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HRE

Campaign for Human Rights Education

The International Challenge

“Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”.

This eloquent and worthy objective appears many times in international standards adopted by the world’s governments. It is found in Article 26 of the Universal Declaration of Human Rights, Article 13 of the International Covenant on Economic, Social and Cultural Rights and Article 5 of the UN Convention against Discrimination in Education, among others .

One might believe that governments are taking the need for human rights education seriously, given that this objective is stated in the most fundamental UN texts. However, the truth is that governments pay scant, if any, attention to this commitment. Instead, they use it to obscure their unwillingness to educate their citizens about the rights they inherit at birth.

A great campaign

Amnesty International is a campaign. A great campaign for justice, freedom, equality and human rights. In its early days AI was constrained by awesome geopolitical forces as the Cold War was played out across the globe. In response , as AI grew through the 1960s and 1970s, our actions and techniques were devised to cure the wrongs that were visited upon prisoners of conscience, torture victims and those subjected to unfair trial.

Gradually, AI members came to understand that “prevention is better than cure” and that this great campaign could be even more effective if we adopted a double approach, campaigning against human rights abuses and campaigning for human rights at the same time. The first record of this thinking within AI emerged at the AI Asian Regional Conference held in 1976 which concluded that “...if human rights are to be observed, they must be known to and understood by all ... a high priority should be attached by AI to the need for regional, national and local programs of education about human rights designed to raise the level of awareness and consciousness...”.

Decisions

AI’s policy-making body, the ICM, decided in 1981 that AI would include all the human rights codified in the Universal Declaration of Human Rights within its human rights education program (Decision 20). This was reaffirmed in Decision 32 of the 1985 ICM — a landmark in the development of AI as a human rights education force, which has moulded and shaped the direction of our human rights education work ever since.

AI conducted a major review of the techniques used by the movement between 1990 and 1993, dubbed the SYSTEC Review. SYSTEC highlighted and emphasized preventative work. It concluded that “human rights education must be considered as part of AI’s core program alongside other preventative human rights work” and called on us “to develop an activist and campaign-oriented membership role in human rights education”.

Simply put, SYSTEC was saying that human rights education should not be left to groups of lawyers or teachers, but should form part of the work of all AI membership structures, through outreach work, work with other NGOs, and the use of non-formal educational settings, such as street theatre. The recommendations go on to call for the “development of the link between active campaigning on concrete human rights violations and human rights education programs”.

### Strategy

These recommendations and subsequent decisions shaped our current human rights education strategy which was approved in 1995. The strategy provides the AI membership with the scope, the ideas, and the initiative to embark upon a pro-active and effective human rights education campaign. The 50th anniversary of the UDHR, the UN Decade for Human Rights Education, and the increased priority attached to human rights education within AI, combine to present an exciting opportunity for AI activists to create a climate of understanding, knowledge, and skill about human rights worldwide.

There appears to be a greater interest in human rights education on the part of some governments and international grant-giving foundations. The list of related funding agencies, government programs and university faculties continues to grow. But is this making a difference on the ground? Perhaps, but based on my own experience of university human rights faculties, which in turn work with governments worldwide, I fear not. Academics are doing important work and creating a climate of legitimacy for human rights education, but they are not always activists, and are not always engaged at grass-roots level where human rights education programs are most needed. For example, there are 19 faculties of human rights education in Turkey, but I would suggest that they do not appear to be having a discernible impact on the people, or the government, in that country.

### Theory and practice

The key to success is to link the study and understanding of human rights with an activist and campaign oriented approach to human rights. By illuminating the educative process with activities, experiences and the passion that goes with the fight for human rights, AI is in a unique position to educate a new generation of human rights defenders. Every campaign, every action, every local group initiative and all campaign action materials should include an educational dimension.

Are we ready to grasp this opportunity? There seems to be a reluctance to invest in human rights education and a caution about expanding into the preventative area. There are many reasons for this, not least tradition, expense, and a belief that other NGOs and governments are meeting the needs. However, we must remember that AI has unparalleled credibility and influence in the human rights arena. We have opportunities to engage people at grass-roots level which others may not have, or may not want to explore. The most effective approach is a combined initiative between government, local NGOs and AI. However, in the absence of willing partners we have to go it alone. We can do it. We have the expertise, the passion, and the great campaign.

Colm Ó Cuanacháin

Chair, Standing Committee on Research and Action (SCRA)

## Fundraising for a better world

The number of NGOs in the world has doubled in the last decade and their participation in the struggle for democracy, sustainable development, the environment, peace and human rights is increasingly important.

In order to fulfill their vital role in society, NGOs need to raise more and more funds. A German statesman once said, “you need three things to declare a war: money, money and money”. This is equally true if you want to launch a high-quality HRE project that reaches out at a national level. Many AI members make great educators and excellent activists. Most are creative, enthusiastic and dedicated. Few, however, are really committed to fundraising. It’s seen as “a task that is always tedious, often arduous, and sometimes disheartening. Most of all, it is time consuming” (Laurie Wiseberg, Human Rights Internet). Often people have to raise funds while working in other fields at the same time.

These are reasons enough to share some ideas that worked in Mexico when we were seeking funds to publish a new HRE handbook for teachers. Nobody in our HRE team is a professional fundraiser and most tips are based on common sense and empirical knowledge gained through trial and error.

### A lucky letter

“How would Your Excellency promote a human rights culture in a complicated country like Mexico, being a member of a grass-roots human rights organization? The Human Rights Education (HRE) Department of Amnesty International, Mexican Section has a proposal based upon years of profound commitment and professional experience ...”

Last year we wrote four letters (in English), and delivered them personally. We enclosed the most recent copies of La Zanahoria (HRE handbook for teachers) and a small project proposal (11 pages). We sent the letters to four ambassadors in Mexico City.

Almost immediately we received a reaction from one of the embassies: they were interested. There was only one small “problem”. We had asked for a loan, but the embassy couldn’t give loans. Would we accept the requested sum as a donation?

### Was it luck?

Of course there was more to it than mere luck. We had established in previous years that foreign embassies in Mexico are a valuable target group for our fundraising work and we received four important donations from three different embassies for our HRE summer courses in 1995 and 1996. A good relationship was built up through personal visits, sound project proposals, follow-up phone calls and letters, thorough evaluation reports, aftercare and a small gift (our handbook).

Evaluating our successful relationship with the Dutch, we discerned a number of reasons for it. None is a complete explanation on its own, but together they are convincing:

- \* AI is very well known in the Netherlands. One of the first contact persons in the embassy had been a member of the Dutch Section;
- \* children, human rights, gender, indigenous people and the environment are priority topics that our HRE project shares with Dutch official cooperation programs;

- \* project proposals received in the embassy are dealt with by a few people who have relative autonomy. They are all in Mexico City and are well informed about development and human rights problems in the country;
- \* our large HRE summer courses are attractive to sponsors: through posters, leaflets, press conferences and other promotion, a sponsor's name or logo can be publicized;
- \* we have a language and cultural affinity (my first language is Dutch, although I'm from Belgium), which makes a real difference.

Our ingredients for success were: letters in English to ambassadors from countries with important AI sections and a level of human rights awareness, combined with an attractive proposal for a publication. To support our plan we enclosed sample copies of the handbook and proposed a repayment scheme for the loan. It worked.

#### Practical hints

It's easier to raise funds for projects with clear objectives, solid methodology and measurable end results. People will give money to help people, not for office infrastructure.

Try to send the right person to get any kind of support. Be sure to ask for enough, and be specific in your request. Investigate possible sponsors: who they are, what are their priorities, how much they can spend. There is more than money to ask for: material resources, human resources, services, publicity, office space and so on. Try to get a face-to-face interview and don't forget to ask. Don't feel bad about asking for help: you're giving the other person an excellent opportunity to respond and feel good.

Diversify. Never depend on one single sponsor or source of income. Never depend totally on foreign donors. We need local support systems to be more independent, to spread the financial risks, to heighten local awareness, to broaden our circle of AI supporters and to lend moral support when we lobby educational authorities.

Once you have received support, try to maintain a good relationship based on sound accounts, careful reports of achievements, and appropriate small gifts such as posters and handbooks. It's much easier to gain repeat funds from the same source than to find new sponsors.

Nothing is totally free. Even in poor countries and difficult local situations, we should avoid giving our time and materials away for nothing. Whenever possible, materials should be sold to the public in order to fund new publications.

#### Human Rights Inc.?

NGOs generate huge sums through commercial activities. An ecological organization in Costa Rica for sustainable development started a publishing house that now produces most of the posters and greeting cards sold to tourists.

It is a difficult question. Should an HRE project, or an AI Section, depend on raising funds through commercial activities such as T-shirts, badges, publications, a travel agency, a copy shop and so on?

There are many advantages:

- \* the funds raised are not earmarked and can be used on whatever is most needed;
- \* these funds can be anticipated with reasonable confidence;

- \* successful commercial activity can provide operational resources, facilitate planning and encourage staff members;
- \* the fundraising activity can improve the public image of the project and reach a broader target group (although this is not automatically true);
- \* learning how to manage your business shows you how to manage your HRE project;
- \* the fundraising activity increases the number of friends, service providers and potential members.

However, there are also many risks:

- \* commercial activities imply financial risks and might damage the image of AI;
- \* commercial activities take a lot of time, energy and know-how. You need at least one specialist in your commercial area;
- \* commercial activities guarantee a reasonable income in the long run, typically three to four years. Initially, however, you have to invest capital, training, time, energy and staff.
- \* you have to select and train a new type of staff member;
- \* the priorities of the HRE project can become confused or distorted by economic considerations;
- \* watch out: commercial activities have to pay taxes.

Good news

Generally, good ideas for fundraising are exportable. What works in Brussels, London or New York can be useful in Dar es Salaam, New Delhi and Mexico City. It has been proved over and over again that we can share tips and adapt interesting prospects to our local cultures and standards. In any event, we would love to hear about your most striking successes and lessons learned.

Frans Limpens  
HRE team, AI Mexico

The title and several ideas of this article are inspired by Pen Stenbeck, Director of the International Fundraising Group; (London, UK)

AI's policy on fundraising for HRE

The policy

From time to time at the IS we receive queries from sections about AI's policy on fundraising for HRE. Sections are often unsure about the decision taken at the 1993 ICM which allows AI structures to accept government funding for HRE work. This is, of course, the exception to the rule: AI neither solicits nor accepts government funds for any other area of its work.

The policy is set out in AI's Policy Paper on Human Rights Education (POL 32/03/93):

“HRE programs may be funded from AI budgets or through special fundraising, including from international foundations. AI's general policy on acceptance of funds in force at the time should guide AI funding initiatives for HRE programs.

“In principle, no donation from national governments may be accepted by any constituent body of AI. In the case of HRE programs, government bodies may pay for part of the activity (eg publishing and distribution of HRE materials) but they may not cover direct costs incurred by AI. AI costs (eg wages or administrative costs) should always be covered by non-governmental funds.”

Approvals

Although government funds may be used for HRE work, AI structures must always approach the IEC for approval before submitting an application. The IEC aims to help sections in their search for funds, and the approvals process is therefore extremely straightforward.

If you are thinking of applying for government funding of any kind, please contact the International Treasurer, Mary Gray, via the IEC Assistant at the IS, with an outline of your proposal. Such inquiries are mostly routine and can usually be dealt with quite quickly. If necessary, in more complicated cases, the International Treasurer will consult the IEC Chairperson and the relevant person with regional responsibility.

#### Sources of information

Further advice or information can be obtained from:

\* The HRE team at the IS – Cristina Sganga/Claire Thomas

e-mail: [cthomas@amnesty.org](mailto:cthomas@amnesty.org) or [csganga@amnesty.org](mailto:csganga@amnesty.org)

\* The International Fundraising team at the IS – Blair Gibb/Anne Morgan

e-mail: [bgibb@amnesty.org](mailto:bgibb@amnesty.org) or [amorgan@amnesty.org](mailto:amorgan@amnesty.org)

or contact the International Treasurer, Mary Gray

e-mail: [ahewitt@amnesty.org](mailto:ahewitt@amnesty.org)

#### A golden opportunity

The 50th anniversary of the Universal

Declaration of Human Rights

Human Rights Day, 10 December 1998, will mark the 50th anniversary of the Universal Declaration of Human Rights (UDHR), an occasion for celebration, for assessing progress, and especially for human rights education. Most people in the world have never heard of this foundation document of all human rights or at best have only a vague idea of what it contains. For example, although the words “human rights” can be found in the US news media almost everyday, most people in the USA identify rights only with the US Bill of Rights, which focuses on the civil and political rights of US citizens and omits social, economic, and cultural rights almost entirely.

#### Opportunities for membership education

Although most AI sections take some trouble to inform new members about AI and its work, even long-time AI members often lack a solid understanding of the UDHR. The materials prepared for the UDHR’s 50th anniversary campaign can serve as self-teaching tools to raise both membership and public knowledge of the basics of human rights. For example, AIUSA is training a team of members from different regions to serve as trainers for local groups. This knowledge base is essential if AI members are to take advantage of the further opportunities for human rights education that this anniversary presents.

#### Opportunities for new public awareness

Heightened public awareness of human rights during the UDHR’s 50th anniversary offers unique opportunities for both formal and popular education. Too often only outrageous human rights violations make the front pages of the newspaper. But this anniversary will certainly attract the attention of the press and generate positive stories of what has been accomplished since 1948. We AI educators must prepare now to take advantage of this attention: to provide background information and informed spokespersons, to make available teacher training and lively materials for use in schools, and to offer seminars, workshops, and popular events and encourage others to do so.

### Opportunities for coalition building

This anniversary also provides educators with an ideal circumstance for forming collaborations with other NGOs and educational groups. Indeed, AI educators are encouraged to work in concert with other groups to further learning about human rights. In the USA, the UDHR's 50th anniversary has prompted a new consortium called Human Rights USA. The Educators' Network of AIUSA has joined a partnership to promote human rights education in the USA with three other organizations: the Center for Human Rights Education of Atlanta, Georgia; the University of Minnesota Human Rights Center; and Street Law, Inc. of Washington, DC. Funded by the Ford Foundation, Human Rights USA has three major components: national outreach in collaboration with other social justice organizations; intensive community and school-based education in four metropolitan sites (Atlanta, Minneapolis, St. Louis and San Antonio); and a high-profile media campaign.

### Opportunities for outreach

Human rights education, especially in coalition with other organizations, also offers the opportunity to reach out to populations unfamiliar with AI or who associate us mainly with criticism of governments. In many countries AI members are stereotyped as urban, well-educated middle-class people who write letters about problems far away but are not especially concerned with their own communities. However, AI members can often go as educators where they are not always welcome as advocates: into the business community, into places of worship, and into schools. And as educators they have the chance to reach people they might not otherwise meet: the poor, the rural, the young, or members of minority or vulnerable groups. In this way human rights education can enhance AI's local visibility, increase membership, and also help AI serve a wider spectrum of the population.

### Opportunities for youth activism

Many AI sections have developed groups among high-school and university students. These groups not only write letters, but often also work to educate their communities about human rights. The impact of young activists on their peers and younger students can far exceed that of adult educators. The UDHR's 50th anniversary is the ideal time to initiate projects to train youth in the skills needed for human rights education and facilitate their making presentations in their own institutions, in youth groups, and in elementary schools.

### Seizing the opportunities

To take full advantage of the UDHR's 50th anniversary, the key for human rights educators is to be ready. What activities will best meet the needs of your AI group or your community? Interest from other organizations and the press will intensify as December 1998 approaches. We need to be ready with our response well in advance of public attention.

In planning, consider carefully what activities will have the greatest long-term benefit. Like preventative medicine, the benefits of human rights education do not usually appear overnight. Whatever materials are developed or projects launched during this anniversary year should be useful and viable five years later.

Five years from now we will still be celebrating another great opportunity for human rights educators: the UN Decade for Human Rights Education, 1995-2004. The conjunction of the UN Decade with the 50th anniversary of the UDHR makes 1997-1998 a golden moment, the best opportunity since 1948 to undertake what the Preamble of the UDHR exhorts — to “strive by teaching and education to promote respect for these rights and freedoms.”

Ten ideas for celebrating the 50th anniversary of the UDHR

A copy of the UDHR in every pocket:

During the anniversary year, make one-page copies of the UDHR available in public places, such as post offices, libraries, polling places, theatres and schools.

A calendar of activities:

Focus on two or three UDHR articles each month during the anniversary year. Coordinate these with local, national, and international holidays. For example, you could celebrate Article 15 during the month of a national independence day, Article 18 during a religious holiday period and Article 23 around International Labour Day in May.

A UDHR 50th anniversary award :

Institute an award honouring national or local human rights defenders. These might be categorized by specific areas, such as an “Article 14 Award” for contributions to refugee rights. Coalitions of interested organizations would be best able to find ways to honour local human rights activists.

Human rights communities:

Encourage communities or sectors of all sizes — a village, a school, a university, a workplace or a senior citizens’ centre — to declare themselves to be a “human rights community”. As such, they will promote respect for human rights and will evaluate how their community lives up to the standards set out in the UDHR. They may form a network of human rights communities.

Human rights spaces and walkways:

Dedicate a “human rights space” for UDHR 50th anniversary activities in local communities. This could be a meeting hall, a gallery, a display area or a bulletin board at the market or in a public garden. Individuals and community groups could use the space in a variety of ways. Or designate a public walkway where each article of the UDHR is illustrated in some way.

UDHR travelling textbooks:

Paint or decorate public vehicles such as trains, streetcars and utility vehicles with UDHR celebration information. A fleet of vehicles or series of train cars could each bear a different article of the UDHR.

Public readings:

Organize public readings of the UDHR in schools, parliaments, places of worship, meetings of ministers, markets, community centres and so on.

Oral histories:

Develop oral history projects where children interview their elders about their experience of human rights. Have their lives improved because of the UDHR? In what ways? How did it happen? These oral histories could be published, broadcast, or turned into dramatic presentations.

Contests:

Sponsor a UDHR art, poetry, music, or essay competition for adults, students, or children, with winners presented at UDHR celebration events.

UDHR logo:



Develop a national UDHR 50th anniversary logo for widespread general use. It could be printed on public documents, publications, banners, T-shirts, badges and stamps.

These ideas were adapted from “More than 50 Ways to Celebrate the UDHR 50th Anniversary.” The complete list is available from Elena Ippoliti at the UN Centre for Human Rights, United Nations, Palais des Nations, 1211 Geneva 10, Switzerland; or from the UNHRC website at <http://193.135.156.15/html/50th/ideas.htm>

Nancy Flowers  
Educators’ Network  
AI USA

Campaigning and human rights education -- the Italian experience

We have written this article about the experience of AI’s Italian Section in the hope that it will prove useful to AI members in other sections. We have made significant progress in integrating human rights education and campaigning more closely, and believe that this strategy has shown positive results.

The Ljubljana Action Plan – the framework for AI’s activities adopted in 1995 – gave us a clear mandate to pursue human rights promotion work. The fourth long-term objective clearly states the purposes of such work:

- \* to promote the universality and interdependence of human rights;
- \* to raise society’s awareness, knowledge and understanding of human rights and the role and responsibilities of governments;
- \* to contribute to the prevention of future human rights violations.

The 1994 campaign against human rights violations in Indonesia was a turning point for the Italian Section in integrating campaigning and human rights education. To achieve the campaign’s major goals, we decided we had to undertake a series of human rights education activities. It was necessary to deal with topics such as the universality and interdependence of human rights.

As a result, the human rights education co-group took responsibility for a publication for the campaign, as well as drafting some educational materials. The book studied the relation between underdevelopment and civil and political rights. It used the analysis of the UN Development Program and explored AI’s concerns about Indonesia and other countries in South East Asia. The educational materials were distributed to a large number of teachers through all the Italian Section’s groups.

Similar actions were undertaken for the Women’s Campaign and the Campaign for human rights in China.

For the Women’s Campaign, we produced a publication about human rights violations against women. Specific educational projects were set up aimed at eliminating prejudice and patterns of behaviour based on sexual discrimination.

The universality of human rights, and particularly the debate on the so-called “Asian route to human rights”, was the central theme of a book published for the China Campaign. Educational materials were issued to allow these complex questions to be studied in meetings with students and youth associations, as well as with teachers and educationalists.

The annual Children's Action prompted cooperation between children's rights groups and human rights education groups. These topics are naturally linked and both have an interest in youth education. Materials for use in secondary schools were produced and plays about young victims of human rights violations were successfully performed.

On the brink of the campaign for the 50th anniversary of the UDHR, it is appropriate to evaluate the results of this effort of integration between human rights education and campaigning. We are in no doubt that these are very positive.

The educational approach to campaigning activities allows a better analysis and understanding of problems related to human rights violations. Combating human rights violations requires a reassertion of the universality, interdependence and indivisibility of human rights. At the same time, the links between human rights education and campaigning activities provide a pragmatic illustration of the theory of human rights.

We are now assessing our goals for the coming years, starting with the imminent UDHR anniversary campaign. To promote human rights activism we need to reach as many young people as possible. We will do this through specific activities and also by creating student groups, one end result of the integration of human rights education and campaigning.

AI's experiences in opposing human rights violations should be made widely available to educationalists producing materials for students and teachers. Our creativity and imagination will be fully tested in the years to come.

Marco Bertotto and Daniele Scaglione  
AI Italy

Norwegian human rights education bid

On 25 October 1990, 250,000 Norwegian secondary school students went out to work for one day to raise money for AI's human rights education programs in developing countries. They raised approximately £2.6 million. "Operation a Day's Work" is a huge campaign which benefits a different organization chosen by the Norwegian students every year.

With these funds the Norwegian Section set up the "Teaching For Freedom" program which has enabled AI members in 26 countries around the world – from Argentina to Ghana via Hong Kong – to develop and finance a variety of innovative and exciting projects. Hundreds of thousands of people have participated in AI's human rights training programs, not only schoolchildren and teachers but also police officers and street children. Many excellent educational materials in a variety of languages have been produced and promoted.

AI's Norwegian Section has decided to apply again to "Operation a Day's Work" to be the beneficiaries of next year's student campaign. 1998 is of course a very appropriate year for AI to apply for these funds, being the 50th anniversary of the UDHR. Let's hope they are successful in their bid.

Found on a notice board in a head teacher's study:

"I am a survivor of a concentration camp.  
My eyes saw what no man should witness:  
Gas chambers built by learned engineers.

Children poisoned by educated physicians.  
 Women and babies shot and burned by high school  
 and college graduates.

So I am suspicious of education.

My request is:

Help your students become human.

Your efforts must never produce learned monsters,  
 skilled psychologists, educated Eichmanns.

Reading, writing, arithmetic are important only  
 if they serve to make our children more human.”

From: Yes, You Do Count, Churches’ Peace Education, Dublin/Belfast, 1995

Good practice guide

Training government officials, including members of the security forces, is key to any long-term strategy for improving respect for human rights. Ensuring the highest possible standards for such human rights training is vital.

In January 1998 the HRE Team at the International Secretariat will be circulating to sections a document entitled A Guide for Good Practice in the Human Rights Training of Government Officials.

The document outlines the basic elements which are fundamental to a good human rights training program, and which should contribute to reducing human rights violations carried out or condoned by government officials.

The document may be used in various different ways:

- \* it can be used as a blueprint by governments when initiating or reviewing a human rights training program;
- \* it can be used as a lobbying tool by AI sections and other NGOs when asking for training programs to be set up, or for existing programs to be reviewed;
- \* it can be used as a basis to monitor the development, quality and effects of training programs for government officials, and to prepare documentation when it is deemed appropriate to denounce bad practice.

After input has been received from a number of sections and key NGOs, the document will be finalized, printed in AI’s four core languages and released.

We plan to distribute the document as widely as possible and envisage it being useful during the campaign to celebrate the 50th anniversary of the UDHR, and also during AI’s Campaign against Torture which is planned to start in 1999.

If you would like further information or a copy of the draft document, please contact Cristina Sganga at the IS: e-mail [csganga@amnesty.org](mailto:csganga@amnesty.org)

Mauritius — new resource book

AI Mauritius is proud to announce the production of its first resource book for HRE. Selected Topics on Human Rights will be used as pedagogical support for a project involving 15 secondary schools.

“We are more than ever convinced that a human rights culture is essential in any democratic society and the more so in a multicultural country like ours. In this context we hope that the human rights classes we are offering to sixth formers are but the start of a campaign to integrate this new subject into our formal curriculum. We also hope that by the end of the United Nations Decade for Human Rights Education (1995-2004) Mauritius will be educating its citizens about their rights at all levels.”

AI Mauritius

Taiwan — progress at the highest level

The Education Committee of the Legislative Yuan (parliament) of Taiwan recently passed a motion on HRE. AI Taiwan worked very closely with the legislators who sponsored the motion and helped to push it through.

The motion calls for two things. First, a general call for the promotion of human rights in schools, from primary level to high school. Second, and more specifically, it calls for the UDHR to be included in the curriculum at all levels.

AI Taiwan distributed many copies of a video, subtitled in Chinese, about the UDHR to legislators. The motion received widespread support from the three major political parties here. From the Education Committee, the motion goes to the General Assembly for decision.

New Zealand — new Human Rights Diploma

The Chair of AI in New Zealand has been appointed to a committee with the Vice-Chancellor and the Head of Political Studies of the University of Auckland to draft the curriculum for a Master of International Relations (Human Rights). They hope to have the course up and running in 1999.

“The impact of this program will reach out to the Pacific Islands and Asia as our University has been advancing in these quarters and wants to see students from those areas attending this course as part of a program of capacity building in human rights.”

E. Hoffmann — Chair, AI New Zealand.

Council of Europe — renewed thrust

The Council of Europe Parliamentary Assembly recently adopted a Recommendation (no. 1346) which called on member states:

- \* to review curricula from primary school to university to eliminate negative stereotypes, highlight positive aspects of different cultures and promote tolerance;
- \* to include human rights education in all school curricula and in the training of all officials dealing with the public; and
- \* to encourage politicians and the media to commit themselves publicly to the protection of human rights.

It further recommended that HRE should be considered as a priority for the intergovernmental work of the Council of Europe.

The full text of the recommendation is available from the HRE team at the IS.

Tell us what you think

Welcome to the first edition of HRE, which will be available in all four core languages.

It is your newsletter and we hope you will use it to share news, views and ideas with other human rights educators in the AI movement and further afield.

In the next issue:

- \* Human rights education resources via the internet. More and more exciting material for human rights educators is available on the internet — we tell you where to find the best of it. And what do you think about having a special website for AI's HRE publications?
- \* How another NGO is using new technology in an innovative and exciting way as part of a global education project for children.
- \* More on sections' activities for the campaign to celebrate the 50th anniversary of the UDHR.
- \* Your Letters: we want to hear from you! What do you think about this newsletter? Do you have any comments or reactions to any of the articles printed here? Please tell us!

If you would like to suggest a topic or contribute an article to HRE, or if you have some 'news in brief' you would like to share, please write or e-mail: Claire Thomas, c/o the HRE team, International Secretariat, 1 Easton Street, London WC1X 8DJ, United Kingdom [cthomas@amnesty.org](mailto:cthomas@amnesty.org)

We look forward to hearing from you !

#### Captions

Spreading information about human rights and raising funds for our work at the same time: AI's bookstall at the Zimbabwe Book Fair in 1995.

“Don't feel bad about asking for help: you're giving the other person an excellent opportunity to respond and feel good.”

Fundraising in Norway for human rights education programs around the world

Thai police prevent Pierre Sané, Secretary General of AI, from delivering AI's report on human rights abuses in China to the Chinese Embassy in Bangkok, Thailand.

Students from Bagabaga Teacher Training College in Tamale, northern Ghana, who participated in one of AI Ghana's recent human rights education training programs

Human rights education is a liberating force for all. This painting, by the Uruguayan artist and former prisoner of conscience German Cabrera, was donated to AI to help its work.