



Appendix A – List of Submissions

No.	Author/s	Organisation/Individual
1	Dr. Carol O'Donnell	(Individual)
2	Mr Roland Tam	(Individual)
3	Mr Pierre Huetter	The Centre for Democratic Institutions
4	The Hon Bob Debus	NSW Attorney General
5	Mr R N McLeod	Commonwealth Ombudsman
6	Mr Trung Doan	Vietnamese Community in Australia, Inc.
7	The Hon Neil Andrew MP	The Speaker of the House of Representatives
8	Mr Jon Stanhope MLA	ACT Government
9	Ms Annmaree O'Keeffe (AUSAID) & Ms Caroline Millar (DFAT)	Australian Agency for International Development and the Department of Foreign Affairs and Trade.
10	Mr Bruce Wilson	Curriculum Corporation
11	Mr David Purnell OAM	United Nations Association of Australia, Inc.
12	Professor David Kinley	Castan Centre for Human Rights Law, and the Centre for Study of Privatisation and Public Accountability
13	Ms Joan Staples	Diplomacy Training Program
14	Mr Kieren Fitzpatrick	The Asia Pacific Forum of National Human Rights Institutions
15	Senator the Hon Paul Calvert	President of the Senate
16	Ms Gaye Phillips	UNICEF Australia
17	Ms Helen Burrows	Australian Legal Resources International
18	Mr Eugene Biganovsky	SA State Ombudsman
19	U Aye, Ambassador	The Ambassador of the Union of Myanmar
20	Ms Glenys Stradijot	Friends of the ABC (Vic) Inc.
21	Professor Alice Tay	Human Rights and Equal Opportunity Commission
22	Michael Curtotti	National Committee on Human Rights Education
23	Mr Graham Tupper	Australian Council for Overseas Aid
24	Mr Peter Rooke	Transparency International Australia

No.	Author/s	Organisation/Individual
25	Ms Dimity Fifer	Australian Volunteers International
26	Mr Simon Rice	Australian Lawyers for Human Rights
27	Sen the Hon Robert Hill	Department of Defence
28	Mr Michael Curtotti	National Committee on Human Rights Education
29	Mr Jefferson R Plantilla	Asia-Pacific Human Rights Information Center
30	Professor Bob Hughes	University of the South Pacific
31	Ms Julie Walding	Department of Education, Science and Training
32	Mr Andre Frankovits	The Human Rights Council of Australia
33	Mr Kieren Fitzpatrick	The Asia Pacific Forum of National Human Rights
34	Mr Graham Tupper	Australian Council for Overseas Aid
35	Mr Patrick Earle	Diplomacy Training Program
36	Mr Simon Rice	Australian Lawyers for Human Rights
37	Ms Diana Temby	Human Rights and Equal Opportunity Commission
38	Mr Roland Rich	Centre for Democratic Institutions
39	Mr Phillip Allars	Department of Foreign Affairs and Trade
40	Dr Tom Davis	Castan Centre For Human Rights
41	Ms Julie Clarke-Bates	AusAID
42	Premier of Western Australia, The Hon Dr Geoff Gallop, MLA	Government of Western Australia
43	Dr Sev Ozdowski	Human Rights and Equal Opportunity Commission
44	Ms Rachel Lord	Attorney Generals Department
45	Ms Patricia Thomson	National Committee on Human Rights Education



Appendix B – List of Exhibits

Exhibit No.	Description
1	Lodged with Submission 1 <i>Ethics and the National Health and Medical Research Council (NHMRC): The Divided Self?</i> A submission by Ms Carol O'Donnell to the Executive Director of the Australian Law Reform Commission (ALRC)
2	Case Study: <i>Peace Education in a Post-Conflict Environment: Sierra Leone.</i> A paper by Dr Diane Bretherton, Ms Jane Weston and Mr Vic Zbar.
3	<i>NZAID Policy Statement: Towards a Safe and Just World Free of Poverty, July 2002.</i> <i>NZAID Human Rights Policy Statement.</i> <i>New Zealand Handbook on International Human Rights, December 1998.</i> <i>NZ Ministry of Foreign Affairs and Trade: Human Rights Division Newsletter, July 2002</i> <i>The Government Submission to the Foreign Affairs, Defence and Trade Committee of the New Zealand Parliament: Inquiry into the Role of Human Rights in Foreign Policy, August 2000.</i> <i>NZAID: Towards a Strategy for the Pacific Islands Region, July 2002</i> <i>NZ Ministry of Foreign Affairs and Trade: New Zealand Official Development Assistance – Annual Review 2001.</i>
4	<i>Tenth Workshop on Regional Cooperation for the Promotion and Protection of Human Rights in the Asia-Pacific Region, Beirut, Lebanon, 4-6 March 2002.</i> Introductory Remarks on Human Rights Education in Asia-Pacific by Jefferson R. Plantilla, HURIGHTS OSAKA.
5	Lodged with Submission 1 Subject Guides from the University of Sydney which address Governance Related Education in Health and Community Service Areas. Dr Carol O'Donnell
6	Lodged with Submission 19 <i>Political Situation in Myanmar and its role in the Region, August 2001.</i>
7	Lodged with Submission 18 <i>Ombudsman South Australia Annual Report 2001/02</i>

Exhibit No.	Description
8	<i>Youth Challenge – New Directions in Human Rights Education</i> <i>Teaching Human Rights and Responsibilities – A Resource for Australian Secondary School Teachers</i> Human Rights and Equal Opportunity Commission
9	<i>Fiji National Action Plan for Human Rights Education, 2003-2005</i> Fiji Human Rights Commission
10	<i>Alumni - Diplomacy Training Program -</i>
11	<i>Perth: Australasia's First Human Rights City</i> Professor Jan Ryan



Appendix C – List of Hearings & Witnesses

Thursday 3 April 2003 - Perth

Haruhisa Handa Professor of Human Rights Education; and Head, Centre for Human Rights Education, Curtin University of Technology

Professor James William IFE

Human Rights Cities program

Professor Janice Patricia RYAN, (Private capacity)

National Committee on Human Rights Education Inc.

Chief Justice the Hon. David Kingsley MALCOLM, Member and Treasurer

Ms Patricia Kay THOMSON, Honorary Executive Director

Monday 12 May 2003 - Canberra

AusAID

Mr Robin DAVIES, Assistant Director-General, East Asia Branch

Mr Richard MOORE, Assistant Director-General, Mekong, South Asia,
Middle East and Africa Branch

Ms Margaret THOMAS, Acting Deputy Director-General, Pacific,
Contracts and Corporate Policy Division

Mr Peter Lloyd VERSEGI, Acting Assistant Director-General, Corporate
Policy Branch

Australian Council for Overseas Aid

Mr Graham TUPPER, Executive Director

Ms Kathleen RICHARDS, Policy Officer, Human Rights and Governance

Castan Centre for Human Rights Law

Dr Thomas DAVIS, Project Manager

Professor David KINLEY, Director

**Centre for Democratic Institutions, Research School of Social Sciences,
Australian National University**

Ms Felicity PASCOE, Executive Officer

Mr Roland RICH, Director

Department of Foreign Affairs and Trade

Mr Gerard Francis McGUIRE, Director, Human Rights and Indigenous
Issues Section, International Organisations Branch, International
Organisations and Legal Division

Ms Bronte Nadine MOULES, Assistant Secretary, International
Organisations Branch

Friday 16 May 2003 - Sydney**Asia Pacific Forum of National Human Rights Institutions**

Mr Stephen CLARK, Research Officer

Mr Kieren FITZPATRICK, Director

Australian Lawyers for Human Rights

Ms Sabina LAUBER, Member

Miss Sophie Ellen McMURRAY, Member

Australian Volunteers International

Mrs Dimity FIFER, Chief Executive Officer

Diplomacy Training Program

Mr Patrick EARLE, Director

Professor Paul REDMOND, Chair, Board of Directors

Human Rights and Equal Opportunity Commission

Mr William Bruce KENNEDY, Director, International Programs

Ms Jan PAYNE, Director, Public Affairs and Education

Mr David Vere ROBINSON, Program Manager, International Programs

Ms Diana TEMBY, Executive Director

Thursday 19 June 2003 - Canberra**Australian Legal Resources International**

Mr Peter WALFORD, Chief Executive

Commonwealth Ombudsman

Professor John McMILLAN,

Mr John TAYLOR, Senior Assistant Ombudsman

UNICEF Australia

Ms Gaye PHILLIPS, Executive Director

United Nations Association of Australia

Mr David Lyle PURNELL, National Administrator



Appendix D – National Action Plan

(Excerpt from Australia's Nation Action Plan for Human Rights – 1994, pp. 65-69)

(i) Define a programme of human rights information and education, including in school curricula and the workplace for Australia;

Features of Current Policy

The Government has taken a number of initiatives to increase the awareness of Australia's international obligations in the areas of human rights.

- The Federal Government encourages teaching about human rights within the mainstream school curriculum. A set of agreed goals for schooling in Australia provide foundation for a program of human rights education for our schools. The program emphasises the promotion of understanding of cultural differences and tolerance of others as key national goals in education. These factors appear as a universal quality in almost all objectives in education systems of Australia. Particular national goals of relevance to human rights education include:
 - ⇒ to develop knowledge, skills, attitudes and values which will enable students to participate as active and informed citizens in our democratic Australian society within an international context;
 - ⇒ to provide students with an understanding and respect for our cultural heritage including the particular cultural background of Aboriginal and ethnic groups; and
 - ⇒ to develop in students a capacity to exercise judgment in matters of morality, ethics and social justice.

- Positive initiatives have been taken by schools and education authorities concerning human rights education in the development of curriculum for government and non-government schools, in areas such as non-sexist education, Aboriginal studies and multicultural studies. Human rights issues and education are incorporated throughout syllabuses covering Society and Culture, Legal Studies, English, Aboriginal Studies, History and Geography.
- In 1989, a structure was established to provide for the cooperation of States, Territories and the Commonwealth in developing a national curriculum framework for Australian schools. The framework was informed by three guiding principles:
 - ⇒ access and equity for girls, Aboriginal and Torres Strait Islander students, students from non-English speaking background, students learning English as a second language, students living in poverty, students who live in isolated rural communities and students who have a disability;
 - ⇒ recognising the knowledge and experiences of many different groups to redress the imbalance in curriculum that advantages those structures of knowledge and ways of viewing the world associated with one group; and
 - ⇒ critical analysis of structures that disadvantage and advantage various groups. This involves the examination of processes of construction of categories such as gender, race and class. For details of human rights education in the National Curriculum Framework, see Appendix H.
- The Government is working with employers and unions to educate students on issues such as labour relations, occupational health and safety, workplace reform and the rights and obligations of workers:
 - ⇒ at the same time, the Government will provide a training and development program for teachers, employers and trade union speakers.
- The Australian Government has introduced a community education program, "Stopping Violence Against Women", aimed at creating a climate of opinion whereby violence against women is not condoned under any circumstances and to contribute to the elimination of all forms of violence against women in Australian society. [See F (ii)]
- A number of programs have also been funded which aim to identify and address gender bias in the law and legal system, including:

- ⇒ a gender awareness program for members of the judiciary and magistrature being developed by the Australian Institute of Judicial Administration, to run over three years; and
- ⇒ a pilot program on gender bias for Family Court judges and judicial registrars.
- Australia's second progress report to the United Nations on CEDAW was widely distributed and purchased throughout Australia to raise awareness amongst the community of the achievements in Australia in implementing the Convention.
- Australia's second progress report to the United Nations on CEDAW was widely distributed and purchased throughout Australia to raise awareness amongst the community of the achievements in Australia in implementing the Convention.
- The Aboriginal and Torres Strait Islander Social Justice Commissioner coordinates a National Aboriginal and Torres Strait Islander Social Community Education Program with the following objectives:
 - ⇒ to inform Aboriginal and Torres Strait Islander people about their rights and the protection available under anti-discrimination and other legislation;
 - ⇒ to reduce the incidence of Aboriginal and Torres Strait Islander people in custody;
 - ⇒ to enable Aboriginal and Torres Strait Islander communities to establish and protect community standards of their human rights; and
 - ⇒ to empower Aboriginal and Torres Strait Islander people to solve community relations problems at the local level through an understanding and assertion of their rights. [See also F (i)]

Challenges Ahead

- To strengthen the understanding by Australians of human rights, including through developing school curriculum and teacher training of the nature of indigenous human rights particularly those of Aboriginal and Torres Strait Islander peoples.
- While equal employment opportunity legislation and anti-discrimination legislation provide a framework for combating discrimination in the workplace based on ethnicity and / or birth, workplace discrimination still remains a concern. Elimination of discriminatory practices and, to the extent possible, discriminatory attitudes in learning and working environments requires a

comprehensive and integral response and pro-active community and school education.

- To ensure that all women have the right to live free from violence and the fear of violence. The extent of violence against women in Australia remains a matter of national importance. This will require a major change in community attitudes so that violence is seen as unacceptable.

Proposed National Action

- The Government will continue to pursue strategies to increase awareness of Australia's international obligations in the areas of human rights, including:
 - ⇒ developing and disseminating education materials and curricula for schools which promote ethical development; and
 - ⇒ initiatives in community education aimed at eliminating violence against women.
- The Government will consider developing measures aimed at increasing knowledge of indigenous human rights, including through school curricula and teacher training programs.

(j) Set out a program of education and training for Australian personnel directly responsible for the protection of human rights

Features of Current Policy

- There are several education and training programs for personnel directly responsible for the protection of human rights:
 - ⇒ the Attorney-General's Department provides a small number of training courses on human rights issues, for example, to the Department of Immigration and Ethnic Affairs; the Australian Federal Police (AFP) does not have courses specifically designed to cover international human rights treaties, although it does have a number of current training courses which include components covering cross-cultural communications exercises and awareness of human rights;
 - ⇒ the Attorney-General's Department is acting as a catalyst in developing pilot programs to encourage a more comprehensive understanding of Aboriginal culture among people who work in all Australian courts. This program has been developed in response to the recommendations of the Royal Commission into Aboriginal Deaths in Custody and is being conducted in consultation with the Aboriginal and Torres Strait Islander Commission and the Australian Institute of Judicial Administration; [See also F (i)]

- ⇒ the Australian Defence Force (ADF) provides human rights and international humanitarian law training for all its personnel, in particular training in the Law of Armed Conflict and awareness of appropriate workplace attitudes and behaviour: [For details of ADF human rights training, see Appendix I)
 - ⇒ Foreign students attending ADF courses receive the same periods of instruction regarding international humanitarian law as their ADF counterparts. This training is designed to improve leadership skills, to impart professional and technical expertise, and generally to create a more effective atmosphere for cooperation in external defence activities;
 - ⇒ similarly, overseas military personnel during training with or attachment to the ADF are exposed to the ethos of the ADF, and Australian values in general, towards issues of conscience, including human rights. In-country professional and technical training is also provided by ADF personnel under defence cooperation agreements, which includes LOAC and human rights elements as appropriate; and
 - ⇒ Defence Cooperation funding together with funding from Australian International Development Assistance Bureau (AIDAB), was used to assist the Philippines Commission on Human Rights to conduct a series of seven seminars for military and police trainers in the Philippines early in 1993 to a target audience of between 700 and 1000 military and police officers. UNICEF and Red Cross were also involved in these seminars.
- The Federal Government is providing funding to the Family Court to develop programs to enhance the awareness of judges and other decision-makers on such matters as the cause and effect of violence against women and gender issues that effect the resolution of family law matters. This work complements other gender awareness activities currently being pursued by the Australian Law Reform Commission. [See also I]
- The Department of Immigration and Ethnic Affairs provides training on the Refugee Convention, international and administrative law, practical casework training, cross-cultural issues associated with refugee determination and aspects of the refugee definition to officers involved in determining applications for refugee status.
- No systematic human rights training program exists as yet for officers of the Department of Foreign Affairs and Trade and AIDAB:

- ⇒ both agencies are currently developing on-going training programs on human rights issues for their staff.

Challenges Ahead

- To further extend and consolidate programs for human rights education and training for Australian officials involved in the human rights field, in particular Department of Foreign Affairs and Trade and AIDAB.
- To examine the possibilities for enhanced human rights training by the Australian Defence Force. [See Appendix I].
- To develop appropriate judicial training programs.

Proposed National Action

- The Department of Foreign Affairs and Trade has prepared a Human Rights Manual (See Appendix J) to be used as the basis for a comprehensive human rights training course for all its officers. This course will be available for other Departments / Agencies with particular interests in human rights issues.
- The Department of Immigration and Ethnic Affairs will continue to provide, and will consider ways of expanding, human rights training, including on refugee issues to its overseas officers.
- The Federal Government has provided funding to the Australian Institute of Judicial Administration to develop gender awareness programs to be made available to members of the Australian judiciary.
- The ADF will consider ways of strengthening humanitarian law training, including a human rights component.



Appendix E –UN Guidelines for national plans of action for human rights education

Report of the Secretary-General, Addendum, Guidelines for national plans of action for human rights education¹

Preface

The present "Guidelines for National Plans of Action for Human Rights Education" have been developed by the Office of the High Commissioner for Human Rights (OHCHR) in the framework of the United Nations Decade for Human Rights Education (1995-2004). The Guidelines are intended to assist States in responding to several resolutions of both the General Assembly and the Commission on Human Rights, in which States were called upon to develop national plans of action for human rights education.²

In its resolution 49/184 proclaiming the Decade for Human Rights Education, the General Assembly welcomed a related Plan of Action submitted to the Assembly by the Secretary-General, and requested the United Nations High Commissioner for Human Rights to coordinate its implementation. The final version of the Plan of Action (see A/51/506/Add.1, appendix) seeks to stimulate and support national and local activities and initiatives. It is built upon the idea of a partnership between Governments, intergovernmental organizations,

1 A/52/469/Add.1, 20 October 1997, Fifty-second session, Agenda item 112 (b). p.7. with amendments as per the Corrigendum AQ/52/469/Add.1/Corr.1 27 March 1998

2 See General Assembly resolutions 49/184, 50/177 and 51/104; and Commission on Human Rights resolutions 1995/47 and 1996/44 and decision 1997/111.

non-governmental organizations (NGOs), professional associations, individuals and large segments of civil society.

The Plan of Action has five objectives:

- (a) The assessment of needs and formulation of strategies;
- (b) Building and strengthening human rights education programmes at the international, regional, national and local levels;
- (c) Developing educational materials;
- (d) Strengthening the role of mass media;
- (e) Global dissemination of the Universal Declaration of Human Rights.

With regard to the building and strengthening of human rights education programmes at the national and local levels, Member States are urged to establish a national committee for human rights education and to draw up a national plan of action.

Since governmental and non-governmental organizations and individuals have important roles to play in ensuring that human rights are respected, national human rights education strategies and plans of action should be developed and implemented by a creative mixture of all of such entities. These Guidelines are not intended as a blueprint for a nationally coordinated effort in human rights education. Rather, they aim at providing concrete suggestions for developing and implementing a comprehensive (in terms of outreach), effective (in terms of educational strategies) and sustainable (over the long term) national plan of action.

In those countries with a federal system, plans of action may be developed at both the federal and state / provincial levels. Therefore, "national plan", as used in this document, may refer to state / provincial plans as well.

The Guidelines are structured in the following sections:

- (a) Introduction;
- (b) Principles governing a national plan of action for human rights education;
- (c) Steps towards a national plan of action for human rights education.

The preparation of the Guidelines has benefited from the valuable input of several experts and practitioners in the area of human rights education, including Mr. Carlos Basombrio, Mr. Clarence J. Dias, Mr. Frej Fenniche, Ms. Nancy Flowers, Mr. Chris Madiba, Mr. Abraham Magendzo,

Mr. Vitit Muntarbhorn, Mr. Marek Nowicki, Mr. Ralph Pettman, Ms. Magda Seydegardt, Ms. Cristina Sganga, Ms. Felisa Tibbitts, Mr. David Weissbrodt and Ms. Louisa Zondo. The United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Council of Europe also participated in the process of discussing and drafting the Guidelines.

Three complementary documents to these Guidelines have also been prepared and will be made available by the OHCHR:

- (a) Human Rights Education Programming, a paper which includes ideas and suggestions for the implementation of targeted human rights education programmes regarding (i) public awareness; (ii) the schooling sector; (iii) other priority groups, and a resource guide to assist in programme implementation;
- (b) The Right to Human Rights Education, a compilation of full texts / excerpts of international instruments pertaining to human rights education;
- (c) Human Rights Trainers Guide, a methodological approach to the human rights training of professional groups.

I. Introduction

A. Definition of human rights education

References to the concept of education in and for human rights appear in a number of international human rights instruments, including the Universal Declaration of Human Rights (art. 26), the International Covenant on Economic, Social and Cultural Rights (art. 13), the Convention on the Rights of the Child (art. 28), and, most recently, the Vienna Declaration and Programme of Action (sect. D, paras. 78-82). Taken together, these instruments provide a clear definition of the concept of human rights education as agreed by the international community.

In accordance with those provisions, and for the purposes of the Decade, 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 (see A / 51 / 506 / Add.1, appendix, para. 2).

B. Why human rights education?

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 also increasingly recognized as an effective strategy to prevent human rights abuses.

Human rights are promoted through three dimensions of education campaigns:

- (a) Knowledge: provision of information about human rights and mechanisms for their protection;
- (b) Values, beliefs and attitudes: promotion of a human rights culture through the development of values, beliefs and attitudes which uphold human rights;
- (c) Action: encouragement to take action to defend human rights and prevent human rights abuses.

C. Why national plans of action for human rights education?

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;

- (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).

D. Why guidelines for national plans of action?

The Guidelines are intended to:

- (a) Promote a common understanding of the purposes and content of human rights education and the Decade;
- (b) Highlight minimum standards for human rights education;
- (c) Identify processes / steps needed to design, implement, evaluate and redesign a national plan for human rights education;
- (d) Draw attention to the human, financial and technical resources needed to adopt a national approach to human rights education;
- (e) Encourage effective interaction between national and international human rights institutions and organizations and promote the implementation of international human rights standards at the national level;
- (f) Provide mechanisms for setting reasonable human rights education goals and measuring their achievement.

II. Principles governing a national plan of action for human rights education

A. General principles

Education in and for human rights is a fundamental human right.

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.

B. Organizational and operational principles

All procedures and practices for the elaboration, implementation and evaluation of the national plan should guarantee (a) the pluralistic representation of society (including NGOs); (b) transparency of operation; (c) public accountability; and (d) democratic participation.

All government authorities should respect the independence and autonomy of the various organizations in the implementation of the national plan.

C. Principles for educational activities

All educational activities conducted under the national plan must foster:

- (a) Respect for and appreciation of differences and opposition to discrimination on the basis of race, national or ethnic origin, gender, religion, age, social, physical or mental condition, language, sexual orientation etc;
- (b) Non-discriminatory language and conduct;
- (c) Respect for and appreciation of diversity of opinions;
- (d) Participatory teaching and learning;
- (e) "Translation" of human rights norms into the conduct of daily life;
- (f) Professional training of trainers;
- (g) Development and strengthening of national capacities and expertise for the effective implementation of the plan.

III. Steps towards a national plan of action for human rights education

A. Step 1: establishing a national committee for human rights education

Establishment

A national committee should be established in each country, according to national conditions and should include representatives of appropriate government agencies and non-governmental organizations with experience in human rights and human rights education or with the potential to develop such programmes (see box).

POTENTIAL MEMBERSHIP

The members of the national committee should include institutions, organizations and individuals that intend to work in accordance with the purposes and principles of the United Nations, including the principles on which the Decade is based. A sample list might include, inter alia:

Representatives of national/local bodies, such as:

- × government representatives (which would then liaise with relevant ministries);
- × the national commission for UNESCO and other similar national agencies (in Europe, for instance, the Information and Documentation Centres on the Council of Europe);
- × independent human rights national institutions (human rights commissions and/or ombudsmen);
- × national human rights resource and training centres;
- × national/local human rights groups/organizations, including, for example, national committees for UNICEF, and other community-based organizations, including women's and social justice groups;
- × national chapters of international human rights non-governmental organizations, including, for example, national United Nations associations;
- × representatives from parliament (in particular, from the education, human rights and development committees);
- × key representatives of civil society, including trade and professional unions;
- × representatives from the judiciary;
- × business community;
- × teachers' associations/unions;
- × cultural/social and community leaders;
- × youth organizations;
- × minority groups;
- × educators and university scholars;
- × media representatives.

Observers may, as appropriate, be invited, such as national representatives/ offices of international agencies present in the country, including, inter alia:

- × the United Nations resident coordinator (who often is the United Nations Development Programme resident representative);
- × the United Nations information centre or service;
- × the United Nations High Commissioner for Refugees (UNHCR) national delegation;
- × the Office of the High Commissioner for Human Rights field presence;
- × the office of regional intergovernmental organizations (Organization of African Unity, Organization of American States, Council of Europe, Commonwealth, Francophonie, etc.).

The initiative for forming the national committee should be taken by the appropriate branch or agency of the Government. In this respect, the Government should respond to relevant initiatives from a national human rights commission, similar national institution or non-governmental organization.

The first step in establishing a national committee could be through the selection of a temporary liaison officer or convener for the purpose of establishing the committee. At this stage, it is important that efforts be made to embrace in the committee at least all institutions and organizations already significantly active in the area of human rights education. The Government should notify the OHCHR when the national committee is convened.

Functions

The committee should be directly responsible for the development of the national plan, including (a) the commissioning /conduct of the baseline study (step 2); (b) the formulation of a comprehensive national plan of action, including identifying objectives, strategies, programmes and financing (steps 3 and 4); (c) the facilitation of the implementation of the national plan (step 5); and (d) the periodic evaluation, review and follow-up of programmes and the achievements of national goals (step 6).

With regard to the international level, the committee should remain in contact with regional and international bodies involved in implementing the objectives of the Decade and should channel international and regional inputs, information and support to the local and grass-roots levels. The Committee should also report periodically to the OHCHR on needs, proposals and progress made towards the realization of the goals of the Decade, so that this information can be included in the High Commissioner's reports on the implementation of the United Nations Plan of Action for the Decade and can constitute a basis for further action.

Methods of work

A coordinator should be elected by the committee, who may be guided by a small representative advisory board. A secretariat could be established, eventually within one of the member organizations of the committee.

The committee should operate with a free exchange of views and information, in an atmosphere of trust and collaborative interest in seeing that a comprehensive, intersectoral and multidisciplinary strategy for human rights education can take place in the country.

Procedures for decision-making, as well as for requesting, receiving, reviewing and discussing the contributions of concerned individuals, groups and organizations should be developed at an early stage.

Time-frame

Where not already existing, a national committee should preferably be established at the beginning of 1998, the year of the fiftieth anniversary of the Universal Declaration of Human Rights. It should work at least for the period of the Decade (1995-2004).

B. Step 2: conducting a baseline study

Purpose

If it has already not been undertaken, a baseline study or needs assessment will be a critical aid in determining the more pressing local and national needs.

Accordingly, once the committee is constituted, one of its early activities should be to conduct or commission a systematic study about the state of human rights education in the country, including the areas where human rights challenges are greatest, the available level of support and the extent to which the basic elements of a national strategy are already in place. This inquiry and any subsequent activities will require that the committee have a clear understanding about what constitutes human rights education.

Content

The study might deal with present activities, needs and human and institutional resources for human rights education, including such basic issues as:

- (a) Existing programmes for human rights education (for the general public, formal schooling sectors and specific groups);
- (b) Existing curricula for human rights and democracy issues at all levels of education;
- (c) Current activities of governmental and non-governmental agencies active in human rights education;
- (d) Existence of legal norms concerning the promotion of human rights and their implementation;
- (e) Availability of key human rights documents in national and local languages as well as in simplified language form;

- (f) Availability of other materials, both textual and other, for use in human rights education and their accessibility;
- (g) Overall level of organizational and financial support for human rights education, including institutions and individuals most likely to assist in this area;
- (h) Existence of national development plans and other relevant national plans of action already defined (general human rights plans of action or those for women, children, minorities or indigenous peoples);
- (i) Obstacles to human rights education that should be overcome;
- (j) An overall needs assessment for human rights education, including identification of human rights problems in the country and consequently emerging priority groups in need of human rights education.

The study might also include (a) knowledge about human rights among the general population, as well as potential target groups; (b) social, political and economic conditions relevant to human rights education; (c) human rights educational access for marginalized groups; and (d) treatment of human rights issues by the mass media (including television, radio, newspapers and popular magazines).

Methods

To be the basis for the development of the national plan of action, this baseline study must be seen as legitimate, credible and objective. This question of legitimacy extends to the organization(s) commissioned to conduct the study, as well as the data collection methods themselves.

The study can be undertaken through the distribution of questionnaires,³ through interviews and collection / reviewing of materials. Information can also be obtained through the canvassing of existing groups, many of whom may already be on the national committee. A bottom-up approach for the assessment of needs should be encouraged, i.e., a participatory approach at the grass-roots level. Local seminars and workshops among basic educators in the rural areas, for example, or the participation of representatives of NGOs working in those areas could be a way of assessing needs as widely as possible.

3 A questionnaire developed by the OHCHR to conduct a survey of human rights programmes, materials and organizations at the national level is available and may be requested from the OHCHR.

Also, the study should review State reports to the United Nations treaty bodies on the implementation of human rights education provisions of international instruments⁴ as well as the observations and recommendations made by those bodies in this regard. National reports elaborated in accordance with other international or regional monitoring procedures should also be reviewed.

The study should identify and make recommendations on high-priority groups in need of human rights education, proposed programme areas to address gaps in programme coverage and suggestions for improving the human rights education activities of existing groups.

The study must be made public and be widely disseminated and could have attached a useful annex of addresses of all national and local institutes and governmental and non-governmental agencies dealing with human rights education that may be contacted and may provide materials for further development of programmes.⁵

C. Step 3: setting priorities and identifying groups in need

Priorities in human rights education will need to be established for the short, medium and long term on the basis of the findings of the baseline study. These priorities might be set on the basis of the most pressing needs (for example, among groups that are clearly in need of human rights education) and on the basis of the opportunity (for example, if certain groups or institutions have requested assistance in setting up human rights education programmes).

Groups in need of human rights education may include:

- (a) Administration of justice officials: (i) law enforcement personnel, including police; (ii) prison officials; and (iii) judges and prosecutors;
- (b) Other government and legislative officials: (i) members of the legislature; (ii) public officials involved in drafting legislation, developing and implementing policy; (iii) the military and other security forces; and (iv) immigration and border officials;

4 Relevant United Nations treaty bodies include the Committee on Economic, Social and Cultural Rights, the Human Rights Committee, the Committee on the Rights of the Child, the Committee on the Elimination of Racial Discrimination, the Committee on the Elimination of Discrimination against Women and the Committee against Torture.

5 Inspiration for the content and methods of the baseline study was taken from the Italian example, as reported in A/51/506, para. 44 (e) and the Tunisian example, as reported in E/CN.4/1997/46, para. 23 (g).

- (c) Key professional groups: (i) teachers and curriculum developers; (ii) social workers; (iii) the medical profession; (iv) the media and journalists; and (v) the legal profession;
- (d) Organizations and groups: (i) women's organizations; (ii) indigenous peoples; (iii) minority groups; (iv) trade unions; (v) development agencies (vi) business community; (vii) workers' and employers' organizations; (viii) community leaders; (ix) groups with a special interest in social justice issues; and (x) religious leaders;
- (e) Schooling sectors: (i) children; (ii) youth; and (iii) professional trainees;
- (f) Others: (i) refugees and displaced persons; (ii) rural and urban poor, especially women; (iii) migrant workers; (iv) other vulnerable people, such as people with HIV / AIDS infection, disabled persons, persons in extreme poverty, the aged; (v) prisoners and others under detention; and the (vi) general public.

D. Step 4: developing the national plan

Components

In response to the needs identified in the baseline study and to the national context, a national plan of action should include a comprehensive set of objectives, strategies and programmes for human rights education and evaluation mechanisms.

Accordingly, the plan of action should include the following components:

- (a) An affirmation of the overall goals or objectives for human rights education in the country (on the basis of a clear definition of human rights education, as contained in international instruments);
- (b) Strategies for reaching the general public, formal schooling sectors and special target groups;
- (c) Programmes for the realization of these strategies, composed of specific activities;
- (d) Short-, medium- and long-term steps for carrying out the Plan;
- (e) Realistic identified results to be achieved and criteria for monitoring / evaluating;
- (f) Special opportunities for human rights education;

- (g) The role of the National Committee in the implementation of the Plan;
- (h) Mechanisms for individuals and groups to contact the Committee and become part of the national human rights education effort;
- (i) Contact information for key local human rights education organizations.⁶

Objectives

The objectives of the national plan should be consistent with the principles outlined in section II above.

Strategies

A comprehensive national strategy for human rights education should include (a) a general public awareness campaign; (b) the infusion of human rights themes into all levels of formal schooling; and (c) an educational effort customized for specific groups in need of human rights education.

The national plan of action should constitute an integral part of the national development plan and be complementary to other relevant national plans of action already defined (general human rights plans of action or those relating to women, children, minorities, indigenous peoples, etc.).

Programmes

The national plan of action should include a national-specific framework for implementing and monitoring human rights education programmes. With regard to existing programmes for human rights education, the plan could indicate how those programmes should be strengthened or reformulated.

6 An example of a comprehensive Plan of Action for Human Rights Education which has already been developed is the Philippine case, as reported in E/CN.4/1997/46. The Philippine Plan of Action, forwarded to the Office of the High Commissioner for Human Rights by the Philippine Commission on Human Rights, "includes clear objectives, target audience (organized and unorganized elements of society), strategies (trainers' training, organization of networks, integration of human rights in all educational curricula, utilization of village-level officials to reach out to the community level, promotional campaigns including artistic and cultural activities, development of monitoring and evaluation systems, etc.) and programmes, including the creation of a human rights training, documentation and research centre (the Human Rights Academy). In the elaboration of the Plan, and in view of its implementation, the Commission has entered into a number of formal agreements with other national partners for human rights education, to define in detail specific areas of responsibility. These partners include: the Department of Interior and Local Government, the Liga NG MGA Barangay (an organization of barangay captains or village chiefs), the Department of Justice, the Department of National Defense, the Department of Education, Culture and Sports, the Commission on Higher Education and Amnesty International/Philippine Section" (E/CN.4/1997/46, para. 23.f).

Also, the plan should aim at strengthening local programmes and capacities.

The following types of activities and approaches could constitute courses of action in support of the attainment of national strategy goals:

- (a) Networking support: building practical relationships/networks among individuals, groups and institutions; promotion of meetings and collaborations; and identification and sharing of useful resources and experiences among those conducting human rights education. A general principle for the involvement of organizations is that their complementarity should be promoted;
- (b) Institutional/organizational support: identification, support and, if necessary, establishment of individual institutions or agencies, as well as coalitions of such organizations, to promote and coordinate human rights education training, materials development and other means of education. This course of action should include the establishment (or strengthening) of a publicly accessible national human rights resource and training centre to support the work of the national committee (see A/51/506/Add.1, appendix, para. 61). The centre should be able to offer technical assistance (for example, in the form of publications, training materials and roster of national trainers, experts and institutions) to those interested in implementing human rights education programmes. Where such a centre is already existing, its work should be evaluated. Where not already established or where an existing centre is not effective for the purposes of the Decade, it could be set up, according to national conditions, for instance in the framework of a university or a national institution (such as a human rights commission or an ombudsman's office). A new organization might also be established by the committee in cases where there is no obvious vehicle for the delivery of human rights education programming;
- (c) Integration of human rights education into all levels of formal education: after a thorough revision of existing programmes and curricula, key human rights themes and topics should be included in professional and technical training programmes and in professional codes of conduct or operating procedures, as well as at the pre-school and primary, secondary, university and other institutions of higher learning levels of education;
- (d) Education of groups in need: development and maintenance of comprehensive training programmes for the various groups in need

of human rights education, including vulnerable groups, groups which are more likely to affect human rights advocacy, and influential persons / groups in the society in order to promote awareness of sectoral-based human rights challenges and actions to enhance human rights practices;

- (e) Public awareness campaign: undertaking of activities to increase public and professional access to and awareness of international human rights standards, of local, national and international mechanisms of protection and of human rights conditions locally, nationally and internationally, through the mass media, informal education techniques and existing agencies and non-governmental networks;
- (f) Production and revision of materials: development of national language / simplified versions of key international human rights documents and human rights training materials, for all levels of literacy and for persons with disabilities; and revisions of educational materials to bring their content in line with international human rights standards;
- (g) Research and evaluation: facilitation of research into and evaluation of human rights education programming in order to foster its improvement and share experience of what is effective;
- (h) Legislative reform: promoting reform in relevant public policy sectors, including reviewing existing and proposed legislation and elaborating new legislation (for instance, the incorporation of human rights in the educational curricula at all levels of the formal educational system could probably entail legislative or policy action, such as changes in licensing requirements for teachers).

Resources

A financial strategy for the national plan should be developed. Funding could be raised at the local, regional, national and international level. Consideration could be given to the establishment of a national fund.

The development of a national plan of action should be linked to a corresponding policy declaration and the freeing up of resources to help realize the programme goals. In this regard, the committee should make as much use as possible of institutional, human and financial resources already available, according to national conditions, by reorienting available resources for national programmes. Additional resources could be sought from the private sector and donor agencies.

Once the plan has been elaborated through a process of broad consultation, an immediate task of the committee should be to identify organizations and ways that can help in its realization. Partnerships with and between human rights groups and university faculties, trade unions, government agencies and other non-governmental organizations should be established.

E. Step 5: implementing the national plan

Effective implementation is essential for the credibility of the national plan. The plan should bear in mind the possibility of a variety of inputs in federal systems and the relevance of the regional and local levels.

Implementation is linked to a number of measures including responsive policies, law, mechanisms and resources (human, financial, information and technological), and may vary from country to country. However, in each country implementation should be based on the principles covered in section II above.

F. Step 6: reviewing and revising the national plan

The plan should be reviewed periodically and revised as necessary to ensure effective responses to the needs identified by the baseline study. It is recommended that periodic reviews, through the participation of independent evaluators, be organized by the committee, the first to take place one year after the initiation of the plan of action, and thereafter periodically. These reviews would ideally involve self-evaluation and independent evaluations. They would be a learning tool for understanding the strengths and weaknesses in the design and implementation of existing programming, and for making revisions as necessary with effective follow-up.

Conditions vary greatly within countries regarding data, human and financial resources available for evaluation. Moreover, the methods chosen must be appropriate to local cultures. But it is always possible to build an evaluation component into educational activities, especially at the time they are taking place. Evaluating comprehension can be very different from evaluating attitudinal change or skills development. The more participatory the methodology used for human rights education, the more effective is likely to be the evaluation.

Clearly, each national programme will need to devise its own plans for evaluation. What follows is intended to be purely suggestive of some of the issues and questions involved.

National evaluations should examine, at a minimum, three areas: (a) the national plan of action; (b) programme implementation; and (c) the functioning of the national committee.

National plan of action

Are the objectives contained in the national plan of action being met:

- (a) In terms of programme coverage? Data source: contrast objectives in the National Plan with current human rights education programming;
- (b) In terms of programme effectiveness (within the sectors of public awareness; education in the primary, secondary, university and professional/ technical educational levels; education of groups in need)? Possible indicators: see "Programme implementation" below.

Have there been any developments in the human rights or human rights education fields, either locally, nationally or internationally, that would affect elements of the national plan of action, including the need to focus more or less on certain groups, or new opportunities for human rights education programming? Data sources: recent human rights reports, new national legislation or court decisions, new relationships with potential human rights education deliverers or collaborators, new communication technologies, local/ national/ regional/ international events that highlighted need for human rights education.

Programme implementation

For the various sectors of programming (e.g., public awareness campaigns, etc.), how are the programmes meeting the criteria of comprehensiveness (including non-discriminatory and affirmative action measures)? Are the programmes having maximum outreach to target audiences and /or having outreach with a core group, which in turn, has leadership, visibility and motivation to influence others in their respective sector?

- (a) First set of indicators: outreach mechanisms and numbers reached:
 - (i) Public outreach: print readership, television viewers, radio listeners (including articles, programming and ad campaigns), use of visuals such as posters and artistic programmes;
 - (ii) Outreach to key leadership in relation to the national plan of action, including possibly the media, educational authorities, governmental officials, social justice groups, trainers and so forth;

- (iii) Sector-specific outreach: (1) written: readership of professional newspapers and magazines, dissemination of special information brochures, educational materials used in awareness and training; (2) oral: participants in awareness and educational/training activities; and (3) other: dissemination of visual materials such as posters, videos;
- (b) Second set of indicators: contrast numbers reached with total numbers desired;
- (c) Third set of indicators: projection of further outreach based on future programming, relationship with key agencies.

For the various sectors of programming, are the programmes effective for educating learners in the knowledge/understanding, attitudes/values and skills/behaviour necessary to support national respect for and protection of human rights? Possible data sources: (a) pre- and post-surveys of programme participants on their knowledge about and attitudes towards human rights and related issues, including relevance to everyday life (if it is not feasible to survey all participants, could do a random sampling of those with exposure to human rights education, including use of control groups); (b) individual and focus group interviews with participants concerning their knowledge about and attitudes towards human rights, evaluation of the rights education programming they participated in, and any plans for application of human rights principles; and (c) longitudinal data collection on impact including follow-up surveys and interviews on above topics.

For the various sectors of programming, are the programmes sustainable?

- (a) Can the human rights education programme strategies be sustained either through the direct continuation of programming and/or through the expertise catalysed by the original programme? (An example of the first are training activities conducted directly by staff; example of the second would be training activities conducted by those originally trained by staff);
- (b) Has human rights education expertise been expanded? Possible indicators: future programme plans (including outreach numbers and techniques, funding sources), cadre of human rights education specialists that can be drawn upon for future programming, local spin-off programming, networking and coalitions with other groups;
- (c) Have the programmes been institutionalized? Possible indicators: insertion of human rights in all teaching institutions' curricula and

establishment and functioning of a national human rights resource and training centre.

National committee

How timely and effective has the national committee been in developing the national plan of action (including commissioning the baseline study and formulating national objectives, strategies and programme priorities)? Data sources: interviews with key members of the committee. Comparison between time-frame set (if available) and time-frame met.

How successful has the committee been in facilitating cooperative behaviour between government agencies, intergovernmental organizations, non-governmental organizations, professional associations, individuals and other civil society groups? Data sources: interviews with members of the national committee, leadership of cooperating agencies and leadership of non-cooperating agencies.

How successful has the committee been in generating political and financial support for carrying out the national plan of action? Indicators: organizational representation from governmental and non-governmental organizations on the national committee itself; support and endorsement from key agencies for implementation of human rights education programming; funds or support in kind contributed from government sources, from donor agencies and from cooperating intergovernmental agencies and NGOs.



Appendix F – AusAID governance and human rights projects for 2001-02^{7*}

(i) CIVIL SOCIETY AND HUMAN RIGHTS

Country	Activity Name	Expenses 2001-2002 (\$'000) **
AusAID Activities		
Afghanistan	Capacity Building for Afghan NGOs	164
	Civil Society Capacity Building Program	184
	Mine Action	610
Bangladesh	Awareness Raising for Women's Rights and Land Rights Advocacy Project	99
	Rajashi Self-help and Small Business Project (Stage 3)	17
Burma	Burma Human Rights Training Initiative	177
	Mine Awareness Workshop	25
	UNDP: Trafficking in Women & Children	4
Cambodia	Cambodia Mine Action Review	6
	Human Rights Education Program	167
	Community Development Program: Friends Street Children	143
	Community Development Program: Sustainable Agriculture and Family Empowerment	204
	Commune Elections Support Program	600
	Destroy A Minefield (Phase 2)	440
	Cambodia Small Activities Scheme	841
	Strengthening Community Organisations	465
	Takeo/Kandal Integrated Rural Development Project	143
	UNDP: Trafficking in Women & Children	4
China	Human Rights Technical Cooperation Program	867
	Tianjin Laid-Off Women Workers	180
	UNDP: Trafficking in Women & Children	4
Regional - East Asia	Against Trafficking in Women and Children	247
	Return & Reintegration of Trafficked Victims	1,619
East Timor	Anti-Corruption Awareness Project	81
	Community Empowerment & Strengthening Human Rights	290
	Electoral Assistance to East Timor	809
	Capacity building for Employment	318
	Grassroots NGO Capacity Building Scheme	115
	June 2001 Donors Meeting for East Timor	10

7 DFAT/ AusAID submission 9 (Annex E - Australian aid activities that directly support human rights and good governance in the Asia Pacific Region, 2001-2002).

Country	Activity Name	Expenses 2001-2002 (\$'000) **
	NGO Capacity Building Bobanaro District	405
	Staffing Assistance Program	657
	Strengthening Civil Society, Law & Justice	205
	Training for Development & Capacity Building	369
	UN Civic Education Project	34
Fiji	Australian Community Assistance Scheme	300
	Civil Society Program	150
	Fiji Elections 2001	1,032
	Fiji Women's Crisis Centre (Phase 3)	425
India	Capacity Building for Activists in Advocacy and Social Mobilisation	99
Indonesia	Indonesia-Australia Specialised Training Project Phase 2 (Human Rights training)	844
	Institutional Support for Komnas HAM	462
	Capacity Building for Employee Rights Training	40
	Peace Building & Conflict Prevention	10,356
Laos	UNDP: Trafficking in Women & Children	4
Pacific - Regional	Child Abuse in the Pacific	495
	Pacific Governance Educational Series	50
	South Pacific Electoral Administrators Workshop	84
	South Pacific Media Initiative	508
Papua New Guinea	Bougainville NGO Project	611
	Bougainville Peace Related Transport	219
	Bougainville Strengthening Communities for Peace	163
	Bougainville Support for Peace Process	1,578
	Electoral Commission Institutional Strengthening Project	1,572
	PNG Community Development Scheme	1,933
Philippines	Community Assistance	3,670
	UN Multi-Donor Program in Southern Philippines (Phase 3)	1,000
	Vulnerable Groups Facility	10,560
Solomon Islands	Community Peace and Restoration Fund	3,598
	Demobilisation of Special Constables	1,331
	International Peace Monitoring Team	117
	Post-Conflict Recovery Program Missions	38
	Red Cross Capacity Building	326
	Support for a Peaceful Civil Society	1,725
	Support for the Peace Process	484
	Support to Solomon Islands Elections	2,831
	World Vision Local Capacities for Peace (Stage 2)	152
	Youth and Women's Initiative	473
South Asia - Regional	South Asia Australia Community Assistance Scheme	1,145
Sri Lanka	Community Resettlement Program	1,445
	Sri Lanka Program Development	75
Thailand	Community Self-Reliance Project	1,143
	UNDP: Trafficking in Women & Children	4
Vanuatu	Vanuatu Women's Centre (Phase 3)	258
Vietnam	Ho Chi Minh National Political Academy Human Rights Training (Phase 2)	100
	Small Activities Scheme	920
	UNDP: Trafficking in Women & Children	4
Global	Sphere Project	273
	Humanitarian Accountability Project	250
	Reachout Refugee Protection Training Project	180
	Ottawa Mine Ban Treaty - 3rd meeting	76
	Community Development Analyst for Asian Development Bank's NGO/Government Cooperation Plan	32
	Capacity Building Program	26
	Child Protection	257
	Children, Youth and Community Development	356

Country	Activity Name	Expenses 2001-2002 (\$'000) **
	Commonwealth Media Development Fund	52
	Community Development Program	262
	Community Development for Poverty Alleviation	226
	Health and Rights of the Child	180
	Human Rights Ad Hoc Fund	93
	Human Rights Fund	500
	Human Rights Fund Small Grants Scheme	849
	International Campaign to Ban Landmines Advocacy in SE Asia	68
	Integrated Rural Development Program	479
	Implementation Support Unit (for Mine Ban Treaty)	31
	Enhancing Women's Skills for Participation in Community Structures	145
	Landmine Monitor 2002	214
	Managua Challenge Fund (Mine Ban Treaty)	76
	Medialink Professional Placement Project	13
	Pacific Program	43
	Sponsorship for Landmines Conventions	13
	Strengthening Civil Society	525
	Support for the ADB NGO Centre	330
	The Centre for Democratic Institutions	1,000
	UN High Commissioner for Human Rights	200
	UN Mine Action Service Core Contribution	255
	Urban Development Program	146
AusAID-funded Activities Subtotal		69,977
Other Government Department-funded Activities Subtotal		33,653
CIVIL SOCIETY AND HUMAN RIGHTS SUBTOTAL		103,630

(ii) LEGAL AND JUDICIAL DEVELOPMENT

Country	Activity Name	Expenses 2001-2002 (\$'000) **
AusAID-funded Activities		
Cambodia	Criminal Justice Assistance Project (Phase 2)	798
	Criminal Justice Assistance Project	443
East Timor	East Timor NGO Support Program	20
Fiji	Legal Sector Project - Transcription and Director of Public Prosecutions Support	191
Indonesia	International Crisis Group - Indonesia	100
	Legal Reform Project	1,224
	Legislative Drafting: Training and Technical Assistance	1
Pacific - Regional	Judicial Strengthening	76
Papua New Guinea	Access to Laws Project	544
	AG's Department Institutional Strengthening	3,048
	Correctional Services (Phase 2)	7,924
	Justice Program Development	192
	Law and Justice Sector Support Program	202
	Legal Capacity Building Project	1,726
	Legal Institutions Project Monitoring & Review	82
	Ombudsman Commission Project	1,181
Solomon Islands	Law & Justice Institutional Strengthening	4,255
Tonga	Legal Sector Institutional Strengthening	7
Vanuatu	Legal Sector Assistance	792
Global	Legal Capacity Building	161
AusAID-funded Activities Subtotal		22,967
Other Government Department-funded Activities Subtotal		403
LEGAL AND JUDICIAL DEVELOPMENT SUBTOTAL		23,370

(iii) PUBLIC SECTOR REFORM

Country	Activity Name	Expenses 2001-2002 (\$'000) **
	AusAID-funded Activities	
Afghanistan	Trust Fund for the Interim Authority	1,040
China	Capacity Building Program	5,838
	China Australia Governance Program	10
East Timor	Interim Capacity Building Program for East Timor (CAPET) - Governance	4,020
	Staffing Assistance Program for East Timor/CAPET Review	73
	Refurbishment of Parliament House building	3,293
Fiji	Fiji Islands Revenue & Customs Authority	1,498
India	India - Australia Training & Capacity Building	3,483
Indonesia	Decentralisation Activities	312
	Indonesian National Police (Polri)/AFP Working Group Meeting on Transnational Crime	19
	Land Administration Project	7
	Partnership for Governance Reform	4
Kiribati	Customs Division Institutional Strengthening Project	244
Laos	Land Titling Project (Phase 1)	1,821
Macau	Provision of Analyst Notebook Licences and Training	20
Marshall Islands	Policy and Management Reform Allocation	61
Micronesia, Fed. States of	Policy and Management Reform Allocation	70
Pacific - Regional	Maritime Boundaries Delimitation	225
	PMR Small Activities	216
Papua New Guinea	Centre for Democratic Institutions	21
	Immigration Division Strengthening Program	48
	Local Government Partnerships	393
	PNG Public Sector Reform Project	2,413
	Renovation of Royal PNG Constabulary (RPNGC) Buildings & Infrastructure	21
	RPNGC Development Project (Phase 3)	18,467
	RPNGC Project Monitoring & Review Group	212
	State, Society & Governance in Melanesia	110
Philippines	Philippines - Australia Governance Facility	10,741
Samoa	Institutional Strengthening - Immigration Department	323
	Public Service Commission - Institutional Strengthening	738
	Public Works Institutional Strengthening	50
	Quarantine Improvement Project	543
	Department of Education - Institutional Strengthening	993
	In-country training (component to train Public Servants)	724
	Ministry of Agriculture, Forestry, Fisheries and Meteorology - Institutional Strengthening	316
	Water Authority - Institutional Strengthening	923
	Police Project	643
Solomon Islands	Customs Assistance	486
	Ministry of Lands Technical Assistance	997
	Small Scale Economic Reform Projects	197
	Public Financial Management Project	720
Sri Lanka	Training and Capacity Building Project	369
Thailand	Capacity Building Facility	4,105
	Government Sector Linkages Program	732
	Large Taxpayer Office Support Project	204
Tonga	Strengthening Program Budgeting Project	827
Tuvalu	Public Sector Reform Project	18
Vanuatu	Australian Staffing Assistance Scheme	661
	Public Service Reform Project	1,670
	Vanuatu Police Project	759

Country	Activity Name	Expenses 2001-2002 (\$'000) **
Vietnam	Governance Sector Program Development	236
	Ho Chi Minh National Political Academy Public Policy Research and Training Project	65
Global	Bali Ministerial Conference on People Smuggling, Trafficking in Persons & Related Transnational Crime	90
	UN International Drug Control Program (UNDCP)	800
AusAID-funded Activities Subtotal		72,869
Other Government Department-funded Activities Subtotal		16,498
PUBLIC SECTOR REFORM SUBTOTAL		89,367

(iv) OTHER GOVERNANCE

Country	Activity Name	Expenses 2001-2002 (\$'000) **
AusAID-funded Activities		
Pacific - Regional	Forum Secretariat Core Budget	1,073
	Pacific Technical Assistance Facility	177
	Small Projects Pacific Region	387
	World Bank South Pacific Facility	510
Global	Commonwealth Fund for Technical Co-operation (CFTC)	8,717
	Commonwealth Youth Program (CYP)	536
	UN Development Program (UNDP)	7,000
OTHER GOVERNANCE SUBTOTAL		18,400

TOTAL HUMAN RIGHTS AND GOVERNANCE	234,767
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* In accordance with the Terms of Reference of the Inquiry, this table does not include activities listed under the Governance subcategory of Economic Management.

** As at 21 November 2002, these figures are provisional only.