A Global Perspective:

Investigating Human Rights Education in Higher Education Institutes

by

Chrystal Lynch

A Thesis submitted to the Faculty of Graduate Studies of

The University of Manitoba

in partial fulfilment of the requirements of the degree of

MASTER OF EDUCATION

Department of Curriculum, Teaching and Learning

University of Manitoba

Winnipeg

Acknowledgments

I would like to thank my faculty advisor, Dr. Frank Deer. Frank, you have been endlessly patient ever since day one. Thank you for sticking with me when I had no idea what I wanted to do or what path I wanted to take. You have most certainly seen me through many of life's ups and downs. There is no doubt that you are an exceptional academic, who has been dedicated to your scholarly contributions in higher education, advocacy for Indigenous Rights, and most notably your contributions to Indigenous Education within the field of academia.

Many thanks to Dr. Jerome Cranston, who I met in 2014, although it feels like a lifetime – in a good way, of course! Jerome, you are perhaps one of the most honest people that I have yet to meet. Your encouragement and constructive feedback will always be appreciated. You are a voice of reason, which I have come to honour more and more in the wild world of higher education. I thank you for listening to my long-winded rants and always welcoming me back to rant some more! You certainly possess many qualities of a mentor and I will always consider you one of mine.

I would also like to thank Dr. Jessica Senehi. Prior to meeting Jessica in person, I knew that she was a highly regarded scholar and has been instrumental to the success of the Arthur V. Mauro Centre for Peace and Justice. Your calming demeanor and wealth of knowledge is inspiring and my only regret is that we did not have more time to get to know one another. I appreciate you setting aside time to be a part of my thesis committee. Perhaps our paths will cross again one day!

Dedication

I always thought this would be the easiest section to write; however, as I reflect on this lengthy journey of my life and studies, I have so many people to be thankful for. Most importantly my husband, Mike and son, Nash. Without their encouragement and understanding of the endurance and toll this can take on not only the researcher, but the ones they share their lives and homes with, I simply could never have gotten to the finish line. *I love you both to the moon and back and to infinity and beyond.*

Thank-you to my mother, Melodie, who has supported my engagement in higher education from a very young age. Without her tough love, insight and support, I could never be the person I am today. To my soul brother and "other half", Dion… an amazing twin, who happens to be the most optimistic and humble person that I know. There is no one else I would rather share each and every birthday with! *It takes a village of amazing and loving people to contribute to the person you become and where you end up in this adventure we call LIFE.*

To my Aunt Mick, an amazing educator, who guided me through my undergraduate studies and offered wisdom and listening ears when I needed some 'teacher talk' and advice. Also to my late Uncle Dwayne, a wonderful Superintendent and educator… and to this day, the most intelligent person I have ever met. During your time here, you made an incredibly significant contribution to the field of education and you had so much more left to give.

Lastly, in memory of my Father, Denis… the guardian angel who watches over me and has soulfully guided me along the way. A man who truly loved his family and left us much too soon. I promised him I was going to make him proud and that I would

complete my Masters, no matter what it took. The words, “keep your chin up, sweetheart” have been the beating drum that picks me up when I am feeling down and when I sincerely question my path in life. *Daddy, you are the bright star in the sky that I look for each and every night. I love you forever.*

ABSTRACT

This qualitative enquiry was undertaken to gain a deeper understanding of the dissemination of human rights education within higher education institutes. Furthermore, the research sought to provide a representation of experiences and perspectives shared by human rights scholars and practitioners regarding the placement of human rights education in academia. The data from this study was gathered through individual, semi-structured interviews. Additionally, thematic analysis was used in the coding and analysis processes. The conceptual framework for this study was informed by the five-pointed approach to teaching human rights in tertiary environments. The findings that are shared in the concluding chapter have been guided by the conceptual framework and provide affirmation of the ongoing commitment that is required by not only member states, but a diversity of actors at the local, national and global levels. It is hoped that the recommendations will provide incentive for further research and inform action plans that will advance human rights education throughout tertiary education institutes. There is still a significant amount of work that needs to be done to make human rights education commonplace within tertiary education and this extends beyond its traditional situation in disciplines, such as law and political science.

List of Abbreviations

APF	Asia Pacific Forum
CEDAW	Convention on the Elimination of all Forms of Discrimination Against Women
CRC	Convention on the Rights of the Child
HEI	Higher Education Institute
HRE	Human Rights Education
NGO	Non-Governmental Organization
NHRI	National Human Rights Institute
OHCHR	Office of the High Commissioner for Human Rights
UDHR	Universal Declaration on Human Rights
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNDHRET	United Nations Declaration on Human Rights Education and Training
WPHRE	World Programme for Human Rights Education

List of Figures

List of Tables

Table of Contents

CHAPTER 1

Introduction

There is a considerable dearth of research and literature concerning HRE, specifically its diffusion throughout higher education institutes (HEIs). At the global level, the United Nations (UN) and its respective agencies have worked towards the development and promotion of Declarations and programmes, with the overall aim of bringing attention to the importance of educating about, for and through human rights in various sectors, specifically elementary, secondary and more recently, higher education institutes. Albeit, UN member states have varied in their commitments to develop, implement, and report on national policies and initiatives that endorse the promotion of HRE throughout various sectors. The limited participation of governments and national stakeholders demonstrates that there has been little accountability placed upon duty bearers, often leaving right holders to generate programming that is customarily dependent upon interest and resources.

For this study, attention was directed to HRE and its positioning within HEIs. This qualitative enquiry was undertaken to gain a deeper understanding of the dissemination of HRE within international HEIs. Furthermore, it is hoped that the recommendations provided in the final chapter will provide incentive for further research and informed action plans that will progress HRE throughout tertiary education institutes. The research questions sought to provide an explication of the knowledge and experiences that have been shared by human rights scholars and practitioners regarding the placement of HRE within academia.

Underpinning this vast inquiry are the objectives that guide the second phase of the World Programme for Human Rights Education (WPHRE) and the aims set forth in the United Nations Declaration on Human Rights Education and Training (UNDHRET). Both international frameworks reflect the concepts that HEIs have the capability and responsibility to integrate HRE into their policies, practices and programs of study. Such commitments transpired at the UNESCO Conference on Higher Education (2009), whereby participants acknowledged the significance of higher education and its relevance to HRE:

> Higher education institutions, through their core functions (research, teaching and service to the community), not only have the social responsibility to educate ethical citizens committed to the construction of peace, the defense of human rights and the values of democracy, but also to generate global knowledge to meet current human rights challenges, such as eradication of poverty and discrimination, post-conflict rebuilding, sustainable development and multicultural understanding (paras 2-4).

Notably, the presence and role of HRE in higher education ought to extend beyond the content of syllabi and traditional learning methods. Establishing human rights programming and initiatives deserves careful consideration. Therefore, HRE should aim to evoke inductive reasoning, engage students in critical thinking, and empower individuals to challenge customary norms for the overall betterment of themselves as global citizens and the greater community.

According to Suarez and Bromley (2012), "The interpenetration of university and society transforms the permeability of academia and its influence on broadening an array

of fields, such as the emergence and rapid global spread of university human rights programs" (p. 256). To this extent, higher education can play a fundamental role in fostering learning environments that reflect the following principles common to human rights education: a) relevant to participants, b) collaborative, c) participatory, d) probing, e) thoughtful action, and f) empowering (APF, 2013). Educating about, for and through human rights ought to offer transformative learning opportunities throughout various disciplines in conjunction with a diversity of teaching methodologies and discourse.

Since the scope of this study investigated the placement of HRE within HEIs, human rights practitioners, academic scholars and other professionals were consulted for the purpose of provoking further understanding in accordance to their knowledge and/or professional experiences. The results of the study provide overarching themes that were generated through the careful analysis of primary data that was obtained through individual, semi-structured interviews. The researcher has included direct quotes from the participants to support the themes and sub-themes that are shared in chapter four. In addition, a summative overview and recommendations are provided in the concluding chapter.

Foundation of Human Rights Education

In 1993, the World Conference on Human Rights took place in Vienna. One of the significant outcomes of the event was the development of the Office of the High Commissioner for Human Rights (OHCHR). High-level attendees identified the ever-present need to increase international awareness and cooperation surrounding the Universal Declaration of Human Rights (UDHR) and the promotion and protection of international human rights. As a result, the United Nations and its specialized agencies

launched the Decade for Human Rights Education from 1995 to 2004 (UN, 1993). The aim of the Decade for HRE was to heighten understandings pertaining to human rights, as well as granting close attention to both the quality and quantity of human rights education (Ippoliti, 2009).

Following the Decade for HRE, the United Nations General Assembly (2004), in resolution 59/113A, proclaimed the World Programme for Human Rights Education (WPHRE). The WPHRE is an ongoing project to advance the implementation of human rights education programmes in various societal and/or professional sectors. Although the concept of human rights education has evolved over the years, there are still discrepancies pertaining to how educational institutions have taken up the aims and strategies outlined in formal action plans, such as the WPHRE and UNDHRET.

The WPHRE has been structured in consecutive phases and is a goal-oriented plan that aims to promote and expand human rights education in a diversity of sectors (UN, 2012). The first phase (2005-2009) focused on human rights education in the primary and secondary school systems. The foci of the second phase (2010-2014) was placed on HRE in higher education and human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel (UN, 2012). Recently, a third phase (2015-2019) has been initiated to promote human rights training for media professionals and journalists (UN, 2014). As the WPHRE progresses through consecutive phases, the objective is to continue building capacity and awareness on the preceding phases amongst regional, national, and international sectors.

Further to the WPHRE, the UN adopted the UNDHRET in 2011. The UNDHRET is the first instrument in which international standards for HRE are officially identified.

The Declaration is motivated by "the desire to send a strong signal to the international community to strengthen all efforts in human rights education and training through a collective commitment by all stakeholders" (UN, 2011, A/66/137). Moreover, the instrument has been deemed to surpass existing documents due to its discourse regarding the implementation of HRE. Osler (2016) reminds us that, "Although the UNDHRET is a non-binding treaty, it gives considerable impetus to the work of human rights educators and is primarily concerned with educational processes that enables human rights" (p. 23). Many have regarded the UNDHRET to be a practical resource in the development and implementation of HRE programming.

This study was influenced by the objectives of the UNDHRET and the second phase of the WPHRE. Both initiatives endorse the importance of "surveying and evaluating existing HRE programmes to highlight successful practices and provide an incentive to continue and/or develop new ones" (UN, 2010, Sec. B.(f)). However, it is imperative to note that this research extends beyond successful practices and was also intended to define the challenges and apertures that prohibit and/or limit the establishment of HRE in HEIs. Furthermore, data gathered for the purpose of this study sought to provide awareness and recommendations pertaining to areas of HRE that may warrant further exploration for future research.

Rationale for the Study

In the relatively short history of HRE, education systems throughout the world have gradually started to integrate human rights programming into their mandates (Tibbitts, 2002). Many of the UN's member states have accepted the obligation of ensuring their citizens have an understanding of human rights and, for this reason,

educators and human rights practitioners have a significant role to play in fulfilling these objectives (Osler, Starkey, 2010) and upholding their governments to do the same. Fritzche (2004) affirmed that, "Human rights education depends considerably on the training and professionalism of its teachers and therefore universities need to develop and offer appropriate educational programs to achieve this aim" (p. 162). The teaching of human rights is often dependent upon personally vested interests of teachers and as a result human rights education can be sporadic and, at times, insufficient (Urman, 1986). Therefore, a confluence of efforts is needed to ensure the indispensability of HRE in higher education, as well as other sectors.

Considering we live in a world of unpredictability and exigency, HRE practices and approaches will continue to evolve and will require adaptation to reflect new human rights problems, learning contexts and social reform initiatives (Bajaj, 2011). Arguably, institutes of higher education have the capability and positioning to entrench HRE into their programmes, practices and policies. In accordance to McCowan (2013), human rights education is not only a right, but education itself is an enabling right that assists in securing access to other rights. However, it is often a multitude of factors that range from internal and external support, allegiance to nation, value-driven decision-makers, and the overall investment and time required for professional training that inevitably affects the diffusion of HRE within learning institutes.

The establishment of HRE within HEIs will not happen overnight, yet the long-term investment and commitment will be remunerative. Some scholars have found the implementation of HRE within higher education programs to be both rewarding and

challenging. This notion was best expressed by the works of Fuentes, Koirala-Azad, and Katz (2012) in the following explanation:

> We have found ourselves grappling with the relationships between concepts of social justice, critical pedagogy, and HRE to create a sensible coherence that can easily be operationalized in teaching, learning, and resulting activism. Ultimately, our hope is to refine these understandings so our students can use HRE to address persistent local and global inequities in meaningful, unique, and specific ways in their own teaching, professional endeavors, and daily lives (p. 121).

The above statement affirms that HRE is not a standalone subject, rather it serves to benefit several areas concerning both the realization of human rights and the prevention of human rights abuses.

Principles of HRE have been included within international human rights treaties with the purpose of "sharing knowledge, imparting skills, and molding attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within societies and among nations" (UNESCO, 2012, p.12). However, educators still contemplate how to incorporate international human rights within post-secondary programs. According to Kingston (2014), "The tie that binds various HRE courses and experiences together is the human rights ethos. This ethos transcends boundaries to encompass scholarship and activism occurring at various levels that are not specific in terms of academic discipline or national identity" (p. 200). Albeit, integrating HRE within post-secondary courses, particularly at traditional institutions that emphasize rigid disciplinary borders, can be a challenge. If these types of barriers can be navigated or mitigated, it is important that advocates work

collaboratively to network, disseminate, and share effective measures that will ultimately elevate the awareness and implementation of HRE in academia. To that end, it is hoped that the distribution of findings from this study will evoke interest and enduring efforts that encourage the 'movers and shakers' to instill processes and policies within their respective jurisdictions.

Central Research Question

What are the perspectives and experiences, of human rights scholars and human rights practitioners, concerning the development and implementation of human rights education (HRE) respective to higher education institutes (HEIs)?

Sub-Questions

1. What perceptions and critiques exist about the role of human rights education in higher education? How do these differ globally?
2. How do international human rights instruments influence the establishment of HRE in academia?
3. What factors support or impair the application of HRE in higher education?
4. What methodologies and/or practices are being ascribed to the implementation of HRE in tertiary education?
5. How can key actors, such as human rights scholars and human rights practitioners, encourage the dispersal and sustainment of HRE within their respective institutions and organizations?

Research Approach

A qualitative research design, underpinned by an interpretivist approach, was employed for the purpose of exploring and responding to the ascribed research questions.

Thematic analysis was used to assist the researcher in identifying major themes through the use of coding. Furthermore, the study was supported by a relativist ontological and transactional epistemological perspective. The research methodology, along with the philosophical approach, will be explored in further detail in chapter three. Figure 1.1 provides an overview of the framework that guided the enquiry.

Interpretivist Qualitative Research Design

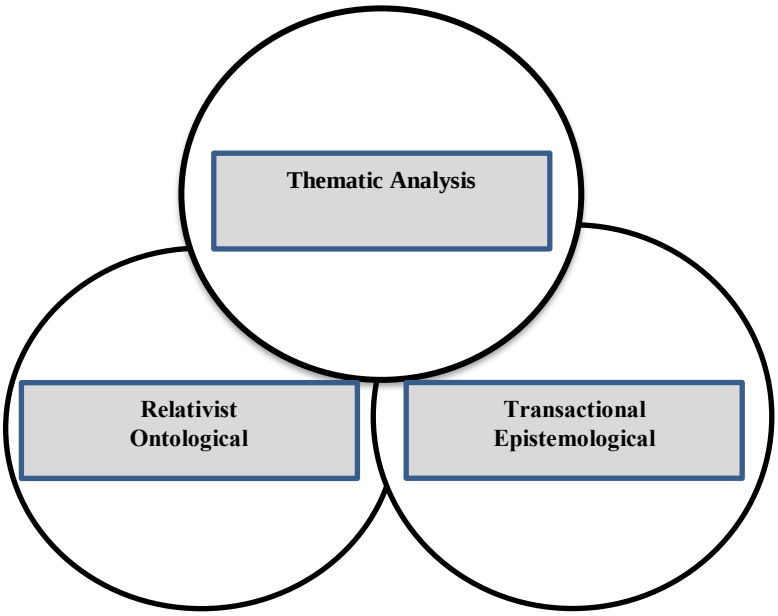

Figure 1.1 Represents the research paradigm for the study

With the approval of the university's institutional ethics board, the researcher accessed participants through a process of expert, purposive sampling. Semi-structured, individual interviews were conducted among 10 scholars and human rights practitioners from around the globe. The interviews took place via Skype and telephone. Each participant consented to having their interviews recorded. Later, interviews were transcribed and coded by the researcher. As previously noted, desk-based documents were also used in generating and comparing findings that evolved through the careful analysis of data.

Significance of Study

It is hoped that the significance of this research will contribute, but not remain limited to the following groups: scholars, human rights advocates, government and non-governmental stakeholders, and members of civil society organizations, who are dedicated to the advancement of human rights education. As Kierchschlaeger and Tibbitts (2010) affirmed, "HRE has evolved and the demand for evidence-based research to show the "value added" of practice, and to guide and improve programming has become greater" (p. 1). Additionally, Waldron and Ruane (2010) have noted that HRE is in its "infancy in terms of its research base, its articulation of theory and its interaction with the wider educational discourse" (p. 219).

Tibbitts (2006) concluded that there is a need for "some gathering of information about the presence of human rights at universities, by nation and region, and any qualitative differences in approach that we may find" (Section 3, paras. 1-2). Due to the scarcity of research that exists on the development and implementation of HRE programs in academia, there is a need for further exploration that focuses on the factors that influence the presence or absence of HRE based programming and initiatives in HEIs. Additionally, prior research indicates that there is value in studying universities in a global context, since many nations embrace new academic fields more readily or differently than others (Suarez & Bromley, 2012); therefore, the researcher interviewed participants from seven different countries in order to gather multiple perspectives that contribute to the study's overall findings and validity.

Delimitations of the study

- Due to time restraints the researcher, along with the guidance of the academic committee, opted to conduct no more than twelve individual interviews. For this reason, it was unfeasible to have participants from several countries represented in this study.
- Since the purpose of the study strived to gain the perspective and experiences of scholars and human rights experts, members of the public domain were not interviewed or considered as part of the participant sample.
- Given that there is a paucity of research concerning HRE in HEIs, an interpretive, qualitative approach was selected as the most appropriate research method for this study. Hence, quantitative data has not been included in the collection and analysis of data.

Limitations of the study

- Sample size: Acquiring a diverse group of international experts, who were available to participate in the semi-structured interviews within the identified timeframe, was a challenge. Therefore, the researcher was unable to interview some of the desired participants.
- Lack of available data and research studies: There is a limited scope of research that has been conducted and/or published on international perspectives concerning HRE in HEIs
- Accessibility to participants: In part, scheduling conflicts and a vast range of time zone differences made it difficult for some experts to partake in the study. Many of the interviews that occurred via Skype were reliant on a strong internet connection and, to some extent, a tech savvy participant.

- Language: English was not the primary language of some of the interviewees. At times, the researcher was challenged to find ways of re-wording specific questions and gathering clarity pertaining to participants' responses. Furthermore, transcribing select interviews required a great deal of time to ensure responses were accurately recorded.

Assumptions

Participants were selected through non-random, purposive sampling. It is assumed that each of the interviewees responded to questions as accurately and honestly as they were able.

- Due to the limited research that currently exists on HRE in HEIs, the researcher elected to interview human rights scholars and human rights practitioners with the purpose of gathering meaningful, rich data that could support and/or challenge the research at-hand.

Key Terms

- *Human rights education*, for the purpose of this study, will refer to a field of scholarship, practices or educational policies concerning human rights initiatives pertaining to higher education discourse and learning environments (Flowers, 2004; Tibbitts, 2002).
- *Higher education, tertiary education, academia, universities* and *post-secondary institutions* will be used interchangeably throughout this study and refers to: "all types of studies, training or training for research at the post-secondary level provided by universities or other establishments that are approved by the State authorities; this

may also include institutions for training and certification of professionals" (World Conference on Higher Education, 1998, para. 1).

- *Implementation*, for the purpose of this study, includes methodologies, curriculum, policies, training programs, as well as conditions promoting HRE practices. (Tibbitts & Kirchschlaeger, 2010).
- The term *Member States* signifies the 193 United Nations (UN) member states that are members of the UN General Assembly (Wikipedia, 2015).

Organization of Paper

This paper is divided into five chapters and concludes with an appendices section. The initial chapter has provided a brief introduction about human rights education and its purposeful role in academia. It is hoped that chapter one has established a well-rounded overview of the rationale for the study and the researcher's overall objective for conducting such research. Chapter 2 presents a comprehensive review of the literature, as it pertains to human rights and the evolution of HRE. The third chapter describes the research paradigm, the methodological approach used in gathering and analyzing data, rational of the participant sample, and the ethical implications of the research. Chapter 4 provides a detailed overview of the data that was gathered from the individual, semi-structured interviews with the participants. Chapter 5 critically examines the results of the study's findings, provides unanticipated findings and concludes with recommendations for future research. Lastly, the appendices section provides supplemental material, including figures and tables.

CHAPTER 2

Review of the Literature

Over the past ten years or so, there has been heightened attention on the development and implementation of human rights education programs. Historical anarchy and current global struggles exhibit the need for rights-based programming and demonstrate the necessity of shedding light on human rights efforts that nourish the desire for hope and peace on the international front. Media brings vast alertness to situations around the world that reveal the astounding number of atrocities emerging from extreme radicalism and political upheaval that hinder the fulfillment and realization of human rights, specifically for the most vulnerable and marginalized. Innocent civilians often demonstrate their discontent with circumstances that threaten their humanity and the goodwill of their nation states.

Wars and civic unrest epitomize despondency and fear among citizens, leaving world leaders and governments to question, *what could happen next?* Governments are often invariably keen to ratify international treaties to demonstrate or convince other countries of their allegiance to adhere to universal human rights within their respective nations. What is often missing are the appropriate implementation and monitoring mechanisms to ensure that treaties and covenants are given appropriate attention at the national levels. For example, creating laws, policies, and programs that will work towards fulfilling the inherent human rights of citizens, while preventing the violation of rights, specifically against marginalized and vulnerable groups. The international community has increasingly expressed consensus on the fundamental contribution of human rights

education; however, many states still lag far behind in terms of implementation, monitoring and reporting measures when it comes to HRE.

Beyond government, human rights education is currently on the agenda of multi-sector agencies that desire to be agents of positive social change. Flowers (2004) identified three key providers of HRE: governmental bodies, nongovernmental organizations (NGOs), and academic institutions. As human rights-based programs continue to expand, educating and learning about human rights must become the responsibility of the human family. The United Nations commitment to the WPHRE and the UNDHRET is illustrative of its attempt and aspiration to create a universal culture of human rights in the hopes of progressing towards a more peaceful and righteous global society.

This chapter is divided into a number of sections. The first section focuses on the history of human rights and highlights the movement towards human rights and freedoms as set out in the UDHR and other international human rights treaties. The second section of this chapter explores critiques of human rights. The third and fourth sections center on the right to education, followed by the emergence of HRE. The fifth and sixth section explore contemporary developments in HRE and the implementation of HRE in international HEIs. A narrative outlining the conceptual framework and the rational for its applications to the study has been delivered, along with an illustrative figure. Lastly a summative overview noting the implications of this research is reviewed at the conclusion of the chapter.

History of Human Rights

The foundation of human rights dates back as far as 539 B.C., when the armies of

Cyrus the Great conquered Babylon (Camacho, 2013). At this time, the king of ancient Persia released all of the slaves and declared that people had the right to choose their own religion. This, along with other decrees, were recorded on a clay baked cylinder that is known today as the Cyrus Cylinder and has often been recognized as the world's first charter of rights (Camacho, 2013). Some critics disagree that the Cyrus Cylinder is the world's first charter of human rights in that it ignores the context of the document. They claim that Cyrus seemed to be more concerned about the views of the gods, rather than acting for the goodness of the people (Dhwty, 2014). Today, the Cylinder is translated into all six official languages of the United Nations and its provisions are exhibited in the first four Articles of the Universal Declaration of Human Rights.

Theorists such as Kant, Locke, and Rousseau are often credited with the philosophical foundations and notions attributed to human rights. According to Offenheiser and Holcombe (2003), "Locke claimed that certain natural rights, such as life, liberty and property belonged to individuals and not to society as a whole because these rights existed before a person entered civil society" (p. 276). As Starkey (2012) reflected, "The human in human rights implies a moral stance, derived notably from Kant, based on respect for human dignity and a commitment to fellow human beings as ends in themselves, not a means to an end" (p. 16). Moreover, Rousseau's insistence on fundamental freedoms of human beings in their "natural state" has contributed to the progressive notion of rights being immutable, regardless of a person's place in society (Humphris, 2012, para. 12).

To some degree, the views of such philosophers demonstrate that human rights can be interpreted quite differently. Therefore, there is no simple answer despite the

widespread usage of the term. At its core, the concept of human rights embraces a certain universe of values having to do with human dignity (Hannum, Anaya & Shelton, 2011) Society, cultural divides, and national boundaries also influence individual's perceptions on how rights are applied and reflected throughout international and customary laws.

The human rights movement.

Efforts to define and authenticate human rights have often taken form through social movements. Many action groups have dedicated themselves to advocacy initiatives for the purpose of highlighting the demands and realization of social struggles (Armaline, Glasberg & Purkayastha, 2015; Armaline & Glasberg, 2009). Such global movements began to emerge in the 1970s and have differed in political, social, economic and cultural domains. A number of international events took on added significance during the Cold War era. People became inspired to commit to organized efforts to advance and monitor human rights issues. Such groups included anthropologists and political sociologists, who have investigated the success and failure of human rights within social contexts, insisting that human rights practices are reliant on socio-cultural contexts and the way people interpret and interact with human rights discourse in social realities (Armaline et al., 2015, pp. 7-8). Many signs show that these factions will continue to be a force in world affairs.

Since the implementation of HRE is primarily the responsibility of member states and governments, many civil service organizations, advocacy groups, and organizations have taken it upon themselves to develop and foster the implementation and sustainment of HRE throughout various sectors. The first evaluative report, following the completion of phase one of the WPHRE, affirms the following (2006):

> Whatever the status of human rights education or the situation or type of education system, the development of human rights education should be on each country's education agenda. Each country should establish realistic goals and means for action in accordance with its national context, priorities and capacity (p. 5).

Many organizations and grassroots agencies have emerged throughout the past number of years, with the purpose of progressing social movements and human rights. Some leading examples of these rights-based groups are the Euro-Mediterranean Human Rights Network, made up of more than 80 human rights organizations, institutions and individuals based in about 30 countries in the Euro-Mediterranean region (EMHRN, 2013).

Another case in point are Ireland and Britain, who have a Development Education Commission, which is an initiative to explore HRE and development education. In Canada, Equitas, an International Centre for Human Rights Education endorses HRE programs, both nationally and throughout the rest of the world (Equitas, 2011). Parpart (2004) stated that, "Encouraging good governance requires close attention to the broad political and economic structures, cultural assumptions and discourses, notions of human rights, laws and practices and accountable governance at all levels of society" (p. 2). The aforementioned organizations have played primary roles on bringing human rights issues to the attention of duty bearers, creating reform initiatives to develop and/or change policies and have championed numerous advocacy campaigns at the local, national and international levels.

Media and NGOs have also been important elements in the rise of the human rights regime. The symbiotic relationship between journalists and activists have been vital in augmenting public awareness surrounding human rights issues, as well as the rise of the contemporary movement (Neier, 2012, p. 6). The contemporary human rights movement commonly involves grassroots groups, non-governmental organizations, activists, and others who campaign for the protection of human rights. Human rights advocates across these varying sectors are united by their commitment to promote fundamental rights for all and do so through their efforts in responding to both victories and encroachments pertaining to rights-based issues.

The last few decades have exemplified multiple achievements that promote and sustain the continuation of the international human rights movement. Advancing the cause of the international human rights movement involves gathering and distributing information on human rights violations, along with generating advocacy and awareness initiatives that bring these issues to the forefront of government plans and inter-governmental agendas. According to Meyer, Boli, Thomas and Ramirez (1997), the human rights movement continues to evolve in unanticipated directions, while penetrating into new domains of local and national cultures. One of the significant successes has been the influential role and emphasis on education about human rights, specifically in universities and graduate schools (Neier, 2012).

Development of the global human rights system.

The 1940s have often been referred to as the golden age for defining human rights. The movement towards human rights and freedoms changed substantially after World War II. Following the Second World War, a combination of binding and non-

binding treaties were created to compel states to take formal action in guaranteeing and protecting the human rights of individuals and groups (Hanum et. al., 2011, p. 143). The development of international customary law began with the establishment of the United Nations and the UN Charter in 1945. The UN Charter is a "multi-lateral treaty that serves as the organization's constitution" (UN Charter, n.d.) and includes a general provision concerning the human rights of the individual that are defined in the Universal Declaration of Human Rights (UDHR).

The creation of the UDHR was led by Eleanor Roosevelt and adopted by the United Nations General Assembly in December 1948. The principles and frameworks set out in the UDHR addressed the need for a new social contract to prevent future war in an age of mass destruction (Offenheiser and Holcombe, 2003, p.272). The UDHR is a universally adopted Declaration that has a type of moral force that gives it normative power. Its purpose was to serve as negotiation space for governments dealing with human rights issues and victims of Cold War rivalries. Consequently, the Declaration is referred to as soft law, in that it has no legal implications on UN member states (Hanum et. al., 2011). In fact, the Declaration was never intended to become a statement of law or legal obligation, but rather a statement of principles created to empower and provide a foundation for international human rights law. Furthermore, founders of the UDHR, had hoped it would serve as a compendium of meaningful standards that could serve as a measurement tool.

Universal impact of the UDHR.

The Universal Declaration was conceived and drafted following a period in which there were "gross abuses of human rights and when civilian populations around the world

were denied dignity, equality and security" (Osler & Starkey, 2010, p. 1). The Declaration codifies human rights as universal entitlements that belong to all individuals; these rights are inherent, inalienable, interrelated and indivisible. Presently, over sixty years following its approval by the UN General Assembly, the UDHR has been translated in over 300 languages and has been ratified by approximately 193 countries.

Since its passing, the UDHR has led to various global initiatives that aim to address human rights matters at organizational, community and societal levels. Effective and legitimate implementation of human rights via local, national, regional and global action is necessary to promote the establishment of a functional global democracy that evolves beyond westernized traditions and neo-liberal practices. The UDHR has also helped shape national constitutions and court decisions, and it has also stimulated quests for the attainment of human rights among individuals and groups in many different nations (Clapham, 2007).

Throughout the years, other international treaties, covenants, and conventions have been sanctioned to promote and protect human rights. The United Nations Commission on Human Rights has made significant efforts in developing human rights standards through the drafting and adoption of human rights mechanisms (Skogly, 2003, p. 12). Some of these international instruments include the following: Convention on Genocide (1948); Geneva Conventions (1949); Covenant on Civil and Political Rights (1966); Covenant on Economic, Social and Cultural Rights (1966); Convention on the Elimination of All Forms of Discrimination (1965); Convention on the Elimination of All Forms of Discrimination Against Women (1979); the Convention on the Rights of the Child (1989); and the United Nations Declaration on the Rights of Indigenous Peoples.

The human rights provisions of the UN Charter, the UDHR and the Covenants constitute the International Bill of Rights.

Human rights treaties, such as the Convention on the Rights of the Child (CRC) supplement the International Bill of Rights. The CRC is an example of a notable human rights instrument that has been endorsed by 194 countries, since it became open for ratification in 1989. Waldron and Ruane (2010) noted, "The human rights principles articulated in instruments such as the UDHR and CRC provide the foundation on which HRE is built, and the connection between those ideals and practice needs to be explicit and dynamic" (p. 217). The CRC continues to play a significant role in HRE, specifically for children and youth. Although awareness surrounding the CRC and other international treaties has expanded, increased efforts are required to establish and implement laws and programs that protect right holders.

Although there are several human rights mechanisms that have been widely endorsed, ratification does not ensure that human rights norms are practiced or formally protected in both developed and fragile states. Special rapporteurs, intergovernmental agencies, and specialty committees have varied in their ability to provide direct support to member states. After the adoption of the UDHR, human rights at the national level became a matter of international concern; however, it has become increasingly apparent that there are limitations on what the UN system can do on a multinational scale (Lauterpacht, 1951). Some believe that the UDHR was not widely understood and the premise of sovereignty has hampered autocratic countries, which has negatively impacted moral and political expression outside the control of oppressive and centralized governmental structures and/or powers.

Vienna Declaration and the OHCHR.

During the 1990s, the dialogue on rights began to shift and rights were viewed, by many, as a lever for change. At the World Conference on Human Rights in 1993, the Vienna Declaration and Programme of Action was adopted by representatives of attending states. The Declaration reaffirmed that the right to development was universal, inalienable and an integral part of fundamental human rights (UN, 1993). The Declaration furthered that, "Human rights and fundamental freedoms are the birthright of all human beings; their protection and promotion is the first responsibility of government" (Sengupta, 2000, pp. 1-2). Notably, the Vienna Declaration also marked the beginning of a renewed effort to strengthen the implementation of human rights instruments that have been constructed on the foundation of the UDHR (BBC, n.d.).

Another important initiative that arose during the World Conference in Austria was a consensus among UN member states to formally approve the development of the Office of the High Commissioner for Human Rights (OHCHR). The objectives and purpose of the OHCHR, both past and present, are to act as an authoritative and independent body that responds to crises, supports human rights defenders, and brings human rights closer to people (OHCHR, 2015). Additionally, the High Commissioner's Office is responsible for advocacy, monitoring, and training activities to increase accountability for human rights violations and to work towards the advancement of human rights. As of 2005, the OHCHR was also tasked with overseeing the global coordination of the World Programme on Human Rights Education. As the principal UN's office, the OHCHR strives to play a leading role in providing assistance to

governments and serving as Secretariat of the Human Rights Council, which is the key UN intergovernmental body responsible for human rights (OHCHR, 2015).

Critiques of Human Rights

The capacity of the OHCHR was ultimately tied to the role that the non-governmental sector had played in advocating for the position at the Vienna Conference (Aoláin, 2003). The ambitious aims set out in the Vienna Declaration, and the mandate of the OHCHR, have been scrutinized by critics, who regard such discourse as "operating in a society that is characterized primarily by institutionalization and relations of domination" (Coysh, 2014, p. 90). Scholars have also noted that the expectations of the OHCHR have been unrealistic and guided by agendas that are difficult to fulfill.

Reviewers assert that the countless human rights violations that occur daily, demonstrates the need for increased reform and reveals the diverse interpretations and beliefs that exist concerning the UDHR. Critics like Posner (2014) believe that the rights outlined in the UDHR have been "described in vague, aspirational terms, which could be interpreted in multiple ways, and national governments, even the liberal democracies, have been wary of binding legal obligations" (para. 8). Furthermore, Posner (2014) questioned the efficiency of international human rights policies in the following claim:

> The truth is that human rights law has failed to accomplish its objectives. There is little evidence that human rights treaties, on the whole, have improved the wellbeing of people. The reason is that human rights were never as universal as people hoped, and the belief that they could be forced upon countries as a matter of international law was shot through with misguided assumptions from the very beginning (para. 6).

There are notable challenges that exist in promoting and implementing human rights standards, more so, in fragile and conflict-ridden states that are resistant and/or unable to endorse human rights treaties that they have ratified. The diversity that exists among 185 UN member states affects the interpretation and operation of international law. Furthermore, treaty violations are not a criminal act, therefore, states cannot be held criminal or prosecuted.

Moreover, critics contend that little attention is given to international human rights obligations; this is often revealed by the lack of legislation that states have failed to enact to appropriately acknowledge and protect the rights of its citizens. Brown (1997) declared that:

> The international legal system remains premised on the idea of sovereignty, international obligation remains dependent on particular sovereign wills, and within such a system it is implausible that states will actually allow their external policy to be consistently guided by an impartial concern for human rights (p. 54).

Several groups that evaluate and report on human rights situations believe that regional needs require heightened attention. Furthermore, an increase in global compliance is required to diminish human rights violations on an international scale.

The work of NGOs and educational institutions may be one of the most effective ways of gaining support and momentum pertaining to the implementation of human rights programming and policies throughout various sectors. The Council on Foreign Relations (2013) affirmed that more should be done to fulfill human rights policies in that, "Regional organizations and nongovernmental organizations must play a larger role from the bottom up, and rising powers must do more to lead in order to attain a universal

enjoyment of human rights" (para. 6). Advocacy and educational awareness can serve as catalysts to urge changes in laws and policies to protect and promote human rights for all.

Falk (2000) challenged the effectiveness of pre-emptive human rights initiatives and stated, "The effectiveness of these efforts varies greatly depending on the level of grassroots commitment to human rights, the extent to which the government permits and responds to oppositional behavior and the vulnerability of corporations, banks other forms of pressure" (p. 18). Further, some critics have claimed that human rights advocates are part of a "secular monotheism surrounded by false aspirations and hype" (Hopgood, 2013, p.10) that are fixated on societies and their need to adopt global norms based on a universal regime that often lacks reflexivity and historicity (McLaren, 2000).

Undoubtedly, achieving human rights standards will continue to be a global challenge for many nations throughout the years to come. Brysk (2002) noted that, "The emergence of new human rights threats should remind us to broaden our attention beyond the core conflict of each era and to consider those at the peripheries whose mortal struggles may become the subject of the next age" (pp. 13-14). Beyond the concerns and criticisms that surround the international human rights regime, many agree that the compliance and implementation of human rights standards has demonstrated to be a participatory process. The lack of accountability on behalf of governments often leaves NGOs and National Human Rights Institutes to obtain funding and establish collective efforts that will help protect the rights of individuals and groups.

Conceptualization of Human Rights

There continues to be much debate about the universality of human rights. Scholars, such as Brown (1997) have noted that, "The international regime which

attempts on a global scale to promote decontextualized human rights is engaging in a near-impossible task" (p. 59). Similarly, other critics have claimed that the idea and concept of human rights is Eurocentric; hence, not capable of universal application because they are the product of the western world. Perhaps one of the most moving accounts on human initiatives came from Arendt (1998) in the following passage:

> The reason why we are never able to foretell with certainty the outcome and end of any action is simply that action has no end. Action sets things in motion, and one cannot foresee even the effects of one's own initiatives, let alone control what happens when they are entangled with other people's initiatives in the public arena (p. 17).

Arendt's reflection on the capacity to achieve universality, in the context of human rights, makes one question whether this is simply an unachievable goal and nothing but a mere desire.

Another perspective that has been presented in response to the universalization of human rights is the concept of cultural relativism. In brief, cultural relativism asserts that human values are context-specific and the interpretation, promotion and application are subject solely to the cultural norms and particularities of the society concerned. Furthermore, cultural relativism holds that culture is the principal source of validity when it comes to rights. In other words, the presumption is that rights, social practices, and moral values are culturally determined and the universality of human rights merely serves as a guide on the extent of such relativism (Pollis & Schwab, 2000).

Bronkhorst (2013) stated that, "NGOs active in development or humanitarian aid, national and UN officials, legal scholars and grassroots activists all have their own

accents in, if not definitions of, human rights" (p. 64). The issues and controversies surrounding the universality of human rights will undeniably continue throughout contentious times; especially, when the atrocities and effects of warfare and the refugee crises lives on. Navigating around uncharted circumstances that challenge nations' ability to adequately and/or immediately respond to human rights issues, will continually require reform and judicious resolutions that maintain the best interests of right-holders.

The Right to Education

The right to education has been recognized in several international human rights mechanisms. According to Moumne and Saudemont (2015), "The legal provisions are developed by a number of human rights instruments, including the 1948 Universal Declaration on Human Rights (Article 26), the 1960 UNESCO Convention against Discrimination in Education, the 1966 International Covenant on Economic, Social and Cultural Rights (Article 13)" (p. 5). Other instruments, such as the CRC, have necessitated provisions concerning the right to education (Articles 28 and 29). Member states who have ratified legally-binding human rights documents have the responsibility to adhere to corresponding protocols, outlined within treaties, through the establishment of laws and policies that will assist in protecting citizens from human rights abuses.

Although this research focuses on HRE in HEIs, the right to education is important to acknowledge, as it establishes an essential foundation for individuals beginning at an early age. Furthermore, it necessitates the realization of all human rights, whereby, "everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training" (UNDHRET, Article 1, p. 2). Hence, the right to education shall not be

mentioned, without acknowledging the work of the late Katarina Tomasevski (2004), a former UN Special Rapporteur.

Tomasevski developed a set of broad standards called the 4A Framework to assess programming based on the realization and fulfillment of the right to education. The 4As are based on availability, accessibility, acceptability and adaptability. In accordance to the APF (2013), the 4A Framework on the right to education encompasses the following indicators:

> Education should be made *available* through skilled educators; obstacles that may limit or prevent *accessibility* to education should be removed; content must be *acceptable*, relevant, non- discriminatory and culturally appropriate; and education should be *adapted* according to the changing needs of society and contributing to specific groups and social needs (p. 44).

The 4A Framework recognizes that governments are the primary duty bearers; however, it also places obligations on others who are involved in the education process (Tomasevski, 2004). Additionally, it should be noted that the indicators, outlined above, are connected to international human rights law, which prove to be effective in identifying and bridging disciplinary gaps relating to development concerns (APF, 2013). The model has been used and adapted by many organizations and can be transferable in developing and/or evaluating human rights education programming.

Emergence and Evolution of Human Rights Education

Educating about human rights in formal academic settings began in the early 1960s. Rene Cassin, Nobel Peace Prize winner and the driving force in the creation of the UDHR, was passionate about establishing an institute for learning human rights. In 1959,

Cassin, along with other legal specialists and scholars, developed the International Institute of Human Rights (IIHR). The objective of the IIHR was to provide human rights training to professors, who would become adept at training others on human rights materials and methodology in their academic environments. The IIHR became an important interface between the Convention world and the academic arenas (Vauchez & de Witte, 2013). In her earlier writings on human rights at the university level, Vasak (1979) claimed that Rene Cassin had encouraged "the contemporary phenomenon of human rights and the necessity of an authentic jurisprudence of human rights, whose rigor and objectivity will guarantee the independence of human rights vis-à-vis all schools of thought and interpretation of reality (p. 711). Cassin's vision for teaching human rights continues through the IIHR and its 300 international members that are comprised of university members, human rights practitioners and researchers.

Defining HRE.

Aside from the delegated and formal human rights terms established by UN agencies, educators and advocates continue to orchestrate the definition of human rights education. Gerber (2008) refers to this ambiguous issue by stating that HRE is a "slogan in search of a definition." Perhaps the most inimitable account that Flowers (2004) has imparted on HRE is by way of saying, "We can describe it as it exists today, capture examples of good practice, or show evidence of success, but we have only the merest glimpse of what people may make with this powerful tool" (p. 125).

Although there is not a definitive explanation of HRE, many scholars and practitioners in the field will agree that although HRE may differ in its definitions, human rights institutes and governing agencies endeavor to represent a core set of key human

rights provisions (Gerber, 2008). This notion is affirmed by Tibbitts (2005) who stated that, "Although universality is a core underlying assumption of the human rights discourse, the strategies for HRE will be quite variable, depending upon the learner group and the human rights challenges found in the social and political environment of a particular country" (p. 3).

Martin (1996) provided a meaningful explanation in his description and analysis of HRE as he described it as a form of education that focuses on "norms and values" and its peculiarity in that, "it is usually education with a social purpose that aims to be prospective, rather than retrospective" (p. 1b). While there is a plethora of valuable explanations that seek to define HRE in a circumscribed manner, the elusiveness of describing such a topic perhaps clarifies the point that many human rights scholars often agree upon, which is norms and values related to human rights often vary among societies and cultural relativisms.

The OHCHR (2009) has coined HRE, in its most formative context, as "education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes" (p.12). Article 2 of the UNDHRET (2011) formally defines HRE as follows:

> Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to

> contribute to the building and promotion of a universal culture of human rights (A/66/137).

In terms of moral rights, the UNDHRET Declaration clearly articulates that HRE is about empowerment and requires participatory learning to transform learners into active citizens that respect and promote human rights. Furthermore, Article 5 of the Declaration (2011) recognizes the necessity of social rights and states that HRE should "embrace and enrich, as well as draw inspiration from, the diversity of civilizations, religions, cultures and traditions of different countries" (A/66/137).

Although there are varying perspectives that attempt to define the global schema of HRE, there are many advocates that concur that HRE is a powerful tool that contributes to the prevention of human rights violations and empowers individuals to promote and recognize principles and practices of human rights within their local communities. Flowers (2004) believed that "Such open-endedness may, in fact, indicate an essential quality about human rights education and human rights itself, which may be the source of much of the inspirational and creative force behind HRE" (p. 106).

Contemporary Developments in Human Rights Education

HRE was uncommon throughout the education sectors until the 1990s. After the Vienna Declaration in 1993, the decade from 1995 to 2004 was declared the UN Decade for Human Rights Education. Scholars Tibbits and Kirchschlaeger (2010) shared the following:

> HRE has gained momentum since that time and has since spawned a growing body of educational theory, practice research that often intersects with other educational studies, such as citizenship education, peace education, genocide

> education, education for sustainable development and education for intercultural understanding (p. 1).

Although human rights education shares goals and methodologies with a variety of subject areas, it should not be replaced or confused with such educational efforts given that it remains a constant as a values system that often informs inter-related subject areas (Mihr & Schmitz, 2007). To that end, HRE can be viewed as the nucleus in which an array of inter-related disciplines has emerged.

Bajaj (2012) stated, "Human rights education efforts are seen as both a political and pedagogical strategy to facilitate democratization and active citizenship" (p. 18). The rise of HRE is linked closely to processes of globalization and as a result the importance of promoting a global culture of human rights is becoming more widely recognized (Gearon, 2012; Ramirez, Suarez & Meyer, 2007). During the Conference on Education for Peace, hosted in Geneva in 2015, the United Nations High Commissioner for Human Rights emphasized that, "Education of any kind, if it is devoid of a strong universal human rights component, can be next to worthless when it should matter most: in crisis, when our world begins to unravel." HRE can be a powerful tool for examining, critiquing and understanding the content and purpose of various human rights instruments. Aside from historical or morally guiding doctrines, human rights principles should be situated in a way that make them relevant to people's lives and the ways in which people choose to live within their local and broader communities.

World Programme for Human Rights Education.

In 1995, the United Nations launched the Decade for Human Rights Education to raise awareness on human rights and pay attention to both the quality and quantity of

human rights education (Ippoliti, 2009). At the conclusion of the Decade for HRE, the UN asserted that there was further need for continued development in HRE and followed with its proclamation of the World Programme for Human Rights Education on December 10, 2004. The WPHRE is a global initiative of the United Nations (2010) that works closely with OHCHR and the United Nations Educational, Scientific and Cultural Organization (UNESCO), along with other agencies and international and regional organizations to offer support to UN members in their efforts to implement HRE initiatives (HR/PUB/12/3, p.iii). Moreover, the WPHRE "seeks to promote a common understanding of the basic principles and methodologies of human rights education; provide a concrete framework for action; and strengthen partnerships and cooperation from international to grassroots levels" (Gearon, 2011, p.43). As such, it is the responsibility of nation states and its citizens to commit themselves to human rights movements.

The WPHRE is structured around an ongoing series of phases and has been developed by a broad group of education and human rights practitioners from all continents (UNESCO, 2007). During phase one (2005-2009), the WPHRE placed particular emphasis on primary and secondary education (UNESCO, 2011). The second phase (2010-2014) of the WPHRE expanded its focus to additional sectors that "mentor tomorrow's citizens and leaders" and include higher education institutes, civil servants and law enforcement (UN, 2012). Presently in its third phase (2015-2019), the WPHRE is continuing efforts to maintain and strengthen the objectives of the initial phases, while placing attention on HRE training for media professionals and journalists (UN, 2014). The WPHRE has the capacity to provide a framework that offers educational institutions

the foundation for developing HRE programmes; it can also inform the implementation of policies and practices that adhere to the functions and principles of a rights-based approach.

United Nations Declaration on Human Rights Education and Training.

Despite that the adoption of the UNDHRET is a positive reflection on the increasing importance and commitment to HRE, scholars Gerber (2011) and Struthers (2015) argued that this Declaration lacks rigor and illustrates imprecise provisions. According to Gerber (2011), the Declaration "does not unpack the normative content of HRE or provide a clear path for implementation" (p. 248). Many believe that if there was a clearly stipulated document or protocol that articulated exactly how HRE should be implemented and what responsibilities were those of governments and other stakeholders, it would likely become more widespread. Coysh (2014) recommended that HRE become adaptive and guided by the notion of praxis, which may prove to be more effective and relevant to individuals, their local agencies and communities (Benford & Snow, 2000).

Although the UNDHRET is a non-binding treaty, many deem that it has the capacity to provide significant motivation to human rights educators and serve as a useful resource to those who are less familiar with HRE. Osler (2016) stated that the UNDHRET "defines HRE as encompassing education about, through and for human rights: in other words, it is primarily concerned with educational processes that enable human rights" (p. 23). To provide further clarification, Article 2 of the UNDHRET (2011) prescribes that human rights education and training ought to be:

(a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles

(b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

(c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others (p. 3).

In respect to formal education, instructors should be well positioned to situate HRE within their respective disciplines and in accordance to the elements detailed in the list above. As Article 3(2) asserts, "Human rights education and training concerns all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable (UNDHRET, 2011, p. 3). Much like adhering to curricular documents or syllabi, those in HEIs should possess the necessary skillsets to interpret and integrate HRE within their areas of academic expertise.

Human Rights Education in Higher Education

Between 1968-2000 over 140 human rights programs and research institutes emerged in universities throughout 59 countries (Suarez & Bromley, 2012). Suarez and Bromley (2012) stated that, "Human rights programs were uncommon thirty years ago, but now academic centers, undergraduate programs and postgraduate degree programs are becoming a part of the university landscape" (p. 258). In addition, McCowan (2016) claimed that, "Higher education's return to favour amongst international development agencies is by now widely acknowledged, after decades in which other forms of education—particularly the primary level—were seen to be a more appropriate focus for their attention" (p. 1). Hence, there has been considerable headway within the area of HRE in tertiary education; however, a limited amount of research exists to indicate the

effectiveness of existing HRE programmes.

Strengths.

Institutes of higher education are affected by globalization and as the human rights movement expands, academia has started to incorporate human rights as university knowledge (Suarez & Bromley, 2012). In accordance to Sabour (2005), the greatest challenge for universities is "emerging from the growing process of globalization and neoliberalism" (p. 195). Green (1997) contends that the phenomenon of globalization has brought about challenges and requirements in the content and aims of the articulation of knowledge. For this reason, the establishment of transnational advocacy networks is needed to create solidarity among borders and advance understanding pertaining to global capitalism and trade.

In 2006, the Council of Europe met to discuss higher education and democratic culture. One of the primary outcomes of the meeting was a commitment on behalf of higher education leaders and policy makers to advance the following principles: democratic and accountable structures, processes and practice; active democratic citizenship, human rights, mutual respect and social justice; environment and societal sustainability; dialogue and the peaceful resolution of conflicts (Council of Europe, 2006, p. 3). Sabour (2005) stated that, "Institutes of higher education have the duty to defend universal values and ideals, and to create knowledge for the needs of national and international audiences" (p. 195). Globalization has increased concern about international human rights and the struggle to achieve human rights practices amongst the power of private interests and corporate greed.

Changing global dynamics have an impact on academic environments, specifically at the tertiary level. According to Banki, Valiente-Riedl & Duffill (2013), "Tertiary education has a double task: introducing students to the prevailing knowledge in a given field, and, with the exception of more theoretical degrees, such as in philosophy, equipping students with skills that are directly transferrable to the real world and workplace." (p.318). Tibbitts (2006), a human rights specialist and founder of the Human Rights Education Association (HREA), acknowledged that, "The integration of human rights themes into university courses, programs of study and other opportunities promotes understanding for the value of human rights and provides a "lens" to interpret societal and global problems" (Section 1, para.3). Hence, promoting and integrating human rights into higher education courses and academic environments could help prevent human rights violations through the development of essential values, attitudes and skills that promote social justice and equity.

Limitations.

Some scholars have emphasized the controversies and challenges that have impeded the progression of HRE. Within post-secondary education, Orend (2004) contended that human rights studies are possible, but are usually voluntary and/or parts of advanced post-secondary programming within faculties of law, education, political science, international relations and health sciences. Additionally, Orend (2004) claimed, "Second degree programs, permanent courses exclusively devoted to human rights at the Bachelor level degree level are still very few and far between" (p. 62). Moreover, while studies at the post-secondary level can offer an introduction to the 'why' of human rights, courses may be ineffective at addressing the practical 'how' (Banki et al., 2013).

Refuting the dominant view, Coysh (2014) argued that, "HRE can be problematic in the way that it can ignore and sustain the political conditions of injustice and a radical approach must be taken to create spaces, within local contexts, that draw upon a community's knowledge and agency" (pp. 89-90). As HRE continues to grow within the formal education sector, "it requires human rights educators to engage with a wider discourse, while holding on to the principles, values and transformative impulse characteristic of HRE in less formal, community-based contexts" (Waldron & Ruane, 2010, p. 219). Furthermore, human rights education depends considerably on the training and interests of its teachers and for this reason it is the role of universities to develop and offer appropriate educational programs to achieve this aim (Fritzche, 2004, p. 162). Above all, educational practitioners and universities should be well positioned to construct and implement HRE initiatives in a variety of disciplines, as well as within a diversity of contexts.

Many scholars believe that there is a strong intersection between the UDHR and HRE. Osler (2016) noted that, "HRE, or education about rights, was foreseen as a central part of the human rights project" (p. 19). Additionally, Osler (2016) contended that the "United Nations acknowledged the school as central in guaranteeing, protecting, and promoting human rights, recognizing the relationship between rights knowledge and rights implementation" (p. 21). If academic institutions were to take up Osler's assertions concerning the link between human rights and education, then there could be what Banki et al. (2013) refer to as a "knowing-doing" gap.

The implementation and success of HRE is often dependent upon those who teach it and the available opportunities for students to actively apply their skills to situations

outside of the traditional classroom environment. As Banki et al. (2013) noted, "Tertiary human rights educators are often influenced by other pressures, including publishing articles that are disconnected from human rights practice and assessment measures, such as written exams and essays" (pp. 319-320). Although human rights educators may be skilled in teaching the content and purposefulness of human rights and international human rights mechanisms, there needs to be an inherent connection between acquiring knowledge and then actively applying new skills within a human rights context outside of academic settings.

Implementation of HRE in Higher Education Institutes

A preliminary desk-based analysis, undertaken by the researcher, found that human rights education is present in a varying number of higher education institutes throughout the world; however, there is a great divide amongst the content and richness of such courses and programs that have evolved over the years. Suarez and Bromley (2012) have documented the development and diffusion of international human rights programs in universities; however, little research has investigated how the implementation and development of HRE programs differ across the globe.

There is much more that could be done to extend HRE programming in academia. Tibbitts (2002) asserted that the documentation and sharing of best practices is needed "in order for human rights education to become more qualified as a field" (p. 169). Continued research to indicate the effectiveness and fundamental pedagogical approaches to such programming is essential to building capacity and bolstering the legitimacy of HRE.

According to Coysh (2014), "Human rights education discourse should be guided by the notion of praxis: reflection and action on the world in order to transform it" (p. 108). McLaren (2000) claimed, "The task of HRE is to engage in historical and reflective consciousness, where knowledge is recognized as something which cannot be constrained within the constructs of artificial boundaries, but instead open-ended, dynamic, and incomplete" (p. 186). Similarly, Naidoo (2013) noted that, "Only through a critical exploration of how democracy functions in the everyday reality of the political community in which learners live, can learners be motivated to narrow the gap and become active, engaged citizens" (p. 67). However, despite the philosophical notions bestowed by scholars, there is a continued demand for practice-oriented curriculum and teaching within HEIs for the purpose of connecting theory with practice.

Conceptual Framework

Much like Tomasevski's 4A Framework, educational theories that are important to HRE ought to encourage individual and societal change through developing human rights knowledge, skills, attitudes and behaviours (APF, 2013, p.72). For this reason, the five-pointed approach to teaching human rights at the tertiary level is the core premise that has formed the conceptual framework for this study, as it aims to "inform key principles and practical improvements for the design and delivery of practice-oriented tertiary human rights curricula in other institutions" (Banki et al., 2013, p. 319). As reported by Banki et al. (2013), this approach points to the need for human rights education that:

1) offers abilities and capacities that complement legal approaches;

2) provides tools to grasp the root causes of violations;

3) incorporates learning on local, national, regional, and international levels;

4) includes significant collaborative opportunities; and

5) offers students the chance to put skills into practice (p. 318).

Banki et al. (2013) emphasize five separate elements that configure the five-pointed pedagogical approach. The first element points to the interdisciplinary nature of human rights, meaning that the broader ideas for understanding human rights include ethical, philisophical, and structural/historical perspectives (Banki et al., 2013, p. 320). Furthermore, this particular element necessitates the need for coursework that extends beyond the teaching of jurisprudence and legal practices (Smith, 2013).

Secondly, the next element specifies the importance of understanding the root causes that are associated with human rights violations. In the context of HRE in HEIs, this suggests the necessity of understanding the relationships that bind the discourses and actions of human rights violators, human rights protectors and human rights victims (Banki et al., 2013). The third component of the five-pointed approach, centers on the idea that the human rights regime is a multi-spacial system. According to Banki et al. (2013), this imparts that "human rights violations and their responses occur on multiple spatial levels: local, national, regional, and international" (p. 321). Merely, this element focuses on the practices of integrating grassroots initiatives with national, local, and international structures and organizations, which are critical in supporting sustainable social inclusion, social equity, and non-violent relationships amongst communities (Banki et al., 2013; Simon, Ibrahim, Ludin, Smith, Williams & Williams, 2000).

The fourth element that Banki et al. (2013) identified was no actor is an island. Simply put, this constitutes the critical element of activists' work in identifying other

actors whose goals and messages are aligned with and different from their own (Banki et al., 2013; Wiktorowicz, 2004). Theoretically, students should be encouraged to recognize and debate these tactical differences in order to allow for a deeper understanding of the challenges and opportunities that come along with collaborative efforts; these types of learning opportunities often spark opportunities for critical thinking and reflection.

Lastly, the fifth and final element is grounded on the practice and production. As noted by Balki et al.(2013), knowledge alone is not enough and providing learners with simulation-based activities offers important tools for practice-oriented learning. Furthermore, practice and production focus on activities and skill development that are based on realistic situations, both within or outside of the traditional learning environment. Therefore, students are given practice-oriented learning opportunities that allow them to apply their knowledge to real-world circumstances, subsequently, reducing the knowing-doing gap (Banki et al., 2013).

Figure 3.1 provides a summative overview of the conceptual framework informed by the five-point approach to teaching human rights.

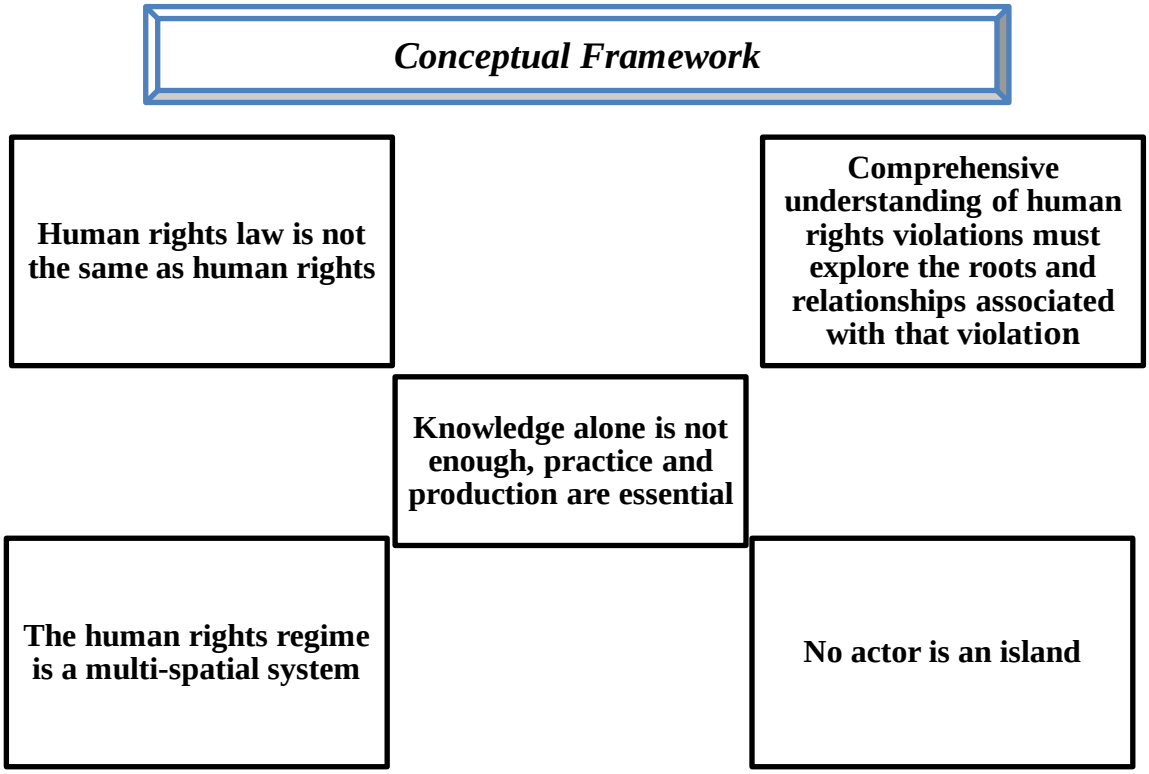

Figure 2.1 Conceptual Framework (Adapted from Banki et al., 2013)

Implications of Research

The scope of this study explores the existence of HRE programs and the diffusion of human rights-based initiatives within HEIs. Outcomes of the research reveal discernments that can occur when examining human rights within a comprehensive and global context. For this reason, the researcher has attempted to communicate the diversity of findings in an equitable manner.

Research pertaining to HRE in HEIs can help support and provide validity for future programming and potentially expose other areas of research needed in this area. The audience for this research may encompass scholars, educational practitioners, and

key stakeholders in education sectors, government agencies, NGOs, and specialists working in the various fields of human rights.

Summary

This chapter has presented the introductory literature associated with the history and evolution of human rights. Furthermore, the chapter has explored various conceptions of human rights, including critiques, and areas within this field that are relevant to the research that was undertaken and presented within the final two chapters. The researcher has attempted to provide a foundation to enhance readers' knowledge of human rights education and its placement within higher education institutes. The conceptual framework that underpinned the research study was also anecdotally explained and pictorially depicted for the purpose of providing further clarity. The next chapter will discuss the methodology regarding how the research was conducted, the context of the study, processes of data collection and analysis, and ethical considerations.

CHAPTER 3

Methodology

This chapter details the research methodology that was employed to achieve the objectives of the study. The researcher conducted ten semi-structured interviews, over a four-week period, with participants from seven different countries. Interviewing participants from various parts of the world, offered the researcher diverse perspectives on how HRE has been taken up in HEIs. To review, the aim of this research was to explore the experiences and notions of scholars and practitioners, who have first-hand knowledge of human rights education and its placement throughout the academic landscape.

Research Paradigm

An interpretive approach was followed to adequately respond to the research questions that were identified in the initial chapter. To review, the questions addressed the following issues:

- perceptions and critiques that may exist about the role of human rights education in higher education institutes;
- influence of international human rights instruments on the establishment of HRE in academia;
- factors that support or impair the application of HRE in HEIs;
- methodologies and/or practices ascribed to the implementation of HRE in tertiary education; and
- the role of the state and/or community in the dispersal and sustainment of HRE.

According to Jebreen (2012), "An interpretive philosophy seems to be a highly appropriate approach, in order to give an account to the study that captures the views of the participants" (p. 163). Therefore, the researcher chose to use an interpretivist framework to "collaboratively construct a meaningful reality" (Cohen & Crabtree, 2006), while validating prior theory and knowledge and generating new understandings concerning HRE in HEIs. In accordance to Sheehan (2004), "Interpretivism is commonly seen as embracing a naturalistic approach to research, wherein the inseparability of the individual understanding is used to focus methodological attention in studying individual meaning" (p. 182).

An interpretive discourse was most relevant to understand the rudiments of HRE in HEIs, along with considering the diverse cultural and international experiences of each participant. Likewise, "the normative framework of HRE and the wide spectrum of learners have resulted in a great deal of variation in the ways HRE has been implemented" (Tibbitts, 2008, p. 2). As noted by the late Richard Pierre Claude (1998), "The problem of describing and analyzing various methodologies of human rights education is compounded by the objectives and the means used to attain them will differ in relation to the target group involved" (p. 1). Hence, the significance of obtaining multiple perspectives and personal narratives to theoretically elucidate the findings from this study.

The relativist ontological and transactional epistemological loci of this empirical study accepts that "knowledge in not static, but is always emerging and transforming, and is interpreted by both researcher and participant" (Jones, Kriflik & Zanko, 2005, p. 10). Relativist ontology is the belief that reality is a finite subjective experience (Denzin &

Lincoln, 2005). Transactional means that constructed realities are created from individuals' thoughts. That is, the observations and findings emerge from the interaction between the researcher and participants, called transactional epistemology (Guba & Lincoln, 1994).

Research Methodology

In adhering to an interpretive paradigm, a qualitative research approach was chosen for this study. Mason (2002) believed that qualitative researchers make decisions based on their research design and in terms of the changing contexts and situations in which the research takes place. Additionally, Mason (2002) acknowledged that using a qualitative approach provides flexibility that can enhance the research, resulting in unexpected, but significant findings. Qualitative research focuses on meaning, experience and understanding, therefore it affords the researcher the opportunity to explore and interact with individuals, whose experiences and perspectives can be better understood. Huberman and Miles (1994) have highlighted that qualitative data that is rich and holistic can reveal complexities of real-world contexts. Likewise, Jebreen (2012) explained, "These are the data considered appropriate in explaining human and social aspects which cannot be quantified in a universal manner" (p. 163). Since the research sought to explore factors and experiences pertaining to HRE and its diffused throughout various international post-secondary institutes, a qualitative approach was the preferential methodology.

Alongside a qualitative approach, inductive reasoning was employed to "derive concepts and themes through interpretations made from raw data by the researcher" (Thomas, 2006, p. 238). The inductive approach is a bottom-up, systematic procedure for

analyzing qualitative data in which concepts are proposed towards the end of the research process. Seidman (2006) wrote, "The researcher must reduce the data inductively, meaning that the researcher must come to the transcripts with an open attitude, seeking what emerges as important and of interest from the text (p. 117). Although inductive reasoning is interpretive in nature, it necessitates the researcher to establish credibility and trustworthiness by ensuring the findings preserve the participants' point-of-views. According to Fereday and Muir-Cochrane (2006), "Interpretive rigor requires the researcher to demonstrate clearly how interpretations of the data have been achieved and to illustrate findings with quotations from the raw data" (p. 82).

Research Design

To adequately address the research questions, constructionist thematic analysis was selected as the strategy for inquiry. This method "provides a flexible and useful research tool that can potentially provide a rich and detailed, yet complex account of data" (Braun & Clarke, 2006, p. 78). Thematic analysis (TA) is a method for identifying, analyzing, and reporting patterns and/or themes within data (Braun & Clarke, 2006). However, thematic analysis often goes further than this by exploring various aspects of the research topic through coding and theme development (Boyatzis, 1998). As suggested by Braun and Clarke (2006), thematic analysis can be applied across a range of theoretical and epistemological approaches. Additionally, "TA offers a toolkit for researchers who want to do robust and even sophisticated analyses of qualitative data, yet focus and present it in a way which is readily accessible to those who are not part of academic communities" (Braun & Clarke, 2014, p. 2). The research was exploratory in nature and subsequently sought to obtain rich data through semi-structured interviews,

therefore, TA was a well-suited method to adequately explore and analyze the collective information.

Sampling

Participants were selected by using purposeful sampling, which implies intentionally selecting individuals who are "information rich" (Patton, 1990, p. 169). This is a deliberately non-random method of selecting participants for research, which allows individuals to be selected because they have experience that is relevant to the specific research topic that is under study (Bowling, 2002). Purposeful sampling belongs to the category of non-probability sampling techniques. Dirkx (1997) claimed that, "Participants ought to be considered as people with knowledge, rather than subjects being determined by their circumstances" (p. 83). For this reason, participants in this study have been identified based on their knowledge, relationships and expertise regarding HRE.

The researcher contacted twenty-seven individuals from various HEIs and human rights organizations. The prospective participants were selected in accordance to the following criteria: 1) contributions to literature in human rights/human rights education; 2) referral from other human rights experts; and 3) trailblazers in the international human rights community. In the end, the researcher obtained the consent of ten participants, whose schedules and/availability aligned with the timeline set forth by the researcher. A demographic overview of the participants who took part in the study is shared in the following chapter.

Data Collection

Since interpretive approaches "rely heavily on naturalistic methods" (Cohen & Crabtree, 2006), semi-structured interviews were used to collect meaningful data. It was

anticipated that the interviews would capture first-hand concerns and acuities that would not otherwise been produced through other forms of data collection. The researcher gained multiple perspectives from the selected participants with the commitment to "represent the complexity of our world" (Creswell, 2002, p. 194). As per Jabreen (2012), by asking participants open-ended questions, they can broaden the topic and bring light to the points they think are important, which in-turn enlarges the scope of the study and avoids the notion of theoretically based assumptions. For this reason, the facilitation of semi-structured interviews sought the assessments and personal accounts of international scholars and human rights professionals, who have a wealth of experience pertaining to HRE at the tertiary education level.

Additionally, the main advantage of individual, semi-structured interviews is that they involve personal contact between the researcher and participants, as well as eliminate and/or reduce the chances of non-response rates. Furthermore, unstructured interviews offer flexibility in terms of the flow of the interview and the information that is willingly shared by participants; therefore, leaving room for findings that may not have been initially anticipated. In total, 10 participants took part in semi-structured interviews that took place via Skype or telephone. The researcher asked each participant approximately 7 open-ended questions. Other questions were posed to provide clarity or gather more in-depth information from respondents. As far as data collection tools, the researcher developed a semi-structured questionnaire, with the aim of guiding the interviews toward the satisfaction of research objectives. At times, additional, unscripted questions were solicited during each of the interviews to obtain additional information or clarify the responses of interviewees.

Data Analysis

Thematic analysis has in the past been criticized for not having clear guidelines, however, Braun and Clarke (2006) provide a six-phase guide to doing such analysis, while adhering to the flexibility of this approach. Thematic analysis is performed through the process of coding in six phases to create meaningful patterns. These phases are: familiarization with data, generating initial codes, searching for themes among codes, reviewing themes, defining and naming themes, and producing the final report (Braun & Clarke, 2006). Although these phases are sequential, analysis is typically a recursive process, with movement back and forth between different phases.

For this study, patterns were identified through a rigorous process of data familiarization, data coding, theme development and revision. A review of desk-based literature was also used to compare and support the establishment of themes, sub-themes, and research findings. Therefore, deductive reasoning was guided by existing discernments or ideas. In addition, coding and theme development emerged from concepts and assumptions supporting the data obtained by participants. Once initial themes were established, the researcher used a hands-on approach by continuing to sort and refine themes with paper coding strips and colour coding, as seen in Figure 3.1.

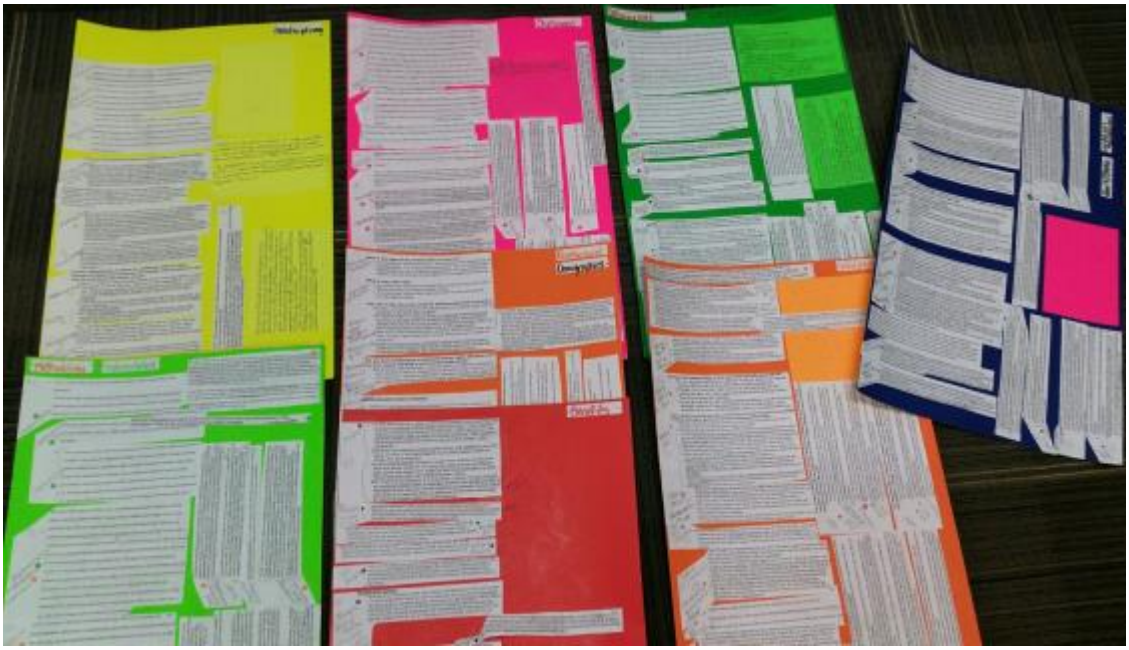

Figure 3.1 Image of the coding and analysis process that was constructed by the researcher

Trustworthiness

The researcher has made an ongoing effort to establish trustworthiness throughout the research process. The constant comparison method, used in grounded theory research, was used to increase the validity of the findings. In doing so, the researcher has described and conceptualized the variations that exist by comparing and looking for "commonalities and differences in behaviour, reasons, attitudes, perspectives and so on" (Boeije, 2002, p. 393). Furthermore, in accordance to Denzin and Lincoln (1994), factors that were considered in terms of substantiating approaches to rigour included, both, credibility and transferability. The researcher was cognoscente of self-awareness and reflexivity throughout the study and was also mindful of personal contributions and responses (Jasper, 2005; Charmaz, 2014). Throughout the duration of the study, the researcher engaged in ongoing memo writing to record analytic notes. The memos were helpful throughout the coding process and in drawing inferences that contributed to the overall findings.

Credibility.

Credibility was established through the process of member checking. Upon transcribing the interviews, participants were provided with their transcriptions to ensure that they were accurately recorded and solidify whether the entirety of the interview could be applied to the research findings. The researcher has offered rich descriptions to provide readers with a thorough understanding and vision of the data that was collected from the participants. Direct quotes from the participants have been included in the research findings to offer readers with information to compare or apply the findings to other contexts. Furthermore, initial findings were presented at two conferences for peer evaluation and a poster presentation was given at an international HRE conference at the commencement of the study.

Ethical Considerations

Since this research study involved the participation of human subjects, ethical approval was obtained through the institutional research ethics board. The study presented minimal risks to participants and participation was fully voluntary. An informed consent form was developed and outlined the purpose of the study and the role of participants. The consent form also acknowledged the rights of the participants and clearly stated that voluntarily withdraw from the study would be granted at any given time.

Respondents were informed that the interviews were going to be audio-recorded and transcribed. Furthermore, participants were given the opportunity to review and make corrections to the content of their interviews after they were transcribed. Changes to reflect the accuracy of the initial interviews were made by interviewees, who had advised

and/or requested minor changes to the transcripts.

It is important to note that the use of pseudonyms was used to replace participants' names to protect their anonymity. The data collected throughout the study was kept in a safe and secure place and will be destroyed following the conclusion of the study. The researcher successfully completed the Tri-Council Policy Statement online tutorial and provided a TCPS2 certificate to the institutional research ethics board as verification.

Summary

In this chapter, the research paradigm has been provided, along with the research design and qualitative approach that has guided the implementation of the study. In addition, the researcher has provided clarity pertaining to the rationale for using purposive sampling to adequately respond to the research questions. In concluding the chapter, ethical considerations have been presented to provide readers with information on how the researcher sought to protect the anonymity of participants. The following chapter presents the data that was collected through semi-structured interviews.

CHAPTER 4

Findings

In this chapter, a summative table outlining the demographics of the research participants will be presented to provide readers with an overview of the professional backgrounds of the interviewees. The results of the qualitative data, gathered through a series of semi-structured interviews, will also be offered. The chapter concludes with an overall summary and discussion of the research findings, as they pertain to the research questions that are outlined in chapter one.

Overview of Study

In review, the intent of the research was to investigate the global perspectives and experiences of human rights scholars and/or practitioners, regarding the development and implementation of HRE in higher education; specifically, within their respective work places and/or geographical region(s). Furthermore, the conceptual framework was underpinned by the five-pointed approach to teaching human rights, as well as the principles that are attributed to HRE. The conceptual framework was introduced in the chapter two.

This chapter aims to delineate the results of ten semi-structured interviews, as they relate to the purpose of the research questions. The findings were generated through text-based analysis and coding. After carefully refining the raw data, the researcher generated the overarching themes that emerged from the analysis processes. To review, the research questions focused on the following: 1) perceptions and critiques that exist about the role of HRE in HEIs; 2) the influence of human rights mechanisms in the establishment of HRE programming and/or initiatives; 3) the role of governments and NGOs; and 4) the

pedagogical stimuli and methodological practices that support and/or inform HRE in HEIs.

Background of Participants

The qualitative data was gathered through individual, semi-structured interviews with ten participants, who were representatives of higher education institutes and/or human rights organizations. The interviewees were purposefully selected by the principal investigator. The participants were chosen based on their expertise, scholarly contributions and/or professional experiences in the field of HRE.

The researcher combined a pre-determined set of open-ended questions for each interview. The interviews commenced by having participants share their professional work titles, followed by a brief description of their job responsibilities and the respective department and/or faculty they work in. Each of the interviews were approximately 30-45 minutes in duration and took place via Skype and/or phone.

Background of HEIs and Organizations

Queen's University, Belfast, Ireland. The Centre for Children's Rights, School of Education.

The Centre for Children's Rights is based in the School of Education at Queen's University Belfast in Northern Ireland. The focus of the Centre is its emphasis on inter-disciplinary perspectives on children's rights. Instructors have expertise in a range of disciplines including education, law, social work, sociology, psychology, nursing and pharmacy. The work and research at the Centre is oriented around the implementation of the Convention on the Rights of the Child. Moreover, underpinning the work and courses that are offered through the Centre, is its commitment to the participation rights of

children and young people. The Children's Rights Centre offers post-graduate modules on children's rights and a M.Sc. in Children's Rights (Queen's University, 2012).

Dublin City University (DCU), Drumcondra, Dublin, Ireland. The Centre for Human Rights and Citizenship Education.

The Centre for Human Rights and Citizenship Education (CHRCE) is an initiative of DCU. The Centre was launched in 2004 with the support and collaboration of Amnesty International, Ireland. The Centre is committed to developing a democratic, participative, and inclusive approach to education, based on the principles of freedom, equality, global justice and peace. One of the primary aims of the Centre is to serve as a focal point for the creation, evaluation, exchange and dissemination of information and resources (Dublin City University, CHRCE, n.d.).

Amnesty International, London, England. International Secretariat.

According to Amnesty's International's website, the not-for-profit organization serves as a global movement that is independent of any political ideology, economic interest or religion. The organization, along with its many volunteers, campaign for a world where human rights can be realized for all. Furthermore, they lobby governments and corporations to ensure they are fulfilling their promises in respect to international law. The philosophical foundation of Amnesty's HRE program focuses on "teaching human rights to convey ideas and information concerning human rights and nurturing the values and attitudes that lead to the support of those rights (Amnesty International, n.d.).

Polytechnic University, Manilla, Philippines. Center for Human Rights and Gender Studies, Institute for Social Sciences and Development.

Polytechnic University is the largest state university in the Philippines, with over 70,000 students enrolled (Polytechnic, n.d.). The University offers the lowest tuition rates among HEIs in the country and serves some of the poorest and most marginalized communities. The Center for Human Rights and Gender Studies is situated in the Institute for Social Sciences and Development. The Center develops programming and curricula on human rights and gender based issues, which includes training and other professional development fora.

Soochow University, Taipei City, Taiwan. Center for the Study of Human Rights.

The Center for the Study of Human Rights was founded in 2001 and was the first human rights research institute in Taiwan. The objectives of the Center are aimed at promoting human rights education, advancing HRE by offering courses on rights-based issues and facilitating training opportunities for NGOs and other stakeholders. The unit is primarily a research center in collaboration with human rights bachelor and master degree programs (Soochow, Human Rights Program, n.d.).

Osaka City University, Osaka, Japan. Research Center for Human Rights.

Research Center for Human Rights (RCHR) is a facility at Osaka City University devoted to research on human rights issues. The Center focuses on research in areas pertaining to gender, ethnicity, disability and other minority/human rights matters. The former Institute was established in 1972 and was reorganized into the present body in April 2000 (Osaka, RCHR, n.d.).

Asia Pacific Forum (APF), Sydney, Australia.

APF is a member based NGO that empowers National Human Rights Institutions

through capacity development and professional support in order to realize a shared vision of realizing human rights for all. The members of APF consist of National Human Rights Institutions (NHRIs) that have the unique mandate to be independent from government. Through building effectiveness, authority, and strength, member institutions can motivate positive change in their countries and beyond. Training, offered through APF, is mainly delivered through subject matter experts who come from NGOs, NHRIs, law or a profession in the field of human rights. APF has also created a resource titled, *Human Rights Education: A Manual for National Human Rights Institutions*, along with a video resource that explores the key steps in developing HRE programs (APF, 2013). Additionally, APF is currently planning to increase their engagement and recruit consultants from higher education institutions.

Columbia University, Teachers College, New York, New York. Peace and Human Rights Education Program, Department of International and Transcultural Studies.

The Peace and Human Rights Education Program was created in recognition of the unprecedented dimensions of issues regarding security, war and peace, human rights, global justice, and sustainable development. The Program is situated in the Department of International and Transcultural Studies. The Peace and Human Rights Education Program is primarily concerned with addressing direct, structural & cultural violence through the transformation of pedagogy, curriculum, and policy related to education in both formal and non-formal contexts (Columbia Teachers College, n.d.).

University of San Francisco, San Francisco, California. Department of International and Multi-Cultural Education.

The Department of International and Multi-Cultural Education (IME) was founded in 1975 by critical education scholars and was inspired by the philosophies of Paulo Freire. IME programs focus on understanding transformative possibilities for both formal and informal education. IME offers four programs in their Department: 1) International and Multi-Cultural Education, MA; 2) Human Rights Education, MA; 3) TESOL, MA; and 4) International and Multi-Cultural Education, Ed.D. (USF, School of Education, n.d.). These programs share the common goals of working towards a vision of social justice and educational equity in local, global, and trans-national settings (USF, School of Education, n.d.)

University of Washington, Seattle, Washington. Evans School of Public Policy and Governance.

The Evans School is designed to prepare students with the essential skills needed to enter careers in government and the non-profit sector (Evans School, n.d.). The Master of Public Administration (MPA), specifically focuses on policy analysis, strategy, management, and organization operations to prepare its graduates to craft and implement policy that brings about impact, both at the local, national, and international levels. Some of the key areas of concentration that are offered through the Evans School MPA, include: 1) Social Policy: Poverty, Education and Social Welfare; 2) Non-profit Management and Philanthropy; 3) International Development; and 4) Environmental Policy and Management (Evans School, n.d.).

Table 4.1 provides a demographic overview of the research participants and their professional institutes:

Demographic Overview of Participants				
Job Title	*Type of Organization/Institution*	*Name of Organization/Institution*	*Department*	*City/Country Location*
Professor (Lisa)	University	Queen's University	School of Education, Children's Rights Centre	Belfast, Ireland
Dean/ Professor (Sarah)	University	Dublin City University	Faculty of Education, Centre for Human Rights and Citizenship Education	Drumcondra, Dublin, Ireland
HRE Advocacy Assistant (Michael)	International Non-Governmental Organization	Amnesty International	International Secretariat	London, England
Professor (Lee)	University	Polytechnic University	Center for Human Rights and Gender Studies, Institute for Social Sciences and Development, Department of Psychology	Manila, Philippines
Professor (Jack)	University	Soochow University	Center for the Study of Human Rights	Taipei City, Taiwan
Professor/ Deputy Director for Human Rights Osaka (Kay)	University	Osaka City University	Research Center for Human Rights, Department of Creative Cities	Osaka, Japan
Training Manager (Erin)	Member-Based Non-Governmental Organization for NHRIs in Asia Pacific Region	Asia Pacific Forum	International Office	Sydney, Australia
Lecturer (Amy)	University	Teachers College Columbia University	Peace and Human Rights Education, Department of International and Transcultural Education	New York, USA
Professor (Diane)	University	University of San Francisco	School of Education, Department of International & Multicultural Education	San Francisco, USA
Professor (Jay)	University	University of Washington	Evans School of Public Policy & Governance	Seattle, USA

Table 4.1 Demographic Overview of Participants (*Pseudonyms have been used to protect the identity of the participants)*

Data Analysis

As previously noted, each of the interviews were recorded and later transcribed. The data, derived from the transcriptions, served as the primary units for analysis. To extract meaning from the raw data, the researcher began by dissecting sections of content

and assigning initial codes to the transcribed narratives. Through the frequent analysis of data, the researcher remained continually aware of the importance of capturing the lived realities of the participants.

The researcher frequently refined codes to reflect commonalities and variances. As relationships among the codes emerged, the researcher identified underlying meanings across codes to create categories and generate appropriate themes. In communicating the findings of this study, the researcher has included quotations from the interviews to clarify and illustrate the essential constituents of the phenomenon as well as the particularities and nuances of the participants' experiences.

Themes

Prior to detailing the themes and sub-themes that developed through the coding process, the following table offers a summative overview:

Major Themes	Sub-Themes
Interpretation of HRE	*What human rights education is…* *What human rights education is not…*
Commitment to Motivating Positive Change	*Personal Experiences* *Historical Influences* *Gender*
Building Spaces for Social justice and Educational equity	*Methodological Approaches* *Collaboration* *Interdisciplinary*
Challenges	*Reluctance* *Organizational Structure* *Resourcing* *Knowledge* *National Context*
Transformational Possibilities	*Empowerment* *Engagement*

	Transformative
Creating a Global Movement: Role of NGOs and NHRIs	*Partnerships* *Capacity building*
Conveying Ideas and Information	*Integrating human rights mechanisms* *Duty bearers and rights holders* *Accountability*

Table 4.2 Overview of themes and sub-themes

Findings

In exploring participants' perspectives on HRE, a thorough understanding of how they personally defined human rights education was established at the commencement of the one-on-one interviews. Of interest, is how some of the participants explained their perceptions of human rights education by describing what human rights education *is* and what human rights education *is not*.

Interpretations of HRE

What human rights education is…

David revealed that, "Human rights education, is kind of this adaptable approach, transformative process, participatory practice aimed at empowering individuals, groups and communities. HRE should be mainstreamed. It should be reflected throughout all spheres of education." Additionally, Amy elicited a response based on the definitions that were created by Amnesty International and the UNDHRET. She shared why these were best suited in defining HRE:

> I like the definition that is used by Amnesty International as well as the one included by the UN in the Declaration on Human Rights Education and Training. These are both oriented towards the aims of HRE, which are key: to promote the realization of human rights, including the enjoyment of human rights in the

> everyday lives of people. The strategies for HRE implied by this are the cultivation of individual empowerment and collective actions for protecting human rights.

Throughout the interviews, it became apparent that many of the participants were well-versed in the conceptions put forth by the UNDHRET and other documents concerning HRE.

Interviewees also referenced the notion of empowerment as an important factor in promoting HRE throughout HEIs. For example, Kay from Osaka City University also eluded to the notion of empowerment in her description of human rights education by way of saying, "Human rights education really must teach rights, rather than just teaching moral values to the students. To me human rights is a kind of empowerment, so human rights education is an empowering process I should say." Further to these comments, empowerment underpins the successful implementation of HRE and is integral to the promotion and protection of human rights.

What human rights education is not…

Diane, a full-time professor in the Department of International and Multicultural Education at USF, reflected on her journey as a human rights educator and noted that her ideas and notions have transformed throughout her time as a professor and rights activist:

> I look more critically at what the human rights structure and system is, in comparison to how I looked at initially. I think I had that instinct, but I think my definition would have been looking at the UDHR and I think I thought about it in a more utopian kind of way.

She extended on her thoughts in the following excerpt, "HRE gives a way to connect the local to the global. I think we should be more critical of what that means because the legal, too often if it is only the legal, then it is extremely frustrating to teach. It is very normative, uncritical, not challenging."

Erin, a training manager from APF, asserted that, "It isn't necessarily just like a standalone piece so much. It isn't something that is independent." Erin's comments are parallel with those of David's, who affirmed that, "HRE is not just talking about human rights, but really *through, about* and *for* human rights. These are concepts that show it is not just about the content but the methodologies you are teaching." Much like the literature and UN programs on HRE, participants highlighted the importance of empowerment as a primary principle of HRE-based initiatives within HEIs.

Commitment to Motivating Positive Change

Participants were asked to provide information regarding how their HRE programs originated and evolved over time. Some participants attributed the development of HRE programs to his or her experiences throughout their careers and professional involvements within their places of work. Hence, personal happenings have prompted the desire of interviewees to promote human rights across the academic landscapes and/or within their specific job duties.

Personal experiences.

Sarah from DCU revealed the following comment as she reflected on her beginnings as an HRE scholar:

> I became increasingly interested in human rights as a framework, for advancing a more egalitarian society and for the potential of human rights to progress globally

> and to progress engagement with global inequality as well. One of the first theorists I came across was Paulo Freire, who shaped a lot of how I think. I increasingly became aware that my stance was aligning with what you would call a human rights stance. I began very early trying to develop spaces within the college and program for international development and global education.

Other participants shared how human rights contributed to and enhanced their professional works. In addition, participants' responses reflect the interdisciplinary nature of human rights education and its relevance to a diversity of sectors and subject areas.

Further to Sarah's response, Diane explained how human rights has always provided a foundation for her academic interests and teachings:

> One of the founding members of our Department brought Paulo Freire to USF in the 1970s to meet with staff and facilitate seminars for our students. Throughout the years my inspiration in critical pedagogy and human rights has continued to grow. After attending the Faculty Resource Network in New York a few years back, I had one of those moments where the light bulbs went off and I thought human rights could be something that bridges the international and multicultural, the local and the global.

Diane's reflection of her initial encounters with human rights discourse certainly emulates that personal and professional happenstances can have a profound influence on scholars and their academic engagements.

Jay from Evans University imparted that much of his work, surrounding HRE, first started when he was doing his doctoral work at Stanford University. He reflected that, "During my doctoral studies at Stanford, there were a group of scholars that were

involved in HRE, such as Nancy Flowers and Felisa Tibbitts. A nice community of folks that were very engaged and involved, so it was a great time to be there." Jay's acknowledgement of an influential community of scholars, who have become renowned experts within the wider HRE community, exhibits the importance of having academic authorities to assist in the development and implementation of HRE within HEIs.

Erin, who now works for APF, used to work for an international NGO that rescued and cared for animals, attributes her interests to human rights from her previous career. She stated that, "After a disaster, when you go in and provide aide to communities that have lost their animals, you realize it is one of the closest ways that you can help them to rehabilitate and get their lives back. For me, that connection really got me." This statement underscores that the engagement in alternative vocations can also provide meaningful insight into the importance of human rights, particularly from an environmental standpoint.

Lisa, who had spent several years in the faculty of law at Queen's University, shared one of the factors that attributed to her transition to the School of Education. Hesitant to make the move, Lisa explained why she made the decision:

> We had a professor of law who was my longtime mentor and she said to me when I left, it won't make you a better lawyer to go to Education. I said, I don't think it is going to make me a better lawyer, but I think it is going to make me a better scholar. And we were both right… I'm definitely a worse lawyer, but I am definitely a better scholar. It required me to force myself into different conversations.

Lisa's comments demonstrate that human rights extend well beyond traditional subjects matters, particularly the field of law.

Historical influences.

As well, some participants revealed that societal influences and their historical backgrounds have stimulated them to partake in the creation and/or engagement of HRE programs. Participants that reside, or work, in countries that have a history of civil and political unrest, attributed their dedication to HRE due to events and/or issues that ignited the need to draw people's attention to realizing and promoting human rights.

Kay, a professor in the Department of Creative Cities and part-time deputy director for Human Rights Osaka, indicated that HRE first began in Japan in the 1950s:

> Due to a discriminatory incident that occurred in a junior high school, in the early 1950s, our Ministry of Education issued an order for all the faculties of education in Japan universities to integrate human rights education into the curriculum. So faculties of education and universities were the ones who took the first initiative to integrate HRE into their programs.

Kay's feedback demonstrates the influence that local and national governments can have in fulfilling their obligations to mandate HRE programs throughout various sectors, specifically within education institutes.

Sarah from DCU acknowledged that "by in large there is a very strong human rights community" within her faculty. She also added, "When I began to engage with human rights issues within my teachings, I became very sensitized to it and started to research and find ways forward for myself." Sarah went on to explain how Ireland's

historical contexts impacted her interests to engage in human rights. She ensued with this thought:

> Increasingly, Irish society is becoming more and more secular, so it isn't constructed along the same religious lines as it was 40 years ago. I think a lot of things come together and I would say from 1970ish up to 2000, that those three decades represented a period where there was a lot of talk about right and a lot of opportunities to engage with issues around rights. Things like human rights education and intercultural education, in an Irish context, were in their infancy in the 1990s and early 2000s.

As Sarah indicated, HRE is still in its inception in many countries and the academic communities. Imaginably, many remain hopeful that HRE will continue to gain attention and increase in terms of its presence within HEIs.

The political, historical and social transformations that have taken place at national and global levels, over the past number of years, has brought about both positive developments and intricate challenges. Diane from USF characterized her experiences as a political activist in Latin America in the late 60s and 70s. In the 1980s, Diane received her teaching credentials and indicated the impact that her advocacy work, in anti-war and anti-racism activities, has had on her career.

> As a teacher of new and recent immigrants, I always tried to tie in current events. I would try to make connections because a lot of my students came to the U.S. because of the wars in Central America. When I came to USF, the work I was doing was very much focused on heightening social justice in the curriculum and so on.

As countries become more diversified within their populations, there will inevitably be a heightened demand to establish rights-based programming throughout education sectors.

Gender.

The issue of gender and workplace equity was also a factor that influenced some of the participants' interests and desire to further the human rights landscape within academia. Lisa, a respected scholar and professor from Queen's University in Belfast, Ireland, attributed her transition to another academic department in part by her desire to advance her research skills and a personal requisite to work within a professional culture that embraced gender equality. Lisa, who had been a long-term professor in the Faculty of Law is now heading and teaching courses for the Masters in Children's Rights program in the School of Education. Lisa shared her personal perspectives and noted the following, "I had been at the Law School for 14 years and in the whole 14 years I was there, I found it wasn't a place for women. I was doing well, but a lot of other women were not; it was a bad culture."

Sarah from DCU shared similar experiences regarding her role as a woman in Ireland during the 1960s and 1970s. She stated that, "We grew up in an era where rights were becoming increasingly focused on. As a young woman, I became very aware, within an Irish context, of where my rights were not equal and so from a gender perspective I became active in that space." On the other hand, the participant from Osaka City University, explained how minority issues in Japan have helped direct her in terms of what content to teach and how to integrate gender specific topics within her undergraduate courses. She stated the following:

> If you know someone who faces minority issues, it can encourage you to want to standup and protect the rights of minority groups because she or he might be your friend. That is why I try to focus on specific discriminatory issues that are present in Japan, such as topics related to women, LGBT, and gender. I really try to relate students' lives to human rights concepts, so adding to the intellectual understanding in human rights education is quite important in terms of protecting the rights of minorities.

Implementing course-based programs and developing curricula, pertaining to gender and minority rights, is pivotal to raising awareness about the issues of gender equality, as well as eradicating gender bias in our societies around the world.

Further to the aforementioned statements, Erin, the Program Manager from the Asia Pacific Forum (APF) shared that, "Many of the National Human Rights Institutes (NHRIs) have requested information and training pertaining to LGBT rights, so there is a need for additional subject matter experts in that area." Similarly, the participant, from Amnesty International's Secretariat Office, explained that Amnesty tries to bridge global campaigns within a HRE perspective and as an example, "works with people in Morocco and other countries to bring issues of sexual and reproductive rights, topics that are often considered taboo within the local contexts, to the forefront." The integration of gender-related issues in higher education courses is critical to addressing the importance of gender equality and equity. In addition, nurturing the values and attitudes that helps support the promotion and realization of these rights.

Building Spaces for Social Justice and Educational Equity

Participants shared their personal experiences, as well as strategies for implementing HRE within their respective work environments. Interviewees confirmed the necessity of providing relevant content and appropriate learning settings that are reflective of human rights standards and principles. Furthermore, interviewees shared their knowledge and reflections pertaining to HRE discourse.

Methodological approaches.

Amy, from the Teachers College at Columbia University, shared the subsequent information:

> I try to keep my students on their toes about topics like strategies, inclusion with social movements and what constitutes "effective" HRE programming. I think in the field of education, HRE needs to steadily keep developing theory and practice, recognizing that opportunities to develop programming will wax and wane. The human rights standards are here to stay, however, so HRE will never go away.

In addition, Amy cited that across her various courses she has her students "look at curriculum and learning tools; critical pedagogy and other pedagogical approaches with relevance to HRE." As well, she aims to explore "the role of education and training in social movements; curriculum reform in particular contexts, especially post-conflict and transitional environments."

Sarah explained the rationale and methodological foundation of the teacher education program at DCU. When the program was restructured, the university had the opportunity to integrate changes associated with a human rights discourse.

> We had the opportunity to look again at what we were doing with student teachers, so we developed an approach that focused on students' self-identity and we had

> them explore their underlying perspectives on a range of issues. This works in ways that are interactive and models pedagogies that would be consistent with human rights education, so student teachers are able to replicate and adapt activities accordingly.

In terms of her peers, Sarah shed light on the role of fellow faculty members, "We are key in the promotion of human rights and it is our responsibility to mainstream it into our instruction, research and social functions, with the aim of making students more aware."

David, who obtained a Masters in Human Rights from the University of Padova in Italy, and currently a consultant at the Amnesty International Secretariat, asserted that:

> There are key aspects of human rights education, such as taking a learner-centered and human-rights based approach to information sharing and course development. This requires taking different points of view into consideration, as well as educational processes and pedagogical methods that can be adapted and mainstreamed into various post-secondary disciplines.

Similar to the other respondents, David pointed out that HRE should be integrated into various courses offered at the tertiary level. Furthermore, David emphasized that concepts and principles of HRE should be delivered through different teaching methodologies that extend beyond traditional instructional practices.

Diane described her methodological approach to incorporating HRE into her teachings and explained the following:

> Why I like human rights education or what I think it offers to social justice education, is the fact that it is legally grounded. There is also this foundation that connects the local and the global. We need to decolonize the notion of human

> rights. When I teach about the adoption of the UDHR, I also like to do that critically and talk about who was not at the table. We talk a lot about teaching *about* human rights, *through* human rights and *for* human rights… that's our mantra.

Erin revealed that APF uses a twofold approach through there HRE programs and workshops and stated:

> When we talk about topics, such as torture, we talk about principles of human rights education and the importance of when we are talking about such topics there needs to be some sort of community engagement, education, and government programs associated with those conversations in order to prevent human rights abuses from happening. When we talk about preventative measures, human rights education plays a critical role.

Lisa stressed the importance of having critical conversations within her classes, as she noted:

> Typically, reality is different than perception and/or favoured ideas. All the child rights people can gather around, but it is really good to have the cynics included in those conversations, those are the conversations you need to be having. So you push the conversations a bit and you want a mixed group of students to push back. That is the most successful way to teach about rights, is to be in a room with the critics and the sceptics to have those critical conversations.

In discussing her conception of facilitating conversations surrounding human rights, Lisa established the necessity of engaging individuals who have a multiplicity of viewpoints.

Doing so, can bring about dialogues that address biased notions or questions pertaining to the unfamiliarity's of human rights.

Collaboration.

Many of the participants stressed the importance of sharing a common vision with fellow colleagues and stressed the necessity of working together to make HRE programming a success. Not only was collaboration important in the opinion of interviewees, but equally essential was commitment to developing HRE programs and initiatives for the long-term. Diane from USF explained the success behind the IME program:

> The university has a longstanding human rights and social justice background, which goes beyond charitable work and service learning initiatives. We were fortunate to have had a president from 2000 until last year, who had a shared vision of human rights and social justice. In terms of the overall picture and commitment of the university, during my time here, it has been very strong on human rights.

Diane elaborated further and explained the work and effort that has been put forth by her faculty, "One of the things we say in the book, I co-edited, is that it is a particular setting that has made this happen, it wasn't an accident that we were the first or the only. Not an accident, because it was an environment very different than public universities here." Diane asserted that it was with hard work, dedication and values, engrained in human rights, that has led her faculty to the place that it is now.

Lisa, a Dean at Queen's University in Belfast, said that generating a collective commitment and cross-faculty integration of HRE is very dependent upon "the people in

the institution, personal motivations, individual's personalities and how open they are to change. It took ten years of hard work and building a reputation for myself, colleagues and our Centre."

Much like Lisa's situation, Sarah provided the following example of an initiative that contributed to the establishment of HRE at her HEI. She stated, "I got agreement to develop several modules on the teacher education program, which is directly related to human rights and development education. Following that, we had quite a series of engagements with staff in the professional development area as well, so that it would be infused more broadly." When asked about collaborative efforts at her University, Sarah provided the following summary:

> There is quite a community that is focused on things like law, government and politics at DCU and many of them have a genuine interest in human rights. I do foresee a lot of collaboration; however, it isn't there yet. We do collaborate with the faculties of science, health, engineering and computing in relation to climate change education, though it is very informal at the moment.

Much like the atmosphere at other HEIs, Sarah points out that interdepartmental collaboration is at times difficult and requires asserted efforts to develop and maintain initiatives that are predisposed of shared visions that are mutually beneficial.

Jack, who has overseen and lead much of the programming, at the Center for the Study of Human Rights, shared that you need people that are both able and committed to slowly build the foundation of a reputable HRE program. Also, collaboration can extend beyond the classroom and formal meetings. As Jack noted, "In our programs the students and professors are very close and meet on almost a daily basis. For example, we often eat

lunch together and informally discuss activities, research and such." Jack's responses also solidify the importance of relationship building amongst both staff and students, which is an important part of the teaching and learning processes.

Interdisciplinary.

Sarah illuminated her perspectives on HRE and how she depicts its placement within academia, specifically within the Irish context. She stated that, "Development education tends to focus on relationships that are global, intercultural education, on the other hand, tends to focus on more local relationships and ESD, as it is conceptualized here, tends to have more of a science/geography focus." Further to this statement, Sarah clarified that human rights education and the human rights framework underpin various subject matters. She continued by conveying how the human rights framework can add validity and value to many disciplinary areas.

Lisa, Head of the Masters in Children's Rights program at Queens University, explained that, "The program is very applied, interdisciplinary in nature and teaches a lot of methodology. Courses are taught by a variety of professionals, which include nurses and social workers. I am the only lawyer that teaches in our Master's program." Lisa went on to clarify the necessity and importance of taking an interdisciplinary approach to HRE within HEIs:

> It must be integrated. I am Dean of Program and I see that we attract the minds of students or people who want to hear about children's rights and human rights education, but what we need and what I did, when I moved from law to education, was that I brought that discourse and language into education to students who

> didn't want it. I think what happened, was that I opened people's minds to something that would not have otherwise been in the program.

Lisa also shared that the Masters in Children's Rights Program is interdisciplinary, whereas most of the other Masters programs on human rights is very law-based, focusing on international law.

Michael from Amnesty International explained that HRE is not just content-based, but relies on the following, "Involving key stakeholders; encouraging students to actively participate in relevant activities and projects; as well as contextualizing information to be culturally, socially and linguistically appropriate and relevant." Furthermore, from the standpoint of an international NGO, Michael described the necessity and involvement of specialists from various agencies and fields:

> All sectors should be involved from civil society organizations, local, national communities, governments, and young people. They should be involved in HRE from the very beginning from the development, implementation, and evaluation of programming. This approach is multi-sectoral and linked to the very success of the process.

Additionally, Michael noted the necessity of mainstreaming HRE throughout all spheres of education, including, but not limited to law, healthcare, social work, and teacher education.

Amy from Columbia University extended her comments beyond teacher training and indicated that, "If I was to speak more widely about higher education, then of course there would be strong links with law, political science." Accompany the preceding statement, Amy offered comments on situating courses under the umbrella of HRE and

added, "There are definite links with fields such as critical pedagogy, curriculum and teaching, social studies, citizenship education, social movements and theories such as world polity and cosmopolitanism." Comparably, Lee from Polytechnic University clarified that HRE will expand more if universities look at it as their primary task, "We must use an adaptable approach throughout all areas of post-secondary, such as political science, law and education." She also clarified that instilling human rights principles and discourse into curriculum will assist in integrating HRE into various disciplines, hence making students more aware of their rights and the rights of others.

Challenges

Along with sharing perspectives and experiences regarding program development, participants also shared the vast number of challenges that come along with integrating and progressing the human rights field within their respective faculties and areas of specialization. The difficulties that come along with sustaining or creating HRE programs have been distributed across the following categories: reluctance; organizational structure; resourcing, knowledge; and national context.

Reluctance.

Amy, from the Teachers College of Columbia University, expressed the difficulty that some face in terms of approaching topics associated with human rights:

> One of the challenges that I have found, having taught both at schools of education and at the graduate school of public policy, is that there can be a reluctance to teaching human rights from a neutral perspective. I find that instructors and students who are interested in the field of human rights tend to be optimists or

> advocates for this approach, whereas liberal arts institutions call for critical analysis within studies.

Kay from Osaka University revealed that primary and junior high teachers in Japan have a similar reluctance. She stated that, "Educators feel afraid that if they teach rights the students will be rebellious. For this reason, I think they misunderstand human rights education." David also expressed that, "HRE can be a very demanding concept and some people become scared because human rights education can question power relationships." He went on to share that this can be a drawback when it comes to implementing HRE.

Organizational structure.

Amy shared her thoughts on some of the obstacles that post-secondary institutes face and the potential rational on the dispersion of HRE:

> Because of the independent nature of HEIs, they have been difficult to influence directly through the international standards, at least in my mind. I think that HEIs have instead been influenced by funding streams and scholarship and sometimes by the singular interests of a faculty member.

Amy brings forth some of the factors that prohibit the uptake of HRE within universities, questioning the consensus on the very purpose of higher education. Producing knowledge bearers is the means; however, is there an end purpose, such as the contribution to a more just society.

Diane explained the unique position that her department has encountered within the evolution of their program:

> My department overall, until recently, was quite marginalized within the School of Education and we are the only department that does not have a credential

> program, which gives us a lot of freedom. I think is one reason why more schools of education don't do programs like this because they worry about the credential requirements.

Furthermore, Diane brought forth an interesting point about the visibility of the IME program and asserted, "I'm hoping people looking at our program, would ask questions to make sure that their areas of interest fall under the rubric of human rights." She worries that as things become more institutionalized, the marketing and visibility of the program may be diminished and accessing information on the Department's website might become increasingly difficult.

Kay acknowledged some of the worries she had in regards to the future of human rights education at Osaka University. "We face a huge challenge due to the restructuring of the whole university to make our university more competitive in international society, or whatever." As a result, Kay shared that the board members would like to stop or close down the human right studies in the university, which poses many challenges, both presently and possibly in the near future.

Resourcing.

Many participants touched on the fact that staffing and funding have been challenges in expanding and/or extending their HRE programs. For example, Diane shared some of the struggles that her department has experienced, "Resources are tough and it would be so great if we could have an institute or a centre, but it's hard to get those resources." Much like Diane's response, Sarah also identified the difficulties surrounding monetary support and noted that although the Institute has been reasonably successful in attracting resources, most of the work is done on goodwill and interest.

Jack from Soochow University recognized similar challenges and stated that, "It is always hard to secure resources compared to other programs that are focused on science and technology for example." In addition, Jack shared that it was the generosity of people that have helped to maintain the program at the University. He stated that:

> We have had law students and many other students from different disciplines. Our faculty at Soochow University cannot sustain the program, so we also have faculty that come from many other universities. We have had to recruit and rely upon these people to teach for us and we had to twist their arm because we could not pay them very good.

Jack also clarified that project and research funds are often used to hire part-time or full-time staff that are integral to the continuation and successful implementation of the University's HRE program.

Knowledge.

David stated that educators at various levels may avert human rights issues simply because "they are reluctant or feel unprepared or aren't trained enough to approach and talk about these types of matters with their students." David extended on his assessment and stated, "There are international frameworks and standards that really point out the need for educators to be trained, yet there a significant gap in this."

Much like David's statement, Amy noted the necessity of engaging those who might be cynical of the notion of human rights principles and standards:

> Most people I know, attracted to this field, want to be inspired. Then we look to social movements and social change, but where then to we incorporate the

> critiques? The critiques of the state are implicit but what of the movements themselves? What of the limitations of HRE itself? There's not too much on this.

Sarah also noted a divergence when it came to the knowledge-level of youth entering post-secondary education. She maintained that one of the issues is the preconceived notion that student teachers, or young people in general, are emerging from the formal education sector with an understanding of human rights. Sarah contended that the knowledge of human rights, amongst many, can be very patchy and tends to be at a very low level.

National context.

Much like history has influenced the human rights landscapes in many HEIs and human rights organizations, so has the political and national contexts. Some of the participants that were interviewed for this study, explained that political and economic circumstances have played a role in HRE. Lee from Polytechnic University described that students, who attended her institute come from families, who live off "meagre allowances" and come from vast backgrounds. She explained that, "Experiences are very different, those from the countryside come from peasant origins and those from urban centers come from workers' origins." Additional Lee shared that, "When many students reach college, their reading comprehension and numeracy skills are often very low, so advancing their knowledge around human rights can be difficult."

Jack, a long-time human rights scholar at Soochow University, candidly shared the following information:

> To begin with, the idea of human rights, the idea of individual rights, is not quite part of our culture and tradition. That has certainly caused a challenge to persuade

> the community and society that we should move on with human rights. Specifically, in Chinese tradition, the idea of rights for many conservative people tends to be the equivalent of being selfish. Taiwan has certainly gone through long decades of authoritarian rule.

Kay echoed similar attitudes that have affected the implementation of HRE in Japan. "The Japanese government has decided to make moral education a formal subject in schools and educators have been forced to use certain textbooks, so human rights education is not talked about. Teaching rights is very disliked by many dignitaries." These types of challenges can have a negative impact on the morale of those teaching human rights, as well as instill fear and misperceptions amongst learners and the broader learning environment. Both Kay and Jack have also noted the admonitory roles that duty bearers can sometimes have on the dispersion of HRE.

Transformational Possibilities

Although there are many challenges faced by those in higher education institutes, as well as individuals working outside of HEIs, to work collaboratively and strategically to situate HRE within their respective environments, there are successes that have been shared because of people's dedication and goodwill. Many of these positive outcomes are reflected in the following areas: empowerment; engagement; and transformative.

Empowerment.

Lee from Polytechnic explained that, "Making students more human rights aware will empower them and they will become assets to the university and larger community." Likewise, David stated that, "Through a participatory approach to HRE, you challenge your own attitudes and behaviours to understand the issues and you see how those issues

are related to yourself, but others as well. This sometimes really empowers people to take action and to do something." Erin from APF noted that, "You learn a lot about a topic and you learn a lot about yourself through this type of work. Then you also get a lot of things reaffirmed, such as principles of human rights education." Kay also realized that many of her students might not end up directly working in the field of human rights; however, she stated that, "My students will not end up doing HRE full time, but all of them are inspired by the message of HRE and find ways to be nurtured and aligned with human rights goals." Many of the interviewees referenced the transformative nature that education about human rights can have on people, whether they choose to have a profession within the human rights sector or apply their learnings to the realities of their daily lives.

Engagement.

Further to the benefit of empowering individuals through HRE, David explained that many of the campaigns and learning tools offered by Amnesty International "gets people involved in human rights processes an often they continue to be involved in and campaign for human rights." In addition, David shared that students often go back to their universities and encourage their peers to get involved. Similarly, Sarah revealed that, "Emerging in the College here and nationally in Ireland, is a network of human rights educators and global educators within teacher education. It is terrific that you have this broader community that you can appeal to."

Lisa revisited the benefits of engaging those students, who tend to be critical about topics that are related to human rights, specifically children's rights. "I like the fact that some of them come in and are cynical about the topic. They come in with all the concerns

and then you have a conversation about their fears and anxiety." In Lisa's opinion, these critical conversations are what drives students to become engaged and want to learn more about the human rights landscape. It also helps students apply their knowledge to real world contexts, which becomes meaningful to their own lives and potentially the lives and well-being of others.

Transformative.

A common attribute shared amongst the participants was how HRE has been transformative within their personal careers and work environments. Kay claimed that many of the adult learners that she teaches at Osaka University "have started to integrate human rights into their work." She shared the following, "I have teachers and I also have social workers in my class and I also have nurses and different people, who work in various positions." Kay went on to share that may of her students started to think about how their work relates to and promotes human rights standards.

Kay also explained the nature of the undergraduate classes that she teaches. She described that, "From the perspective of a researcher, I should say that by teaching human rights to younger students we maybe are able to reproduce those who are taking initiatives to promote human rights education as a research field. That may be another advantage of teaching rights to other students." In addition to Kay's statements, Lisa shared her hope of how her teachings might be valuable to the students she teaches. As such, Lisa stated that, "You might have one person, who retires from a university, but actually it isn't a retirement of the scholarship and the interest of teaching and training. You are cascading your network and I think that is my vision." Lisa shared that she did

not think that many of her students would remain in Northern Ireland, but rather wherever they end up, she hopes that her legacy will remain with them.

Creating a Global Movement: Role of NGOs and NHRIs

Participants were asked to share their experiences with NGOs and NHRIs. Practitioners had an inside perspective on how they were working to enhance human rights at the international level. Obtaining the insights of those working as human rights practitioners provides context surrounding the perspectives of those working in HEIs. Through the careful review of data pertaining to NGOs and NHRIs, the following themes emerged: partnerships and advocacy initiatives.

Partnerships.

Sarah explained the outcome of their collaboration with Amnesty International Ireland and shared that, "Amnesty International in Ireland approached us to enter into a partnership with them in terms of establishing a Centre for Human Rights and Citizenship Education, so that is what we did together."

Diane from USF has also developed grassroots partnerships with local NGOs that reflect many of the issues that she addresses through her course development and teachings. She described these efforts in the following statement:

> I have brought local organizations into my class. For example, the Ella Baker Centre for Human Rights does a lot work around police brutality and incarceration, so this semester I am doing my whole class in collaboration with that organization. Also, Voice of Witness publishes volumes of oral histories on human rights issues. The education director of Voice of Witness has come into different classes and has taught my students about oral history. I have talked a

> long time about how we could develop a whole course or bring that into my Pedagogy course.

Jack from Soochow University described his longstanding relationships with NGOs in Taiwan and ascertains that the partnerships that his program has developed with NGOs has served, not only the students, but the organizations as well. Jack reflected on the establishment of NGOs in Taiwan in the following response:

> Many NGOs appeared on the scene back in the 1980s and at that time the government decided that they needed to open up a bit. So, all these NGOs emerged and at that time I was teaching in the United States and I had returned to visit Taiwan quite a few times. I was able to build that kind of connection with these NGOs. Taiwan is a fairly small society and it is not a very large place, so we were able to develop a very close relationship with these organizations.

Further to developing a strong affiliation with multiple NGOs, Jack explained how the partnership has been beneficial. "So now, in almost all the NGOs, we have our students. Most of our students now work with an NGO."

Capacity building.

NGOs and NHRIs work diligently to build capacity and advocate on behalf of the local, national and the international communities. Amnesty International and the Asia Pacific Foundation are examples of agencies that have worked towards driving change through their advocacy and awareness efforts. For the purpose of this research, the following example illustrates how the work of external organizations can attempt to impact high-level decisions at the international level. David explained some of the collaborative efforts that Amnesty International has been involved in:

> Amnesty really struggled with the definition of human rights education. For example, Article One of the UNDHRET states *Everybody has the right to know, seek and receive information and should have access to human rights education and training*. Amnesty was really pressing to have *Everybody has the right to human rights education and training*. But many states did not want this commitment in the Declaration.

Amy, from Columbia University, illustrated how Amnesty International has assisted educational institutes in addressing human rights matters. "Human rights-friendly schools was developed as a project by Amnesty International to fill in a values gap that is not sufficiently addressed by other school-based approaches. Some schooling systems are looking to HRE to provide answers and guidance in addressing the crisis in European schools, such as xenophobia and violent extremism."

Erin shared some of the responsibilities and capacity building initiatives that the APF is responsible for and clarified that, "What we do is a very different service from a lot of other NGOs, which tend to be more project based. We are more of a coordinating body and are a services type of provider to our members." Erin provided the following example:

> NHRIs have a very unique position in society where they are mandated by law to be in existence, but they have that opportunity to really hold up a mirror to the state and say, '*hang on a minute, this is really what is happening and how can we address these human rights issues and how can we promote and protect them going forward*.'

The APF has been developed to support human rights work, which includes the facilitation of high level dialogues, with governments and international stakeholders, on behalf of its members.

Jay plays a unique role in his monitoring and evaluation work of NGOs at Evans University. He describes his position as looking at HRE in the broader context and communicated the following:

> Human rights education is part of the professionalization of NGOs and their involvement in things like human rights education. It is less about practice and pedagogy and more about the phenomenon and why NGOs would take on something like education and why you get rights-based approaches to development, such as the right to education. I'm more interested in how we get NGOs moving from just doing protests and protection of rights, to promoting them as well.

Jay's reference to the work of NGOs is similar to the 'knowing doing gap' that can occur when educating about human rights. Much like the literature and responses of interviewees, imparting knowledge about, through, and for human rights is an important aspect of HRE; however, applying that knowledge to actions outside of traditional learning environments is fundamental to understanding transformative possibilities.

Conveying Ideas and Information: International Human Rights Mechanisms

Participants in the study were asked how international human rights treaties and declarations directly or indirectly impacted HRE within their HEIs and/or organizations. The following themes were disclosed: integrating human rights mechanisms within courses/teachings; drawbacks; and the role of state/government.

Integrating human rights mechanisms.

Sarah stated that the international human rights framework was part of her classroom teachings as a primary educator and followed with:

> When I began in teacher education, I brought those perspectives and views with me. That is really, I suppose, where the roots are as I read more and more in the human rights space and just becoming familiar with our obligations nationally in terms of the conventions we had signed on to and so forth.

By the same token, Diane illustrated how she incorporates UN Covenants within her teachings. She shared that, "I was always teaching about the World Programme. In fact, that was the rational when we wrote our original departmental proposal, given that there was a focus on higher education."

Likewise, Kay noted how she integrates international human rights mechanisms into her teachings. She said that, "When I cover each topic, such as gender, I then talk about CEDAW for example. When I talk about hate speech, it is getting bigger and bigger here in Japan, so I always mention the Convention Against All Forms of Discrimination." Kay continued by explaining the following:

> At the end of each topic, I choose the human rights standards. Meaning that I introduce the human rights Conventions and Treaties of the United Nations. It is not only the Conventions that Japan has ratified. As you know, Japan still has not ratified the second optional protocol to International Governance of Civil and Political Rights. I don't just mention the Conventions that Japan is a state-wide party to, I also mention the Covenants that Japan has not ratified.

Kay's approach exemplifies a universal approach to teaching human rights, by way of sharing knowledge and providing examples of the various covenants, declarations, and treaties that exist and/or applied outside of Japan's national borders.

Duty bearers and rights holders.

Amy communicated her views regarding duty bearers, "From a duty bearer perspective, the strategies of HRE involve integrating human rights values into one's work and compliance with standards established within international human rights laws and policies." In addition, she shared how HEIs can be challenged by fulfilling the role of duty bearer:

> This is a bit challenging, as HEIs are often private institutions rather than government ones. Private HEIs are not technically seen as a duty bearer within the human rights system. Ironically, I think it is private teacher training institutions (often with faith-based backgrounds) who have initially been most willing to incorporate HRE explicitly within their coursework. Because of the independent nature of HEIs, they have been difficult to influence directly through the international standards, at least in my mind.

Amy's comments reference intricate nature between the state and educational institutions. Due to the differences that exist between public and private schooling establishments, there are often difficulties when it comes to duty bearers having a direct influence on HEIs. Similarly, HEIs are often not obliged to respond to the requests and pressures put forth by their local and national governments. These types of obstacles make it challenging to diversify HRE in HEIs, hence, it is often left upon scholars and/or staff that have a desired interest and background in the field of human rights.

Kay expressed some of the experiences that she faces within her teachings, specifically when she teaches about the work of Civil Society Organizations (CSOs). She shared the following information:

> I sometimes see that students have difficulty understanding that the role of the government and CSOs are different. It is so interesting because government as the duty bearers and CSOs and citizens are the rights holders. As a human rights educator, it is natural to think that the duty bearers and the rights holders have a kind of tension between them.

Kay explained that students, including the adult learners, don't want to make any noise against the governments. Additionally, she clarified that this type of silence makes it difficult for them to understand the roles of civil society organizations and the meaning of rights holders.

Accountability.

David has done a lot of work in terms of advocacy at the international level. His experiences have contributed to the following conclusion:

> Something I have realized is that HRE is easy to commit to in terms of governments. In the end, there is lack of implementation. You can commit to specific recommendations through the Universal Periodic Review, but then there is a need for Civil Society Organizations to follow up and monitor these government obligations.

Moreover, David claimed that there remains a gap that desperately needs to be filled. He explained that, "Over the last twenty years we have had many frameworks and international standards, such as the WPHRE and the UNDHRET. In the end these human

rights instruments have not really been implemented at the national levels." David clarified that there are often no plans of action drafted by states or resources allocated toward teacher education. David also expressed that heightening awareness surrounding HRE is often left up to Ministries of Education and governments, which results in little to no action at all.

Likewise, Sarah, who has been involved in the education sector for many years, shared the following reflection:

> There has been quite a lot of criticism over the years on the Irish state and its failure to implement human rights education. I would say they still have not really fulfilled their duties in that regard. We do receive some support from the Ministry of Education; however, in the sense of human rights education, development education and global citizenship, it has always been seen more as the remit of Irish Aid, rather than the Department of Education and Science.

As Sarah explained, "The ongoing collaboration and funding from Irish Aid, a branch of Ireland's Department of Foreign Affairs, has been instrumental in sustaining programming." She began working with Irish Aid, along with staff in other colleges, and they developed a project called DICE, which stands for Development and Intercultural Education. The purpose of this project, still in existence today, is to embed development and intercultural education within teacher education. In addition to funding the DICE project, Sarah shared that Irish Aid have funded a lecturer at DCU since the early 2000s, with the goal of advancing the agenda of human rights education.

Jack was very upfront about the situation surrounding international human rights and the current state of the Taiwanese government. He expressed the following:

> For almost 16 years now we had two presidents that set up an advisory human rights committee and I have served on both. I talk about the ratification of human rights treaties and inviting experts to speak, but for the past 16 years we cannot quite move from an advisory committee to a more formal Paris Principle based National Human Rights Commission.

Jack went on to clarify that, "Taiwan is exceptional because we have been expelled from the United Nations and cut off from the international community." He claimed that ratifying international human rights treaties is, in a sense, a promise to abide to a legal agreement, which can create pressure from within to be more visible on the international front.

Summary

This chapter highlighted the background and demographics of participants. As well, the major themes and sub themes that emerged through the careful analysis of data, from the semi-structured interviews, are thoroughly described and supported by the participants' comments. Although participants come from differing regions and/or countries there was overlap and notable similarities that occurred throughout the information that they shared. The following chapter will provide a summative overview of the research and provide a thorough conclusion of the researcher's insight on the study's findings. Furthermore, results that the researcher had not anticipated will be disclosed. The closing chapter will also conclude by providing recommendations for future work and/or research around HRE in HEIs.

CHAPTER 5

Discussion

The overriding purpose of this study was to explore the perspectives and experiences of human rights scholars and practitioners, concerning the development and implementation of HRE respective to higher education institutes. The nature of the main arguments sought to discover how participants positioned HRE within their scholarly practices and/or work environments. In exploring participants' firsthand views on their involvements within the field of human rights education, it was palpable to distinguish that there are several benefits that can stem from HRE initiatives at the post-secondary level. Conversely, there are many factors that have impinged on the diffusion and sustainment of HRE programming and initiatives in HEIs.

The findings, from this research, reinforce some key points that have been highlighted in foregoing literature. More needs to be done to inform and fulfill the mandates of HRE throughout a diversity of sectors. This includes continued commitments, on behalf of local and national governments, to increase support and direct resourcing towards HRE initiatives. Efforts to firmly establish action plans require collaboration amongst national and regional stakeholders, as well as agencies that can provide expertise and training on human rights education. Simultaneously, there must be adequate provision of resources that are directed to the development, implementation, and monitoring of HRE programming, specifically throughout the field of education. In addition, academics must be well prepared to engage in professional development, research, and mentorship opportunities to enhance their own knowledge of HRE. Obtaining adequate training can help position oneself to effectively weave HRE

throughout research and taught courses, as well as aiding in the establishment of rights-based learning environments. Educators and learners can benefit from sharing and responding to matters that are important to them; especially, if they are informed and provided with accessible platforms to share their thoughts and concerns.

Rational for this study was triggered due to the lack of evidence-based research that exists on HRE in HEIs. Conveying findings relative to this topic can help address perceptions and practices that are associated with the principles of HRE and its placement in HEIs. Furthermore, the distribution of literature that shares both the benefits and challenges of diffusing HRE within post-secondary environments can support scholars, practitioners, and key stakeholders in the following ways: a) developing or modifying HRE courses and/or programs; b) obtaining support and/or funding to create human rights centers; c) informing experienced human rights scholars and experts on areas that warrant heightened attention. Furthermore, from an international standpoint, there may be an increase in the cooperation of member states to submit routine reports that will inform the OHCHR on their action plans, and future agendas, pertaining to the objectives and goals of the WPHRE and the UNDHRET.

Conclusion

The findings from this research reflect various components identified in the conceptual framework. To recap, the conceptual framework was directed upon the five-pointed approach of teaching human rights. Findings have been shared according to their application and relevance to this framework.

Abilities and capacities that complement legal approaches.

Although many distinguish human rights education to be best-suited within legal and political contexts, findings that emerged throughout this study revealed that human rights education should extend well beyond traditional disciplines. In fact, participants shared that it is valuable to discover academic spaces and attain adequate resources to incorporate HRE within interdisciplinary domains. Through its universal foundation and rights-based approach, HRE is distinct from other subject areas. However, HRE can support the educational objectives of various scholarly fields. For example, one participant actively observed international law classes and participated in professional development opportunities outside of the faculty of education. In turn, she had law professors teach portions of her courses that related to international law. These types of actions help to further learners' understandings and provide diverse perspectives on how human rights education is relative to multiple spheres, such as peace education, conflict resolution, civics, and environmental education.

Knowledge alone is not enough.

Looking at HRE beyond the legal landscape can offer holistic learning opportunities that extend beyond the notions of traditional law or service learning experiences. Participants shared that by generating discussions and/or developing course elements that are predicated upon the human rights landscape, HRE has the plausibility of being more widely diffused and taken up by those that have a diversity of backgrounds, both personally and professionally. It is this type of transformative engagement that can alter the process of information sharing to become more action-oriented, whereby students become agents of change and not just knowledge-holders. Additionally, involving learners in critical thinking exercises, through the exploration of human rights

movements and international human rights mechanisms, can promote conversations that are informative and relevant to one's own life. Creating opportunities for shared dialogue bridges theoretical perspectives with lived experiences.

Comprehensive understanding of human rights violations.

The results of the semi-structured interviews provided clarity around the importance of the international human rights standards, treaties, and declarations that have been imparted for the purpose of promoting and protecting universal human rights. It was apparent that the participants, along with the supporting literature, emphasized the necessity of educating about, through and for human rights. Hence, there is a definitive function surrounding the role of education, particularly when it comes to human rights mechanisms, as well as encouraging a culture of human rights. When people are able to understand their rights, they are more likely to identify when their rights, or the rights of others, are being violated and/or deprived. Individuals and groups require the necessary resources to understand the universal human rights covenants and how those mechanisms are interconnected and relative to their own lives.

The human rights regime is a multi-spacial system.

This study included the participation of a staff member from Amnesty International Secretariat. Amnesty International is an international non-governmental organization known for its field work and resource development in human rights education. In addition, APF, who is tasked with guiding the work of multiple national human rights institutes, also agreed to take part in this study. Rational for engaging the cited agencies was to investigate how their work is parallel or complementary to the work of human rights scholars, who are engaged in HRE programming in HEIs. The work of

human rights groups, both large and small, can reflect the pragmatic nature and indispensability of grassroots agencies and bottom-up movements that strive to make duty bearers, and those working in multi-sector agencies, accountable to their commitments on the human rights front. These types of programs and hegemonies have proven to be influential in establishing change and are often essential partners and/or resources in terms of instituting HRE in HEIs. As identified by the participant from DCU, Amnesty Ireland was instrumental in the development of the University's Centre for Human Rights and Citizenship Education. For this reason, it is noteworthy to mention the outcomes that can emerge from such partnerships.

No actor is an island.

Institutes of higher education, whether public or privatized, ought to recognize that HRE extends well beyond traditional disciplines, such as law, international development and political science. HRE programming lacks sustainability and purpose when sporadically applied through one-off courses or short-term projects. HRE practices cannot be solely dependent upon faculty members, who have an invested interest in developing courses and/or engaging students in matters concerning human rights. Intermittency will only equate to discrepancy when it comes to educating and understanding the human rights landscape. As participants have shared, there ought to be careful thought, resourcing, and time devoted to the creation of HRE agendas within institutes of tertiary education.

Considering that collaboration was one of the themes that emerged from the interviews, it is appropriate to mention that it is a discernable and essential element in the diffusion of HRE within HEIs. The same notion can be applied to those who have

dedicated their efforts to developing and implementing HRE into their teachings and programming within academia. The establishment of HRE in HEIs cannot be done, successfully, without cooperation and perspicacity of the administrators, educators, and learners. Although it may take a considerable amount of time and commitment, change is not likely to occur without a multitude of individuals driving for such change to happen. HEIs need to go to vast lengths to obtain the resourcing necessary to ensure the establishment of HRE amongst their faculties. These types of resource-intense and long-term commitments can be daunting, but should not be neglected nor dismissed.

Unanticipated Findings

Although some findings may reflect what has already been shared in prior literature, there is supplementary data that has emerged from this study. The relevance of some of the unanticipated or supporting findings include: a) oral history and personal narratives; b) human rights and conflicting interests; c) engaging the skeptics; d) role of gender; and e) narrowing the gaps in discourse.

Oral history and personal narratives

The researcher was appreciative of those who shared historical accounts and personal experiences concerning their interests in human rights and HRE. Perhaps this underlines the necessity or impact that oral history can have in HRE within HEIs. Sharing personal narratives can help enhance students' understandings and provide purposeful learning experiences. Furthermore, sharing one's background and personal story can encompass various principles of HRE, primarily this strategy can be participatory, empowering, thoughtful, relevant, and probing, which encourages others to reflect on their own stories within a human rights context.

Human rights and conflicting interests

Additionally, some governments and universities have significant influence on the implementation and/or acceptance of HRE. When HEIs illustrate their willingness and commitment to acknowledge human rights principles, through their practices and programs, it helps situate a foundation for academics and learners to support those values as well. On the other hand, when governments and HEIs discredit or disregard the importance of HRE, it has a pernicious effect. For example, the participant from Japan shared her concerns about her students and their reluctance to verbalize their rights to duty bearers, due to fear or segregation. Furthermore, the approval to promote HRE at Osaka University is being controlled by a centralized board, who is threatening to expurgate HRE-based courses in favour of funding other disciplines, for the soul and detrimental purpose of enhancing the University's academic standings.

Taiwan, a non-member to the United Nations, is in a unique situation. It is challenging to promote and create a culture of human rights, that extends beyond an academic institute, when such programs and beliefs conflict with the international standing of the country and by virtue, are not aligned with the policies of the national government. This begs the following question concerning the universality of international human rights standards, *is something better than nothing*? International human rights standards may seem less universal than the UN claims them to be; however, they have served to benefit far more than they have hindered.

Engaging the skeptics

Along with the positivists that promote the universal beliefs surrounding human rights, there are many that question or oppose the notion that human rights are in fact

universal. Hence, despondency or fears concerning human rights issues need to be adequately addressed. The universality of human rights has been long debated by many and this perhaps is a judgment that will never perish. Nonetheless, addressing the critiques of universalization should not be disregarded or overlooked. This may be done by approaching human rights topics in a way that engages not only the proponents, but the skeptics who question the quagmires or relevance of international human rights treaties and/or the universalization of human rights. These types of critical conversations are important in the establishment of academic environments that promote participation and open forums that aide in reducing barriers and reluctances concerning human rights.

Although the conceptualization and notions of human rights may ebb and flow, it is still imperative to explore the root causes or rationale that rouse certain beliefs amongst both the enthusiasts and cynics. Providing opportunities for cordial debate may aim to encourage mutual understanding and clarify ambiguities. Nevertheless, it is the responsibility of member states, as duty bearers, to develop and implement the appropriate legal measures and national action plans to protect rights holders.

Role of gender

As noted in the previous chapter, gender played a significant role in provoking the interests of some of the participants and their decisions to become actively engaged in HRE at the tertiary level. Having experienced personal biases, some participants felt they became more aware of the importance of integrating gender within their teachings and professional activities. With increasing awareness surrounding LGBTQ issues and other matters pertaining to gender, HRE has the potential to offer opportunities and platforms for educators and students to address such topics within various post-secondary courses.

Additionally, topics pertaining to gender can, and should, be addressed in relation to international human rights mechanisms.

Narrowing the gaps in discourse

Perhaps, the paradoxical nature of defining HRE has also caused reluctance or moderate uptake on some fronts. The research identified that scholars, and those interested in human rights education, have generated varying definitions of HRE. Much like human rights issues, the terminology on HRE will continue to evolve over time to reflect norms and principles. HRE is not a subject in and of itself, it is about understanding historical contexts relevant to the human rights movement, identifying issues pertinent to human rights and understanding the human rights framework and how it applies to both the local and global stage. Educators, scholars, and practitioners should aim to infuse human rights education within their respective specialties and subject areas through discourse, pedagogy, methodology, and praxis.

Implications for Future Research

It is vastly apparent that HRE is an area that is gaining increased attention. HRE has achieved acknowledgement from reputable scholars and human rights practitioners from around the globe. As noted by one of the participants, "human rights standards are here to stay" and the most effective way to realizing human rights is to establish strategies whereby international mechanisms become more than aspirations that are faintly and/or sporadically acknowledged. Education is a critical motivator in sparking positive change and it is also a universal right that all individuals are inherent to. It goes without saying that educating about, through, and for human rights is relevant to all learners and throughout all levels of education.

Generating successful and longstanding HRE programs at the tertiary level and reporting the outcomes of these programs, through widespread publications and/or the submission of formal action plans and reports, will bring about warranted attention on the international stage. In turn, member states, neglecting to support HRE programming or failing to fulfill their obligations to rights holders, should be called upon to provide appropriate resourcing and training opportunities that will encourage collaborative partnerships amongst national human rights institutions, NGOs, government agencies, human rights centers and academic institutions. Lastly, evidence-based research and literature need to be shared to calm fears, address cynicisms, and generate pragmatic measures that will encourage the diffusion and sustainment of HRE in HEIs, both presently and throughout years to come.

The WPHRE and UNDHRET have been created in the hopes of generating awareness and action pertaining to universal human rights. There is no "one size fits all" when it comes to HRE in HEIs. Rather, it is imperative for scholars to share best practices and resources that will encourage, engage, and inspire their peers and students to practice, promote and protect a universal culture of human rights. Knowledge holders ought to be empowered to become change makers by progressing the realization of human rights through various movements, initiatives, and commitments. Lastly, HEIs, through their soul nature and moral purposes, have the capability to play a fundamental role in fostering learning environments that reflect the principles common to HRE.

References

Amnesty International. (n.d.). Retrieved from https://www.amnesty.org/en/

Andreopoulos, G. (2002). Human rights education and training for professionals. *Human Rights Quarterly*, *48*(3-4), 239–249. Utrecht, Netherlands: Kluwer Academic Publishers.

Aoláin, F. N. (2003). Looking ahead: Strategic priorities and challenges for the United Nations High Commissioner for Human Rights. *Columbia Human Rights Law Review*, *35*(3), 469. New York, NY: Hein.

Arendt, H. (1998). *The Human Condition* (2nd ed.). Chicago, Illinois: University of Chicago Press.

Armaline, W. & Glasberg, D. (2009). What will states really do for us? The human rights enterprise and pressure from below. *Societies Without Borders 4*(3): 430-451. Cleveland, Ohio: Case Western Reserve University School of Law.

Armaline, W., Glasberg, D. & Purkayastha, B. (2015). *The human rights enterprise: The state, resistance, and human rights*. doi: 101163/187188609X12492771031771

Asia Pacific Forum (APF). (2013). *Human rights education: A manual for national human rights institutions*. Sydney, Australia.

Bajaj, M. (2011). Human rights education: Ideology, location, and approaches. *Human Rights Quarterly*, *33*(2), 481–508. doi:10.1353/hrq.2011.0019

Bajaj, M. (2012). From "time pass" to transformative force: School-based human rights education in Tamil Nadu, India. *International Journal of Educational Development*, *32*(1), 72–80. doi: 10.1016/j.ijedudev.2010.10.001

Banki, S., Valiente-Riedl, E., Duffill, P. (2013). Teaching human rights at the tertiary

level: Addressing the 'knowing-doing gap' through a role-based simulation approach. *Journal of Human Rights Practice, 5*(2), 318-336. Oxford, England: Oxford University Press.

BBC World Service. (n.d.). *World Conference and the Vienna Declaration*. London, UK. Retrieved from www.bbc.co.uk

Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality and Quantity, 36*(4), 391-409. Utrecht, Netherlands: Kluwer Academic Publishers.

Bowling, A. (2002) *Research methods in health* (2nd ed.), Buckingham, England: Open University Press.

Boyatzis, R.E. (1998). *Transforming qualitative information: Thematic analysis and code development*. London, England: Sage.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*(2), 77-101. London, England: Taylor and Francis.

Braun, V., & Clarke, V. (2014). What can "thematic analysis" offer health and wellbeing researchers? *International Journal of Qualitative Studies on Health and Well-Being, 9*. Retrieved from http://doi.org/10.3402/qhw.v9.26152

Bronkhorst, D. (1995). *Truth and reconciliation: obstacles and opportunities for human rights*. Amsterdam, Netherlands: Amnesty International.

Brown, C. (1997). Universal human rights: A critique. International Journal of Human Rights, *1*(2), 41-65. London, England: Frank Cass.

Brysk, A. (2002). *Globalization and human rights*. Berkeley, California: University of California Press.

Camacho, D. (2013). A timeline of human rights. *CISV Year of Human Rights*, 1-29. Retrieved from www.ehistory.osu.edu

Charmaz, K. (2014). *Constructing grounded theory* (2nd ed.), SAGE.

Clapham, A. (2007). *Human rights: A very short introduction*. NewYork, NY: Oxford University Press. doi: 10.1093/actrade/9780199205523.001.0001

Claude, R.P. (2008). *Methodologies for human rights education*. University of Maryland.

Claude, R.P. (2011). A letter to my colleagues, students, and readers of Human Rights Quarterly. *Human Rights Quarterly, 33*(2), 578-585. Retrieved from www.muse.jhu.edu/

Council of Europe. (2006, June). *Declaration on higher education and democratic culture: Citizenship, human rights and civic responsibility*. Retrieved from www.coe.int

Council of Foreign Relations. (2013, June). *The global human rights regime*. Retrieved from http://cfr.org

Coysh, J. (2014). The dominant discourse of human rights education: A critique. *Journal of Human Rights Practice*, 6(1), 89-114. Retrieved from www.jhrp.oxfordjournals.org

Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, New Jersey: Merrill Prentice Hall.

Denzin, N. & Lincoln, Y. (1994). Introduction: Entering the field of qualitative research. In NK Denzin and YS Lincoln (Eds.), *Handbook of Qualitative Research*, (pp. 1-17). Thousand Oaks, California: Sage.

Denzin, N. & Lincoln, Y. (2005). *The Sage handbook of qualitative research*. Sage.

Dhwty. (2014). The Cyrus Cylinder and the ancient proclamation of human rights. *Ancient Origins*. Retrieved from http://www.ancient-origins.net/artifacts-ancient-writings/cyrus-cylinder-and-ancient-proclamation-human-rights-002311

Dirkx, J. (1997). Nurturing soul in adult learning. *Adult Education Quarterly, 74*, 79-87.

Euro-Mediterranean Human Rights Network. (2003). *Human rights education: A background paper*. Retrieved from http://www.euromedrights.org

Equitas. (2007). *Training of trainers: Designing and delivering effective human rights education.* Montreal, QC: Equitas International Centre for Human Rights Education. Retrieved from http://equitas.org

Evans School of Public Policy and Governance. (n.d.). *Master of public administration*. Retrieved from http://evans.uw.edu/academic-programs/evans-school-mpa

Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating rigor using thematic analysis: A hybrid approach of inductive and deductive coding and theme development. *International Journal of Qualitative Methods*, *5*(1), 80-92. Calgary, AB: SAGE.

Flowers, N. (2004). How to define human rights education? A complex answer to a simple question. In V.B. Georgi and M. Seberich (Eds.), *International Perspectives in Human Rights Education,* (pp.105-127). Guethersloh: Bertelsmann Foundation Publishing.

Fritzsche, P. (2007). What do human rights mean for citizenship education? *Journal of Social Science Education, 6*(2), 40–49. Bielefeld, Germany: SOWI.

Fuentes, E., Koirala-Azad, S., & Katz, S. R. (2012). PEACE PROFILE: Graduate Studies in Human Rights Education. *Peace Review, 24*(1), 114-121. London, England: Routledge.

Gearon, L. (2012). European religious education and European civil religion. *British Journal of Educational Studies, 60*(2), 151–169. doi:10.1080/00071005.2012.671929

Gerber, P. (2008). From convention to classroom: The long road to human rights education. *Measuring States' Compliance with International Law Obligations Mandating Human Rights Education*. Saarbrucken, Germany: VDM Verlag.

Gerber, Paula. (2011). Education about human rights: Strengths and weaknesses of the UN Declaration on human rights education and training. *Alternative Law Journal, 36*(4), 245-249. Melbourne, Australia: Legal Service Bulletin Cooperative Ltd.

Green, A. (1997). *Education, globalization and the nation state*. New York, NY: St. Martin's Press.

Guba, E. & Lincoln, Y. (1994) *Competing paradigms in qualitative research: Theories and issues*. Thousand Oaks, California: Sage.

Hannum, H., Anaya, S. J., & Shelton, D. L. (2011). *International human rights: Problems of law, policy, and practice*. New York, NY: Aspen Publishers.

Hopgood, S. (2013). *The endtimes of human rights*. Cornell University Press.

Huberman, A. M., & Miles, M. B. (1994). *Data management and analysis methods*.

Humphris, R. (2012). *The relevance of Jean-Jaques Rousseau 300 years after his birth*. Geneva, Switzerland. Retrieved from www.unhcr.org

Hussein, Z.R. (2015, January 14). *Anniversary of United Nations Charter and International School of Geneva*. Keynote Speech: Education for Peace Conference, Palais des Nations, Geneva. Retrieved from http//www.ohchr.org

Jasper, M. (2005). Using reflective writing within research. *Journal of Research in Nursing*, *10*(3), 247-260. doi: 10.1177/174498710501000303

Jebreen, I. (2012). Using inductive approach as research strategy in requirements engineering. *International Journal of Computer and Information Technology*, *1*(02), 162-173.

Jones, M. L., Kriflik, G. K., & Zanko, M. (2005). Grounded theory: A theoretical and practical application in the Australian film industry. *Proceedings of International Qualitative Research Convention 2005*. Kuala Lumpur, Malaysia: Qualitative Research Association of Malaysia.

Kingston, L. N. (2014). The rise of human rights education: Opportunities, challenges, and future possibilities. *Societies Without Borders*, *9*(2), 188-210.

Lauterpacht, H. (1951). International law and human rights. *The Cambridge Law Journal*, 11 (1), pp 120-123. doi:10.1017/S0008197300015403.

Mason, J. (2002). *Qualitative researching* (2nd edition). London, England: Sage.

Martin, P. (1996). *Self help human rights education handbook*. New York, NY: Colombia University. Retrieved from www.hrea.org/

McLaren, P. (2000). *Che Guevara, Paulo Freire and the pedagogy of revolution*. New York, NY: Rowman and Littlefield Publishers.

McCowan, T. (2016). Universities and the post-2015 development agenda: an analytical framework. *Springer Link, Higher Education, 72*(4), 505-523. doi:10.1007/s10734-

016-0035-7

McCowan, T. (2013). *Education as a human right: Principles for a universal entitlement to learning*. London, England: Bloomsbury Academic.

Meyer, J., Boli, J., Thomas, G., & Ramirez, F. (1997). World society and the nation-state. *American Journal of Sociology, 103*(1), 144-181. Chicago, IL: The University of Chicago Press.

Mihr, A., & Schmitz, H. P. (2007). Human rights education and transnational activism. *Human Rights Quarterly*. doi:10.1353/hrq.2007.0046

Moumne, R. & Saudemont, C. (2015). Investments in private education: Undermining or contributing to the full development of the human right to education? *UNESCO Working Papers on Education Policy*. Paris, France: United Nations Educational, Scientific and Cultural Organization.

Naidoo, M. (2013). Engaging difference in values education in South African schools. *Alternation Special Education, 10*, 54-75. Retrieved from http://alternation.ukzn.ac.za

Neier, A. (2012). *The international human rights movement: a history*. Princeton, NJ: Princeton University Press.

Offenheiser, R. C., & Holcombe, S. H. (2003). Challenges and opportunities in implementing a rights-based approach to development: An Oxfam America perspective. *Nonprofit and Voluntary Sector Quarterly*. doi:10.1177/0899764003032002006

Office of the High Commissioner for Human Rights. (2015). *Brief history of the OHCHR*. Retrieved from http://www.ohchr.org/EN/AboutUs/Pages/BriefHistory.aspx

Orend, B. (2004). Human rights education: Form, content and controversy. *Encounters on Education, 5,* 65-80. Kingston, ON: Queen's University.

Osaka City University. (n.d.). *Research center for human rights*. Retrieved from https://www.osaka-cu.ac.jp/en/academics/institution/humanrights

Osler, A. (2016) *Human rights and schooling: Cosmopolitan ideals and everyday realities*. New York, NY: Teachers College Press.

Osler, A. & Yayah, C. (2013). Challenges and complexities in human rights education. *Education Inquiry, 4*(1), 189-210. Retrieved from http://www.education-inquiry.net

Osler, A. & Starkey, H. (2010). *Teachers and human rights education*. Staffordshire, England: Trentham Books Ltd.

Parpart, J. (2004). *Gender, power and governance in a globalizing world*. Aalborg, Denmark. Retrieved from http://vbn.aau.dk/files

Patton, M. (1990). *Qualitative research and evaluation methods*. Thousand Oaks, CA: Sage.

Pollis, A., & Schwab, P. (2000). *Human rights: New perspectives, new realities.* Boulder, CO: Lynne Rienner Publishers.

Polytechnic University of the Philippines. (n.d.). *Center for human rights and gender studies*. Retrieved from https://www.pup.edu.ph/research/issd/chrgs/

Posner, E. (2014, December 4). The case against human rights. *The Guardian*. Available from: http://www.theguardian.com

Queen's University Belfast. (2012) *Centre for children's rights*. Retrieved from http://www.qub.ac.uk/research-centres/CentreforChildrensRights/

Ramirez, F.O., Suarez, D., & Meyer, J. W. (2007). School knowledge and historical perspective. *The worldwide rise of human rights education* (pp. 35–52). Nordrecht, Netherlands: Springer.

Sabour, M. (2005). The impact of globalization on the mission of the university. In J. Zajda (Ed.), *The International Handbook of Globalization and Education Policy Research* (pp. 189–205). Dordrecht, Netherlands: Springer.

Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and social science*. New York, NY and London, England: Teachers College Press.

Sengupta, A. (2000). On the Theory and Practice of the Right to Development. *Human Rights Quarterly*. doi:10.1353/hrq.2002.0054

Sheehan, M.J. (2004). Learning as the construction of a new reality. *Journal of Workplace Learning*, *6*(3), 179 - 196. Bingley, England: Emerald Group Publishing.

Simon, F., Ibrahim, A. D., Ludin, J., Smith, R., Williams, S., & Williams, S. (2000). *Working with conflict: Skills and strategies for action*. Birmingham, England: Zed Books.

Skogly, S. (2003). The human rights obligations of the World Bank and the IMF. In W. V. Genugten, P. Hunt, & S. Marks (Eds.), *World Bank, IMF and Human Rights.* (pp. 45-78). Nijmegen, Netherlands: Wolf Legal Publishers.

Smith, R. K. (2013). *Text and materials on international human rights* (5th ed.). New York, NY: Oxford University Press.

Soochow University. (n.d.). *Human rights program*. Retrieved from http://web-en.scu.edu.tw/web_page.php?web=371&pid=11503

Starkey, H. (2012). Human rights, cosmopolitanism and utopias: Implications for citizenship education. *Cambridge Journal of Education, 42*(1), 21-35. doi: 10.1080/0305764X.2011.651205

Struthers, A. (2015). Human rights education: Educating about, through and for human rights. *The International Journal of Human Rights, 19*(1), 53-73. doi: 10.1080/13642987.2014.986652

Suárez, D., & Bromley, P. (2012). Professionalizing a global social movement: Universities and human rights. *American Journal of Education, 118*(3), 253-280. doi:10.1086/664740

Teachers College Columbia University. (n.d.). *International and comparative education program*. Retrieved from http://www.tc.columbia.edu/catalog/academics/departments/international-and-transcultural-studies/international-and-comparative-education-program/

Thomas, D. R. (2006). A general inductive approach for analyzing qualitative evaluation data. *American Journal of Evaluation, 27*(2), 237-246.

Tibbitts, F. (2002). Understanding What We Do: Emerging Models for Human Rights Education. *International Review of Education, 48*(3-4), 159–171.

Tibbitts, F. (2005). Transformative learning and human rights education: taking a closer look. *Intercultural Education, 16*(2), 107–113. doi:10.1080/14675980500133465

Tibbitt, F. (2006). Human rights education in a globalizing world. Presentation at Stanford University. Retrieved from www.shrei.stanford.edu

Tibbitts, F. (2008) Human Rights Education. In Bajaj, M. (Ed.), *Encyclopedia of Peace Education*. Charlotte, NC: Information Age Publishing.

Tibbitts, F. & P. Kirchschlaeger. (2010). Perspectives of research on human rights education. *Journal of Human Rights Education, 2* (1). Retrieved from www.blogs.cuit.columbia.edu

Tomasevski, K. (2004). *Manual on rights-based education: Global human rights requirements made simple*. UNESCO Asia and Pacific Regional Bureau for Education. Retrieved from http://unesdoc.unesco.org/images/0013/001351/135168e.pdf

UNESCO. (2007) *Plan of action: World Programme on Human Rights Education, First phase*. Paris, France: UN Publisher. Retrieved from www.unesdoc.org

UNESCO. (2011). The role of research for the promotion of rights and values in education: A commemorative paper – 60 years into human rights education. *Contemporary Issues in Human Rights Education*, (pp. 11-27). Retrieved from www.unesdoc.org

UNESCO. (2012) *Plan of action: World Programme for Human Rights Education: Second phase*. New York and Geneva: UN Publisher. Retrieved from www.unesdoc.org

UN General Assembly. *Universal Declaration for Human Rights, adopted and proclaimed by the UN General Assembly*. (RES/217A/III), 10 December 1948. Retrieved from www.un.org/en/documents/udhr/

UN General Assembly. *Vienna Declaration and Programme of Action*. (A/CONF.157/23). 12 July 1993. Retrieved from www.undocs.org/A/CONF.157/23

UN General Assembly. *Resolution on the United Nations decade on human rights education*. (A/RES/49/184). 23 December 1994. Retrieved from www.undocs.org/A/RES/49/184

UN General Assembly. *Promotion and Protection of Human Rights; Information and Education, United Nations Decade for Human Rights Education (1995–2004)* (E/CN.4/2004/93). 5 February 2004. Retrieved from www.nhri.ohchr.org/

UN General Assembly. *Revised draft plan of action for the first phase (2005-2007) of the World Programme on Human Rights Education*. (A/59/525/Rev.1). 2 March 2005. Retrieved from www.undocs.org/A/59/525/Rev.1

UN General Assembly. *Resolution on the United Nations human rights education and training*. (A/HRC/RES/16/1). 8 April 2010. Retrieved from www.undocs.org/A/HRC/RES/16/1

UN General Assembly. *Draft plan of action for second phase (2010-2014) of the World Programme on Human Rights Education*. (A/HRC/15/28). 27 July 2010. Retrieved from www.undocs.org/A/HRC/15/28

UN General Assembly. *United Nations corporate partnerships: The role and functioning of the global impact*. (A/66/137). 14 July 2011. Retrieved from www.undocs.org/A/66/137

UN General Assembly. *Plan of action for the third phase (2015-2019) of the World Programme on Human Rights Education*. (A/HRC/27/28). 4 August 2014.

Retrieved from www.undocs.org/A/HRC/27/28

University of San Francisco School of Education. (n.d.). *Department of international and multicultural education*. Retrieved from https://www.usfca.edu/education/programs/doctoral-programs/international-multicultural-education

Urman, S. (1986). Human rights education: A legal and moral imperative. *Canadian Journal of Education*, 11 (3), 383-387. Retrieved from http://www.jstor.org/stable/1494439

Vasak, K. (1979). *The international dimensions of human rights; textbook for the teaching of human rights at the university level*. Paris, France: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0003/000385/038533eo.pdf

Vauchez, A. & de Witte, B. (2013). *Lawyering Europe: European law as a transnational social field*. Hart Publishing.

Waldron, F., & Ruane, Brian. (2010). *Human rights education: Reflections on policy and practice*. Dublin: The Liffey Press.

Wiktorowicz, Q. (2004). *Islamic activism: A social movement theory approach*. Indiana University Press.

World Conference on Higher Education. (1998). *Higher education in the 21st Century: Vision and action*. Retrieved from http://www.unesco.org/education/educprog/wche/declaration_eng.htm#world%20declaration

Appendix A

Oral Consent Script
(Read prior to the one-on-one interviews)

Hello. My name is Chrystal Lynch and I am conducting interviews about human rights education in higher education institutes as part of the completion of my Master's thesis. I am a graduate student in the Faculty of Education Department of Curriculum, Teaching and Learning at the University of Manitoba, located in Winnipeg, Manitoba, Canada. I am working under the supervision of Dr. Frank Deer, who is my faculty advisor for the program.

I located/found your name [*through the Human Rights Education Association online global forum, thorough a particular academic website, through my research and reading, when I came across an article you have written, or by having your name suggested to me by another contact*]

Study procedures: **What will happen during the study?**

I have invited you to participate in a one-on-one interview *[telephone/ face-to-face/ Skype]* that will take approximately 45-60 minutes. I will ask you questions about human rights education in higher education, such as:

- What fundamental role(s) can HRE programs/policies have in HEIs? What is the advantage of promoting/integrating HRE within HEIs?
- How can the WPHRE and UNDHRET and other human rights instruments help encourage/advance the implementation of HRE?

I will take handwritten notes to record your answers as well as use an audio recorder to make sure I don't miss what you say. Shortly after the interview has been completed, I will send you a copy of the transcript to give you an opportunity to confirm the accuracy of our conversation and to add or clarify any points that you wish. All information you provide is considered completely confidential. Your name will not directly appear in any thesis or report resulting from this study; however, with your permission anonymous quotations may be used. Data collected during this study will be locked in a personal filing cabinet and all electronic files will be encrypted/password protected.

Risks: **Are there any risks to doing this study?**
There are minimal risks to you as a participant in this study. However, it is important to acknowledge that permission from your work institution has not been obtained, therefore,

anonymity may not be fully maintained due to the nature of the study and data collection. All information that you provide throughout the study will be considered completely confidential. Your name will not directly appear in any thesis or report resulting from this study; however, with your permission anonymous quotations may be used. To clarify, you do not need to answer questions that you do not want to answer or respond to

questions that make you feel uncomfortable. Additionally, you can withdraw from the study at any time.

Benefits:
It is hoped that the benefits of participating in the study will include 1) developing a diverse understanding of how HRE is currently being integrated into HEIs at the international level, 2) identifying gaps/areas that can be examined through future research initiatives, and 3) understanding both the successes and challenges that HEIs experience in terms of diffusing HRE initiatives.

I will keep the information you tell me during the interview confidential. Information I put in my report that could identify you will not be published or shared unless I have your permission. Any data from this research will be the combined data of all participants. That means it will be reported for the whole group not for individual persons. I would be pleased to send you a short summary of the findings/recommendations at the completion of the study. Please let me know if you would like a summary and what would be the best way to get this to you.

Voluntary participation:
- Your participation in this study is voluntary.
- You can decide to stop at any time throughout the interview or study.
- If you decide to stop participating, there will be no consequences to you.
- If you decide to stop, I will ask you how you would like us to handle the data collected up to that point.
- This could include returning it to you, destroying it or using the data collected up to that point.
- If you do not want to answer some of the questions you do not have to, but you can still be in the study.
- If you have any questions about this study or would like more information you can contact me at umlynchc@myumanitoba.ca or call [redacted].

This study has been reviewed and cleared by the University of Manitoba's Education/Nursing Research Ethics Board. If you have concerns or questions about your rights as a participant or about the way the study is conducted, you may contact:

Human Ethics
208 - 194 Dafoe Road
University of Manitoba, Winnipeg, MB R3T 2N2 Canada
Phone: (204) 474-7122 Fax: (204) 269-7173
E-mail: humanethics@umanitoba.ca

Consent questions:
- Do you have any questions or would like any additional details? *[Answer questions.]*
- Do you agree to participate in this study knowing that you can withdraw at any point with no consequences to you?

Appendix B

Letter of Consent

Principal Investigator:
Chrystal Lynch – Graduate Student
Faculty of Education
University of Manitoba
Winnipeg, MB, Canada

My name is Chrystal Lynch and I am a graduate student enrolled in the Faculty of Education, Department of Curriculum, Teaching and Learning at the University of Manitoba in Winnipeg, Manitoba, Canada. As part of my Master's thesis I will be conducting semi-structured interviews about human rights education in higher education institutes. I am working under the supervision of Dr. Frank Deer, who is my faculty advisor.

I am inviting you to take part in a one-on-one interview for this study on human rights education in higher education. I am hoping to gain a global perspective on what is taking place in higher education institutes regarding the development and implementation of human rights education programmes, policies and practices. The one-on-one interview *[telephone/ face-to-face/ Skype]* will take approximately 45-60 minutes. If you choose to participate, we can establish a time/date and decipher the best method to conduct the interview. I will ask you questions about human rights education in higher education, such as:

- What fundamental role(s) can HRE programmes/policies have in HEIs? What is the advantage of promoting/integrating HRE within HEIs?
- How can the WPHRE and UNDHRET and other human rights instruments help encourage/advance the implementation of HRE?

I will also ask you for some demographic and background information. (For example, your role in human rights education and where your work is based.)

I plan to take handwritten notes to record your responses to interview questions. With your permission, I will use an audio recorder to make sure I do not omit any of the information that you share throughout the interview. Shortly after the interview has been completed, I will send you a copy of the transcript to give you the opportunity to confirm the accuracy of our conversation and to add or clarify any points you deem necessary. Participants will be asked to review the transcripts and provide feedback and/or approval as soon as possible. Ideally, verification of the transcriptions should be completed within 7-10 days. If the noted timeline is difficult for you to meet, please inform me directly.

Please note that there are minimal risks to you as a participant in this study. However, it is important to acknowledge that permission from your work institution has not been obtained, therefore, anonymity may not be fully maintained due to the nature of the study and data collection. All information that you provide throughout the study will be considered completely confidential. Your name will not directly appear in any thesis or

report resulting from this study; however, with your permission anonymous quotations may be used.

Data collected throughout the study will be locked in a personal filing cabinet, all electronic files will be encrypted/password protected. Only the researcher and their faculty supervisor will have access to the data. Furthermore, the information collected throughout the research project will be properly disposed of at the conclusion of the study.

You will not be required to answer questions if you determine they are inapplicable to your circumstances or, for personal reasons, questions that make you feel uncomfortable. Additionally, you can withdraw from the study at any time. I expect to have this study completed by the end of May 2016. If you would like a brief summary of the finalized research, I will be pleased to share them with you via mail or email.

Thank you for your consideration to participate in the study. It is hoped that the benefits of participating in the study will include: 1) developing a diverse understanding of how HRE is currently being integrated into HEIs at the international level, 2) identifying gaps/areas that can be examined through future research initiatives, and 3) understanding both the successes and challenges that HEIs experience in terms of diffusing HRE initiatives. Your time and expertise is truly appreciated and most valuable to the overall findings of this research.

If you consent to participating in the research study, carefully review and complete the following pages. Once you have completed the Informed Consent form, please scan/email the form to umlynchc@myumanitoba.ca. It is important to note that sensitive data sent via email will be appropriately safeguarded for security and confidentiality through MEO file encryption software.

Sincerely,

Chrystal Lynch

Chrystal Lynch
Graduate Student
University of Manitoba
umlynchc@myumanitoba.ca

Appendix C

Consent Form

The Education/Nursing Research Ethics Board has approved this research. If you have any questions or concerns about this project, you may contact:

Human Ethics
208 - 194 Dafoe Road
University of Manitoba, Winnipeg, MB R3T 2N2 Canada
Phone: (204) 474-7122 Fax: (204) 269-7173
E-mail: humanethics@umanitoba.ca

This consent form, a copy of which will be shared with you for your records and reference, is only part of the process of informed consent. It should give you the basic idea of what the research is about and what your participation will involve. If you would like more detail about something mentioned here, or information not included here, you should feel free to ask. Please take the time to read this carefully and to understand any accompanying information.

Your signature on this form indicates that you have understood, to your satisfaction, the information regarding participation in the research project and that you agree to participate as a subject. In no way does this waive your legal rights nor release the researchers, sponsors, or involved institutions from their legal and professional responsibilities. You are free to withdraw from the study at any time, and /or refrain from answering any questions you prefer to omit, without prejudice or consequence. Your continued participation should be as informed as your initial consent, so you should feel free to ask for clarification or new information throughout your participation.

The University of Manitoba may look at the research records to see that the research is being done in a safe and proper way.

CONSENT

- I have read the information presented in the information letter about a study being conducted by **Chrystal Lynch** from the University of Manitoba.
- I have had the opportunity to ask questions about my involvement in this study and to receive additional details I requested.
- I understand that if I agree to participate in this study, I may withdraw from the study at any time.
- I have been given a copy of this form.

1. I agree to participate in the study **YES** _____ **NO**_____
2. I agree that the interview can be audio recorded. **YES** _____ **NO**_____
3. I would like to receive a summary of the study's results. **YES** _____**NO**_____
4. Name of Participant: (Printed) _____

5. Participant's Signature _____Date _____
6. Name of Researcher: (Printed) _____Chrystal Lynch_____
7. Researcher's Signature _____ Date _____

*** PLEASE SIGN AND SCAN/EMAIL THE COMPLETED CONSENT FORM (pages 3 & 4 of this document) TO THE FOLLOWING EMAIL ADDRESS:* umlynchc@myumanitoba.ca

Appendix D

Researcher's Interview Guide

Questions for Individual, Semi-Structured Interview

Participant Background

- What is the institute/organization that you are involved in?
- Do you work in a higher education institute (HEI)? If so, what faculty/discipline area?
- If you do not work in a HEI, what type of organization do you work for? What is your title/role?
- How does your work involve/promote human rights education (HRE)? Please explain.

Defining Human Rights Education

- How do you define human rights education? (Prompt: does it differ among audience, culture, age etc. – 4A Framework)
- What does HRE mean to you from your own professional/academic experiences in/with higher education institutes (HEIs)? (Prompt: Skills, Attitudes, Knowledge)

HRE in HEIs

- What fundamental role(s) can HRE programmes, practices, and policies have in HEIs? What is the advantage of promoting/integrating HRE within post-secondary education?
- In your opinion, are there specific content areas or courses that fall under the "umbrella" of HRE? If so, can you offer examples or specify?
- Do you have suggestions on how HRE can become more adaptable and accessible across faculties/disciplines? (Prompt: outside of faculties of law, international affairs, political science etc.)

Development

- Do you perceive any gray areas or problems in terms of developing/establishing HRE programming in HEIs? (Prompt: training of professors, availability to all groups, attitudes/knowledge reflected throughout admin, faculty, and students)
- What are some of the critical factors or essential components that should be considered when first developing HRE programs, policies and/or practices in HEIs? (Prompt: Is it a one size fits all?)
- Do you foresee HRE programs expanding in HEIs in years to come? Why is this important?

Implementation

- How do HEIs go about building capacity to ensure the progression of HRE? (Suggestions for implementation)
- How can the World Programme on Human Rights Education (WPHRE) and the United Nations Declaration on Human Rights Education and Training (UNDHRET) and/or other human rights instruments encourage/advance the implementation of HRE? (Prompt: methodologies, course development etc.)
- What role(s) can government/civil society organizations/non-governmental organizations play in supporting HRE in tertiary education? (Examples of initiatives that you may oversee, be aware of, or involved in)
- Do you have any other comments or information that you would like to add?