the Ministry of Justice, the Public Service Commission, the Fiji Military Forces, the Fiji Police Force, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Law Society, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services

- For each group:
1. identify the particular themes and issues that should be addressed in the education program
 2. ensure that the program includes material on the requirements of human rights law and the situations and experiences of groups at risk of human rights violation
 3. identify the particular educational strategy appropriate for that group
 4. prepare the appropriate educational material for that group
 5. evaluate the project at regular intervals and after completion

Fiji Human Rights Commission, the Parliament, the Supreme Court and other courts, the Ministry of Justice, the Public Service Commission, the Fiji Military Forces, the Fiji Police Force, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Law Society, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services

- For each group:
1. implement the appropriate program in accordance with the strategy selected for that group
 2. evaluate the project at regular intervals and after completion

Fiji Human Rights Commission, the Fiji Trade Union Congress, the Fiji Council of Social Services, non-government organisations including the National Council of Women, the Fiji Women's Rights Movement, the Sexual Minorities Project

1. prepare an initial list of groups within this category, including women, children and religious groups, cultural minority groups, people with disabilities, sexual minorities groups, prisoners and workers
2. consult with key government and non-government organisations to supplement the initial list and determine priorities within the list
3. prioritise the groups for education
4. evaluate the project at regular intervals and after completion

Prepare a group specific program for each priority group

Implement the program for each priority group

C. Provide human rights education to groups that lead or shape public opinion

Identify and prioritise the groups for education

Prepare a group specific program for each priority group

PROJECT

STRATEGY

Implement the program for each priority group

Provide information on human rights and on current human rights issues to those working in the arts

Provide opportunities for those working in the arts to contribute to human rights education and promotion

Provide annual human rights awards for those working in the arts to recognise the most significant contributions to human rights education and promotion

D. Encourage artists, writers, actors, film makers, singers and others within the arts community to promote human rights through their work

Fiji Human Rights Commission, the Fiji Trade Union Congress, the Fiji Council of Social Services, non-government organisations including the National Council of Women, the Fiji Women's Rights Movement, the Sexual Minorities Project

Fiji Human Rights Commission, the Fiji Trade Union Congress, the Fiji Council of Social Services, non-government organisations including the National Council of Women, the Fiji Women's Rights Movement, the Sexual Minorities Project

Fiji Human Rights Commission, the Public Service Commission, the Fiji Council of Churches, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services

Fiji Human Rights Commission, the Public Service Commission, the Fiji Council of Churches, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services

For each group

1. identify the particular themes and issues that should be addressed in the education program
2. ensure that the program includes material on the requirements of human rights law and remedies for human rights violation
3. identify the particular educational strategy appropriate for that group
4. prepare the appropriate educational material for that group
5. evaluate the project at regular intervals and after completion

For each group:

1. implement the appropriate program in accordance with the strategy selected for that group
2. evaluate the project at regular intervals and after completion
 1. prepare an initial list of groups within this category, including leaders of ethnic, religious and cultural communities, including chiefs, media proprietors and workers, officials of trade unions, officials of private sector associations and councils and members of non-government and community organisations
 2. consult with key government and non-government organisations to supplement the initial list and determine priorities within the list
 3. prioritise the groups for education
 4. evaluate the project at regular intervals and after completion

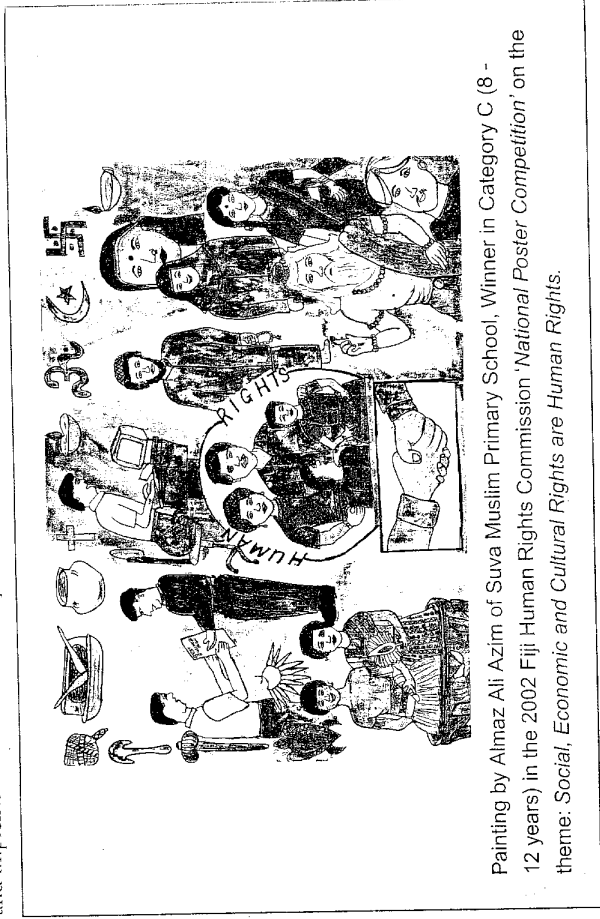
For each group:

1. identify the particular themes and issues that should be addressed in the education program
2. ensure that the program includes material on the requirements of human rights law and on the situations and experiences of groups at risk of human rights violation
3. ensure that the program includes training on leadership in human rights
4. identify the particular educational strategy appropriate for that group
5. prepare the appropriate educational material for that group
6. evaluate the project at regular intervals and after completion

<p>For each group</p> <ol style="list-style-type: none"> 1. implement the appropriate program in accordance with the strategy selected for that group 2. evaluate the project at regular intervals and after completion 	<p>Fiji Human Rights Commission, the Public Service Commission, the Fiji Council of Churches, the Fiji Chamber of Commerce and Industry, the Fiji Employers Federation, the Fiji Trade Union Congress, the Fiji Media Council, the Fiji Council of Social Services</p>
<ol style="list-style-type: none"> 1. ensure that human rights information, including leaflets and newsletters, is sent to arts workers 2. identify arts workers with an existing interest in a particular human rights issue and ensure that they are provided with regular up-dates on that issue 3. encourage arts workers to develop interest in a particular human rights issue that they are willing to follow and promote through their work and then ensure that they are provided with regular up-dates on that issue 	<p>Fiji Human Rights Commission, Fiji Media Council, Fiji Arts Council, Fiji Museum, University of the South Pacific and other institutions teaching art, graphic design and craft.</p>
<ol style="list-style-type: none"> 1. involve arts workers in the production and presentation of human rights education materials 2. sponsor cultural events and activities on human rights themes 3. encourage sponsors of existing cultural festivals and events to include human rights themes within their programs 	<p>Fiji Human Rights Commission, Fiji Media Council, Artists groups' and clubs.</p>
<ol style="list-style-type: none"> 1. establish a system of annual human rights awards, to be announced at a ceremony each Human Rights Day, with categories of award to include all the key areas of artistic endeavour 2. obtain sponsors for particular awards and for the awards ceremony 3. seek annual nominations in each category 4. appoint eminent persons to independent judging committees for each category of award 5. conduct the annual awards ceremony to build and focus media interest in and reporting of human rights generally 	<p>Fiji Human Rights Commission Fiji Media Council</p>

EVALUATION

The entire action plan should be evaluated towards the end of the three year period. Evaluation is an essential step in ensuring that activity is as effective as possible. A three year action plan will not be enough itself to build a human rights culture in any nation. It will need to be followed by later plans, each building upon the other. Evaluation should be directed not only towards assessing the effectiveness of what has been done but also towards charting directions for the future. It should be undertaken by an independent agency that has not been involved in the preparation and implementation of the action plan.



Painting by Almaz Ali Azim of Suva Muslim Primary School, Winner in Category C (8 - 12 years) in the 2002 Fiji Human Rights Commission 'National Poster Competition' on the theme: *Social, Economic and Cultural Rights are Human Rights*.

Conclusion

As High Commissioner for Human Rights Mrs Mary Robinson made human rights education one of her highest priorities because, she said,

I firmly believe in the fundamental role of human rights education in empowering individuals to defend their rights and those of others. This empowerment can also make a critical contribution to the prevention of human rights violations."

This action plan is based on that firm belief. Its objective is to empower individuals and communities to promote, protect and fulfil the human rights of all. It is a framework through which a human rights culture can be built in Fiji. It responds to the challenge of Justice Kupa at the beginning of this plan to persuade "the broad mass of our people ... to see how relevant human rights feature in their lives".⁴¹

⁴¹ Mary Robinson "Foreword" *The United Nations Decade for Human Rights Education 1995-2004: Lessons for Life*, Office of the High Commissioner for Human Rights (UN 1996).