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# **HUMAN SECURITY AND HUMAN RIGHTS EDUCATION**

**PILOT STUDY**

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## Background

The European Training and Research Centre for Human Rights and Democracy (ETC) has been entrusted with assisting – as the European Focal Point - in the preparation of the Graz 2003 Ministerial Meeting of the Human Security Network (HSN). As part of this preparatory process, the Austrian Ministry for Foreign Affairs has entrusted the ETC with the elaboration of a pilot study on human rights education and human security. As a contribution to enhancing and promoting human security and to ensure continuity in developing the human rights education component of the HSN agenda further, the ETC, building upon the recommendations of the International Workshop on Human Security and Human Rights Education in Graz, June 2000, submits this pilot study.

Part A of the study contains reflections about the conceptual framework of and the inter-linkages between human rights, human rights education and human security. Part B offers operational suggestions for the preparatory process of the Ministerial Meeting, the Meeting itself and the follow-up process as well as ideas for ensuring Austrian leadership in human rights education in order to make human rights education a strategy for enhancing and promoting human security within the Human Security Network and beyond. Part C gives examples of “best practices” on promoting human security in the work of the ETC. The Report of the 2000 Graz Workshop on Human Security and Human Rights Education is annexed for information.

**This pilot study should be seen as a first step towards a comprehensive discussion of the issues at stake to be further elaborated upon request.**

# Abstract

## THEORETICAL FRAMEWORK:

The different approaches to **human rights education** in the UN, the UNESCO the Council of Europe and within civil society movements and the academic community show that human rights learning is a comprehensive and innovative educational framework.

**Human security** is a conceptual shift towards putting the human being in the centre as well as an operational tool to conceptualise foreign policy. Definitions of human security range from a broad concept, which is concerned with the well-being of individuals to a narrower concept of protection from a certain number of violent threats.

**Human rights** and human security are closely inter-linked. Human rights form the core and normative foundation of human security. **Human rights education** is a necessary component of the human security agenda, as it fosters learning about, for and in human rights and is essential for processes of conflict-prevention, democratisation and governance-building.

A **working definition** of human rights education in the context of human security is being proposed in the study. On the basis of this pilot study, **further elaboration** of the linkages among human security, human rights and human rights education should be undertaken.

## OPERATIONAL FRAMEWORK AND ACTIVITIES FOR 2003 AND BEYOND:

With a view towards ensuring Austrian leadership in human rights education in the framework of the HSN and beyond, the following activities are proposed:

### I. Preparation for the Expert Meeting and the HSN Ministerial Meeting in Graz 2003

- Further elaborate the conceptual and operational framework of the present pilot study;
- convene an Austrian National Consultation on Human Rights Education, which could launch the process of elaborating a National Plan of Action on Human Rights Education;
- establish a working group to conceptualise and elaborate the program of the Expert Meeting for the HSN Ministerial Meeting 2003;
- entrust the ETC with the organisation of the Expert Meeting and the implementation of the results;
- elaborate the presentation of 'Graz - 1<sup>st</sup> Human Rights City in Europe' at the Meeting.

### II. Ministerial Meeting 2003

- Adopt the Graz Declaration on Human Rights Education Principles;
- Present and further elaborate the design and the structure of the new Manual on Human Rights, Human Security and Human Development;
- Announce the establishment of an International Summer Academy on Human Security, Human Rights and Human Development in 2003;
- Propose a HSN Consortium on Human Rights and Human Security based on Regional - Human Rights Focal Points and the convening of Regional Consultations on Human Security;
- Present 'Graz - 1<sup>st</sup> Human Rights City in Europe' and the concept of a 'culture for human rights', linked to Graz being the Cultural Capital of Europe 2003;
- Share ETC "best practices" for promoting human security with participants.

### III. Follow-up

- Organise the International Summer Academy on Human Security, Human Rights and Human Development in 2003;
- elaborate a Manual on Human Security, Human Rights and Human Development;
- Convene a UN General Assembly Plenary Event on Human Security and Human Rights Education in 2004 as a follow-up to the UN Decade on Human Rights Education;
- Launch a broad-based, inter-disciplinary human rights and human security research program;
- Establish a HSN funding mechanism on human security and human rights education.

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# A. THEORETICAL FRAMEWORK

## I. IN SEARCH OF A DEFINITION OF HUMAN RIGHTS EDUCATION

### 1. Background

The search for definitions, reflecting the true nature, content and effects of human rights education (HRE) on societal and human development and human security has recently started gaining the interest of more human rights promotion and protection stakeholders around the world and has become a necessity for translating the human rights education practice more eloquently into policy measures. The lack of widely shared international understanding on the subject of what human rights education is and is not has often been evoked as a justification for the lack of concerted action for promoting human rights education as a strategy for upholding the human rights principles and as the core of human development, human security and social transformation.

There is certainly a need for an agreement on commonly shared standards and values, delineating a wider definition of human rights education, which will unblock the way for rigorous and sound action and stronger policy measures for attaining a genuine culture of human rights and culture of prevention of violent conflicts. What can, however, constitute this common basis for such a definition is the aim of the following short human rights education definitions review.

### 2. Review of HRE definition attempts by international organisations

#### - **United Nations**

Unlike the differing definitions of and approaches to the human rights education concept, there seems at least to be a consensus on the need to learn and teach for and about human rights as a major precondition for building a lasting culture of human rights, a more just and peaceful world and as a fundament of any democratic pluralistic society. One of the attempts of international organizations to define HRE in an acceptable for all parties way appears in the UN General Assembly Resolution 49/184 of 23 December 1994, which announces the United Nations Decade for HRE. It states that “human rights

education should involve more than the provision of information and should constitute a comprehensive life-long process by which people at all levels in development and in all strata of society learn respect for the dignity of others and the means and methods of ensuring that respect in all societies.”<sup>1</sup>

Later, a more elaborated and comprehensive definition of human rights education is presented in the Action Plan of the United Nations Decade for HRE which emphasizes that:

...human rights education shall be defined as training, dissemination and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the moulding of attitudes and directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;
- (e) The furtherance of the activities of the United Nations for the maintenance of peace.<sup>2</sup>

Both definitions endorsed by the UN General Assembly underline the long-term, non-static, process nature of HRE and provide a broader frame of reference based on mutual respect for human dignity and worth, participation and empowerment for full development of all human potentials.

## - UNESCO

Since 19 November 1974, when a Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms was adopted, UNESCO’s engagement is steadily and resolutely focused on promotion of international education for tolerance, democracy and human rights. UNESCO’s understanding of human rights education is ingrained in and intertwined with the concepts of education for international understanding, peace and co-operation as well as firmly based on Art. 26 of the Universal Declaration of Human Rights reading:

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<sup>1</sup> A/RES/49/184, 23 December 1994, <http://www.un.org/documents/ga/res/49/a49r184.htm>

<sup>2</sup> A/51/506/Add.1, 12 December 1996, [http://www.unhcr.ch/huridocda/huridoca.nsf/\(Symbol\)/A.51.506.Add.1.En?OpenDocument](http://www.unhcr.ch/huridocda/huridoca.nsf/(Symbol)/A.51.506.Add.1.En?OpenDocument)

Everyone has the right to education ... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.<sup>3</sup>

UNESCO's leverage lies in the importance ascribed to the ethical, civic and cultural aspects of the teaching and learning for human rights as a basis for addressing some of the "major problems of the mankind," such as providing for world peace and security, equality, economic growth and social development as well as the preservation of the cultural heritage of mankind.<sup>4</sup> These views are further reaffirmed in the Final Report of the Fifth Session of the UNESCO Advisory Committee on Education for peace, human rights, democracy, international understanding and tolerance from March 2000, where the importance of "creating the conditions for an education of learning to care and learning to share"<sup>5</sup> have been explicitly emphasized as a contribution to the process of building a culture of peace and human rights. The particularities of the UNESCO definitional framework for HRE lie in the fact that the starting point and the goal of HRE is subjected to the achievement of world peace and is seen as one of the blocks for building a culture of peace.

#### - Council of Europe

At the Forum on Human Rights Education in Budapest in November 2000, the Human Rights Education Youth Programme of the Council of Europe was launched by gathering experts from all around Europe and initiating a debate on the meaning and substance of HRE. The programme's main objective is "to consolidate and to establish education and learning **about, for and in** Human Rights as an integral part of formal and informal learning curricula for young people throughout Europe" as well as "promote a broad understanding of Human Rights based on their universality, indivisibility and inalienability."<sup>6</sup>

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<sup>3</sup> Art. 26 of the Universal Declaration of Human Rights, <http://www.un.org/Overview/rights.html>

<sup>4</sup> Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms adopted on 9 November 1974 by the UNESCO General Conference in Paris, [http://www.unesco.org/human\\_rights/index.htm](http://www.unesco.org/human_rights/index.htm)

<sup>5</sup> Fifth Session of the UNESCO Advisory Committee on Education for peace, human rights, democracy, international understanding and tolerance from 20-22 March 2000, [http://www.unesco.org/education/hci/final\\_report.htm](http://www.unesco.org/education/hci/final_report.htm)



Furthermore, “human rights education, in the context of the Youth Programme and of the Forum, shall be understood as educational programmes and activities that focus on promoting equality of human dignity.”<sup>7</sup> Thus, the underlying principles of equality and equal human worth of all human beings are being accentuated as the main components of a sound human rights education curriculum in both the formal and informal education sectors.

### **3. HRE definitions by trans-national civil society**

Today, the trans-national civil society is more active than inter-governmental organizations in both practising and conceptualising human rights education. The work of non-governmental organizations, promoting and advocating human rights, often bears important characteristics contributing to standard-setting and better codification of HRE. The practice of teaching for and about human rights brings into being few of the following definitions of HRE.

#### **- Canadian Human Rights Foundation**

For the Canadian Human Rights Foundation (CHRF) “human rights education programs are about the knowledge, skills, values, attitudes and behaviours required for individuals to understand, assert and defend their human rights as well as to respect the rights of others.”<sup>8</sup>

Particular about the definition offered by CHRF is the equal emphasis on the duality of ownership of rights by being human and the ownership of responsibility to respect the rights other people are owners of. Moreover, from the perspective of CHRF, the role of the human rights educator is seen as a vocation aiming to “foster within each person an awareness of human rights and a sense of the individual's capacity to affect change.”<sup>9</sup> This insight certainly conveys the deeper meaning and significance of HRE in the process of bringing about social transformation and advancement.

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<sup>6</sup> General Report of the Human Rights Education Forum- 7-12 November, 2000, European Youth Centre, Budapest, pp. 5-6.

<sup>7</sup> Ibid., p. 15

<sup>8</sup> www.crhf.ca

## - Amnesty International

Amnesty International has also endeavoured offering a definition for the human rights education activities it has developed. The AI definition emphasizes that “human rights education teaches both about and for human rights. The goal is to help people understand human rights, value human rights, and to take responsibility for respecting, defending and promoting their human rights as well as the rights of others.”<sup>10</sup> The main initial premise is that the education in human rights is a fundamental right itself.

### 4. HRE definitions attempts by individuals

Together with all existing institutional attempts to define HRE, few individuals’ thoughts and propositions are worth closer look at. Those attempts reflect different approaches to HRE but they are all a product of the same conviction that HRE is an innovative transformative education practice paving the way to achieving a more peaceful, just and secure world.

**Nancy Flowers** from the Human Rights Resource Center of the University of Minnesota asserts that “human rights education is all learning that develops the knowledge, skills, and values of human rights... promotes respect, fairness, and dignity ... but also entails personal responsibility or action to promote and defend rights or effect social change.”<sup>11</sup> She spells out the right to know your rights and adds that “the mandate for human rights education is unequivocal: you have a human right to know your rights.”<sup>12</sup> Within this concise definitional framework, Flowers successfully manages to translate the practice of human rights education into a policy-relevant notion. By offering this broad gridline, she leaves open space for further exploration and complementing.

**Felice Yeban**, a member of the board of the Asian Regional Resource Center for Human Rights Education offers a comprehensive comparative framework through which different approaches and practices of human rights education are presented. In her attempt to define HRE as one of the transformative education programs, Yeban examines three

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<sup>9</sup> Ibid.

<sup>10</sup> <http://www.amnestyusa.org/education/about.html>

different approaches to HRE: the legalistic, the political/ideological and the cultural/sociological. She offers eight different indicators of comparison (among which the content of HRE programs, the aims, methodology used as well as the role of the facilitator, etc.) but what she affirms as the unifying thread among all these approaches is the content of HRE, i.e. the knowledge about human rights which stays in the center of HRE and differentiates it from all other transformative and innovative educational programs today.<sup>13</sup>

In her article “Human Rights Education for Social Transformation: Innovative Grassroots Programs on Economic, Social and Cultural Rights” **Shulamith Koenig** shares her understanding of human rights education. She writes: “in essence human rights education is about hope and learning about justice. It is about people transforming systems in which differences are liabilities into systems where differences and diversity bring joy and richness to our lives. But mostly, human rights education is political education that leads to people taking active part in their own economic and social development.”<sup>14</sup> However, the offered definition crosses into the terrain of citizenship education and political education and thus immediately evokes further questions about the added value human rights education can bring in comparison with other forms of innovative education for social transformation.

Last but not least, **Vedrana Spajic-Vrkas** from the Centre for Research, Training and Documentation in Education for Human Rights and Democratic Citizenship of the University of Zagreb presents HRE as trans-disciplinary, trans-generational and inclusive type of education. She claims that “human rights education is really linked to three generations of rights” - liberty rights, comprising all civil and political rights, to the rights of equality, comprising all economic, social and cultural rights and to the rights of solidarity, comprising the right to peace, the right to development, to a healthy environment, and others.<sup>15</sup> This statement positions HRE as a comprehensive all-encompassing educational framework where emphasis is put on the equal standing and value ascribed to all human rights and on their inter-dependence and inalienability.

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<sup>11</sup> Nancy Flowers - The Human Rights Education Handbook: Effective Practices for Learning, Action, & Change, 2000.

<sup>12</sup> Ibid.

<sup>13</sup> For a complete review of the framework presented by Felice Yeban, see Podium: International Tolerance Network, No.1/2002, p.1.

<sup>14</sup> <http://www.pdhre.org/dialogue/koenig01.html>

<sup>15</sup> General Report of the Human Rights Education Forum- 7-12 November, 2000, European Youth Centre, Budapest, pp. 17-18.

## II. IN SEARCH OF A DEFINITION OF HUMAN SECURITY

### 1. Background

'Human security' as a distinctive new concept in a global debate on the changing meaning of security has largely been created and shaped by Mahbub ul Haq in the 1994 UNDP Human Development Report. Canada has taken up the idea of human security and has articulated it as a foreign policy priority, which has led to the creation of the Human Security Network. More recently, the Commission on Human Security, co-chaired by Amartya Sen and Sadako Ogato has commenced its work. These initiatives have attracted academic interest and the concept has since been further elaborated and discussed in the academic community.

Human security remains a contested concept as for its definition, scope and utility. Proponents see it as a timely, necessary and helpful expansion of traditional security concerns and as a useful tool for shaping foreign policy. Critics have voiced strong doubts about human security too universalistic a concept which cannot meaningfully be reflected in practice.

Human security can be understood as an academic problem, as a political agenda or as a new research category. There is not yet a widely agreed upon definition of human security. Definitions from both the academic community as well as governmental sources range from narrow concepts focusing on physical integrity or a limited number of threats to be addressed by human security to a broad understanding, which encompasses also psychological and emotional aspects of security and well-being of the individual. In addition, there are different regional approaches to defining human security. Even though the concept still suffers from theoretical incoherence and questions of definition are far from being solved, human security is on the way to change institutions as well as the practice of global governance.

In essence, human security is an emerging new concept which is concerned with the security of people and the individual rather than with the security of a territorial state and thus shifts the focus from state security to individual-centred security. As for its content,

human security addresses various threats to the security, safety, integrity and well-being of human beings.

## **2. Definitions of human security**

UNDP<sup>16</sup> defines human security broadly as

“safety from chronic such chronic threats as hunger, disease and repression”;  
“protection from sudden and hurtful disruptions in the patterns of daily life – whether in homes, in jobs or in communities. Such threats can exist at all levels of national income and development.”

**Amartya Sen** has brought this broad definition down to saying that human security is concerned with “survival, daily life and dignity of human beings”.<sup>17</sup>

**The Human Security Network** starts from the presumption that

“a humane world where people can live in security and dignity, free from poverty and despair, is still a dream for many and should be enjoyed by all. In such a world, every individual would be guaranteed freedom from fear and freedom from want, with an equal opportunity to fully develop their human potential. Building human security is essential to achieving this goal. In essence, human security means freedom from pervasive threats to people's rights, their safety or even their lives. Human security has become both a new measure of global security and a new agenda for global action. Safety is the hallmark of freedom from fear, while well-being is the target of freedom from want. Human security and human development are thus two sides of the same coin, mutually reinforcing and leading to a conducive environment for each other.”<sup>18</sup>

The Network narrows down the very broad UNDP concept to a more policy-oriented and practical concept build on the following principles:

“A commitment to human rights and humanitarian law is the foundation for building human security. Human security is advanced in every country by protecting and promoting human rights, the rule of law, democratic governance and democratic structures, a culture of peace and the peaceful resolution of conflicts. The international organisations created by states to build a just and peaceful world order, above all the United Nations, in its role to maintain international peace and security as stated in the Charter, must serve the security needs of people. Promoting sustainable human development, through the alleviation of absolute poverty, providing basic social services for all, and pursuing the goals of people-centred development, is necessary for building human security. Innovative international approaches will be needed to address the

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<sup>16</sup> UNDP Human Development Report 1994.

<sup>17</sup> Amartya Sen: Why Human Security?, presentation at the International Symposium on Human Security, Tokyo, July 2000, <http://www.humansecurity-chs.org/doc/Sen2000.html>

<sup>18</sup> <http://www.humansecuritynetwork.org/menu-e.asp>

sources of insecurity, remedy the symptoms and prevent the recurrence of threats which affect the daily lives of millions of people.”<sup>19</sup>

**The Canadian government** has tried to adapt the concept to foreign policy needs and thus defines human security as “a people-centered approach to foreign policy which recognizes that lasting stability cannot be achieved until people are protected from violent threats to their rights, safety or lives.”<sup>20</sup>

With a view towards further stressing and clarifying the operational aspects of human security, **Lloyd Axworthy** has said that

“(human security) is, in essence, an effort to construct a global society where the safety of the individual is at the centre of the international priorities and a motivating force for international action; where international human rights standards and the rule of law are advanced and woven into a coherent web protecting the individual; where those who violate these standards are held fully accountable; and where our global, regional and bilateral institutions – present and future – are built and equipped to enhance and enforce these standards.”<sup>21</sup>

Finally, UN Secretary General **Kofi Annan**, making reference to the fact that “ensuring human security is, in the broadest sense, the United Nations’ cardinal mission,”<sup>22</sup> has contributed to the debate in human security in various places:

“We must also broaden our view of what is meant by peace and security. Peace means much more than the absence of war. Human security can no longer be understood in purely military terms. Rather, it must encompass economic development, social justice, environmental protection, democratization, disarmament, and respect for human rights and the rule of law.”<sup>23</sup>

“The demands we face also reflect a growing consensus that collective security can no longer be narrowly defined as the absence of armed conflicts, be it between or within States. Gross abuses of human rights, the large-scale displacement of civilian populations, international terrorism, the AIDS pandemic, drug and arms trafficking and environmental disasters present a direct threat to human security, forcing us to adopt a much more coordinated approach to a range of issues.”<sup>24</sup>

“Human security, in its broadest sense, embraces far more than the absence of violent conflict. It encompasses human rights, good governance, access to education and health care and ensuring that each individual has opportunities and choices to fulfil his or her potential. Every step in this direction is also a step towards reducing poverty,

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<sup>19</sup> <http://www.humansecuritynetwork.org/principles-e.asp>.

<sup>20</sup> <http://www.humansecurity.gc.ca/menu-e.asp>.

<sup>21</sup> Lloyd Axworthy, [http://www.dfait-maeci.gc.ca/canada-magazine/wv\\_se1/se1t3-e.htm](http://www.dfait-maeci.gc.ca/canada-magazine/wv_se1/se1t3-e.htm), 1999.

<sup>22</sup> Kofi Annan in a statement delivered to the Foreign Affairs Committee of the Chinese People’s Political Consultative Conference in April 1998, <http://www.un.org/Pubs/chronicle/1998/issue1/0198p3.html>.

<sup>23</sup> <http://www.unesco.org/opi2/lettres/TextAnglais/AnnanE.html>

<sup>24</sup> Kofi Annan, Report of the Secretary-General on the Work of the Organization, GA Official Records of the 55th Session, Supplement No.1 (A/55/1), New York (United Nations) 2000, p.4, <http://www.un.org/documents/sg/report00/a551e.pdf>.

achieving economic growth and preventing conflict. Freedom from want, freedom from fear, and the freedom of future generations to inherit a healthy natural environment - these are the interrelated building blocks of human - and therefore national – security.”<sup>25</sup>

Apart from these sources, **academics** have proposed and are still proposing definitions of human security.<sup>26</sup> Taking into account the different approaches offered, further study towards a common understanding of human security seems indispensable.

### III. HUMAN RIGHTS EDUCATION IN THE CONTEXT OF HUMAN SECURITY

#### 1. The link between human rights and human security

Human rights and human security are closely inter-linked in many ways. First and foremost, the ultimate focus and bearer both of human rights and human security is the individual. Human rights and human security have the same focus in placing the individual human being in the centre of their concern.

‘Security’ in the form of personal security (e.g. protection from arbitrary detention and arrest), social security (provision of basic needs), and ‘international’ security (the right to live in a secure international order) is a human right itself. Human rights documents such as the Universal Declaration of Human Rights, the UN Covenants on Economic, Social and Cultural Rights and the UN Covenant on Civil and Political Rights as well as regional human rights instruments refer to security as a human right.

Human rights, i.e. civil, cultural, economic, political and social rights as well as the right to development, are the very core of human security. Human rights – together with humanitarian law and the law of refugee protection - provide a sound conceptual and normative foundation of human security and ensure that human security is an operational concept firmly rooted in international law. Human rights can better define human security.

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<sup>25</sup> Secretary-General salutes international workshop on human security in Mongolia, press release, <http://www.un.org/News/Press/docs/2000/20000580.sgm7382.doc.html>.

<sup>26</sup> For an overview of the definitions of human security see [http://www.hsph.harvard.edu/hpcr/events/hsworkshop/list\\_definitions.pdf](http://www.hsph.harvard.edu/hpcr/events/hsworkshop/list_definitions.pdf)

Human rights and human security can be mutually enriching in many ways. Human rights violations are threats to human security and are the root causes for insecurity, violence and conflict. In turn, respect for human rights prevents insecurity.

Looking at human rights from a human security perspective brings human rights closer to the security debate and places human rights in the centre of conflict-prevention, conflict-management, conflict-transformation and post-conflict peace-building.

Human security can broaden human rights, because human security extends towards threats human rights are not concerned with as well as towards threats from actors which are not considered to be sufficiently bound by international human rights law. Applying the concept of human security might thus allow for a better explanation of the consequences of human rights violations by non-State actors. Furthermore, when human security assumes importance along side with national security, national or state security can less easily be used as a pretext for neglecting and violating human rights.

The holistic concept of human security might help to overcome the outdated division between first and second generation rights, i.e. civil and political vs. economic, social and cultural rights.

## **2. Human rights education as an essential basis for conflict prevention**

Building and institutionalising locally and globally a culture of prevention is a concern of paramount importance for preserving peace and security in a sustainable way. The culture of prevention is often made victim of and compromised by short-term and temporary measures addressing pressing needs and issues today without considerations of their consequences and effects for tomorrow. Full comprehension of the human rights principles should lie at the nucleus of a consequential and far-reaching strategy for violent conflict prevention. Building a culture of prevention of violent conflict has to start first and utmost with measures preventing the occurrence of human rights violations. To this end, human rights education and human rights learning have a substantive contribution to make by offering a solid framework for prevention through human rights awareness-raising, knowledge and practice.



HRE can be a strategy for conflict prevention for it teaches the principles of human rights which are in the core of a peaceful human co-existence. Moreover, HRE can provide the skills for translating the HR principles into action. And last but not least, HRE instils attitudes and values which are prerequisite for building a culture of non-violence and prevention of violent conflict.

### **3. Human rights education as an essential basis for governance building**

In 1995, the Commission on Global Governance stated that:

*“governance is the sum of the many ways individuals and institutions, public and private, manage their common affairs. It is a continuing process through which conflicting or diverse interests may be accommodated and co-operative action may be taken. It includes formal institutions and regimes empowered to enforce compliance, as well as informal arrangements that people and institutions either have agreed to or perceive to be in their interest ... There is no single model or form of global governance, nor is there a single structure or set of structures. It is a broad, dynamic, complex process of interactive decision-making that is constantly evolving and responding to changing circumstances. Although bound to respond to the specific requirements of different issue areas, governance must take an integrated approach to questions of human survival and prosperity.”<sup>27</sup>*

Governance-building is not only about dealing with and solving burning societal and global problems but is also about managing the process of interaction of a variety of actors with vested interests in those issues. This process starts with creating a shared space for dialog and managing this space in a just and equitable way. The normative basis of the process is often safeguarded by the human rights principles which offer a sufficient guarantee for respect, equality and recognition.

Through human rights education, the modalities of an equitable governance-building process can be assured. Furthermore, building a capacity for human rights education and practising human rights education are a direct contribution to governance-building for they both provide the content and the direction of the process.

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<sup>27</sup> Our Global Neighbourhood, The report of the Commission on Global Governance, 1995 Oxford (Oxford University Press) 1995.

#### **4. Human rights education as an essential basis for democratisation**

There is no genuine democracy which is not based on the respect for human rights and in particular the respect of the rights of others. Democracy means more than just fair and free elections. The process of democratisation is indeed about constructing a popular consciousness for more active participation, increased transparency and accountability.

HRE can contribute to the practice of democratisation by introducing the human rights principles as a basis for organizing the complex social, political and economic interaction within a society. By offering an integrative framework, human rights education can direct the dialoguing for change within societies and make sure that the outcomes are sustainable and just. A culture of non-violence and human rights, achieved through human rights education is the milieu in which democracy can take roots, grow and thrive.

#### **IV. TOWARDS A WORKING DEFINITION OF HUMAN RIGHTS EDUCATION IN THE CONTEXT OF HUMAN SECURITY**

The need for a working definition of human rights education in the context of human security became obvious during the Ministerial Meetings of the Human Security Network held so far, where human rights education has been an agenda item without sufficient substantive underpinning. From the very beginning, human rights education as an important agenda item of the HSN has been introduced and actively supported by Austria, which will take over the chairmanship of the HSN in 2003. With the upcoming Ministerial Meeting in Graz in 2003, Austria should take the opportunity to substantiate its proposal and bring human rights education from the level of discourse to the level of action. To this end, the proposal of a working definition of human rights education in the context of human security may mark the beginning of a more focused and sustainable process.

Based on a far-ranging analysis of definitions of human rights education, the broader working definition of human rights education within the framework of the Human Security Network which ETC proposes is based on a definition elaborated by Nancy Flowers:

**Human rights education is all learning that develops the knowledge, skills, and values of human rights, promotes fairness, tolerance and dignity, and the respect for the rights and dignity of others.**

For a narrower definition of human rights education, a focus on the following components seem to be indispensable:

- learning and teaching about, for and in human rights;
- promoting respect of human rights, human development and respect of human dignity;
- the need and the responsibility to respect the rights of others;
- parallel acquisition of knowledge, building of skills, and shaping of attitudes;
- promoting understanding, tolerance, gender equality;
- enabling participation in a free and democratic society;
- empowerment for social transformation and change.

To this end, ETC recommends a further exploration of existing definitions of human rights education, an analysis and a contrast-comparison review to formulate widely acceptable broad and narrow definition of HRE for the work of the Human Security Network.

## **B. OPERATIONAL FRAMEWORK**

### **I. BACKGROUND**

The concept of human security presents a profound shift of focus towards putting the security of the individual in the centre of our concern. Human security can be seen as a way to re-arrange international priorities in order to address comprehensively complex situations of human suffering and insecurity, undermined safety, dignity and well-being of the individual human being. In protecting human security, states, international, regional and local organisations, as well as the great variety of non-state actors have to develop new tools and methods of addressing the non-conventional threats to security. Additionally, the concept of human security challenges global governance and the international institutional order and can lead to the creation of new mechanisms for conflict management. Profound research has to provide the foundation for understanding the inherent complexity of the human security agenda and for generating alternatives for viable and feasible solutions.

In addressing these challenges the Human Security Network has to become the global platform enabling a multitude of stakeholders to take action for change. The following proposals fully integrate human rights education into the human security agenda and should be understood as a means to ensure that human security has policy-relevance rooted in knowledge, participation and empowerment. Human security carries a yet unexplored potential to improve people's lives, enhance their opportunities, protect their rights and ensure their dignity. Human rights education is thus an important contribution to add to the operationalisation of the HSN human security agenda.

### **II. PREPARATION OF THE GRAZ MINISTERIAL MEETING 2003**

In preparation of the HSN Ministerial Meeting in Graz in 2003, the following activities should be undertaken in order to assure that the Meeting is conceptually well prepared, that it reflects both the Austrian and the European perspective to issues of human rights education and human security, and that full advantage is taken of the location of the

meeting, the city of Graz, Cultural Capital of Europe 2003 and 1<sup>st</sup> Human Rights City in Europe.

**1. Elaboration of the design and structure of the Manual on Human Security, Human Rights and Human Development as a follow-up to the present pilot study** - The conceptual as well as selected issues of the operational framework, such as the Summer Academy on Human Security, Human Rights and Human Development and the Manual on Human Security, Human Rights and Human Development will have to be further developed.

**2. Austrian National Consultation on Human Rights Education** – Apart from contributing to the elaboration of the Graz Declaration on Principles of Human Rights Education, the Austrian National Consultation on Human Rights Education can serve as a stock-taking of Austrian activities on human rights education and strategic planning of future activities, including the elaboration of a National Plan of Action on Human Rights Education. This will enable the Austrian government - as the chair of the HSN in 2003 - to draw upon the expertise accrued in the Austrian civil society in the field of human rights education, to take the lead in substantiating human rights education as an agenda item in the HSN as well as to contribute to the UN Decade for Human Rights Education and beyond.

**3. Concept and elaboration of the program of the Expert Meeting for the HSN Ministerial Meeting 2003** – The formation of a working group, composed of members of the ETC and the Foreign Ministry, and consulting, when feasible, external experts, is proposed. The working group shall elaborate the concept for the Expert Meeting preceding the HSN Ministerial Meeting and identify participants and contributors to the Expert Meeting. The structure and design of the Manual on Human Security, Human Rights and Human Development, the Summer Academy, the drafting of the Graz Declaration and other elements for the Ministerial Meeting could be discussed.

**4. Organisation of the Expert Meeting and implementation of the results** – ETC is ready to host, with the support of the Foreign Ministry, this Expert Meeting in Graz or its surrounding in April 2003 and be entrusted with the organisation of the meeting and its outcome.

**5. Elaboration of the presentation of 'Graz - 1<sup>st</sup> Human Rights City in Europe'** - In the framework of the HSN Ministerial Meeting in 2003, to be held in Graz, the 1st Human Rights City in Europe, the idea and the process of developing a Human Rights City can be presented and studied as a model for building local human rights communities and establishing a culture of human rights. The possibility of transferring this model to other interested HSN countries can be examined. To this end, a special human rights/cultural event can be part of the Ministerial Meeting's agenda. This activity of presenting Graz as the 1<sup>st</sup> Human Rights City in Europe has to be prepared.

### **III. MINISTERIAL MEETING 2003**

#### **1. Graz Declaration on Principles of Human Rights Education**

As a substantive contribution to the HSN agenda on human rights education, following the conclusions of the Lysoen and Petra Ministerial Meetings and in light of the UN Decade on Human Rights Education, the HSN Ministerial Meeting in Graz in 2003 shall adopt the Graz Declaration on Principles of Human Rights Education. These principles shall provide the core of the HSN agenda regarding human rights education. Furthermore, the principles shall constitute the basis for human rights education activities within the HSN countries and world-wide.

In order to ensure a substantial and broad-based Austrian contribution to the human rights education component of the HSN agenda, as well as to the process of drafting the Declaration, it is feasible to hold an Austrian National Human Rights Education Consultative Meeting. The final draft of the Declaration shall be presented to the expert meeting which should precede the Ministerial Meeting and be endorsed for discussion and adoption during the Ministerial Meeting in Graz 2003.

#### **2. HSN Consortium on Human Rights and Human Security based on Regional Human Rights Focal Points**

**The idea** - Building on the recommendations of the Graz 2000 Workshop and with a view towards strengthening the established link between civil society and the Human Security Network, the ETC proposes the establishment of a HSN Consortium on Human Rights

and Human Security. As a nucleus of the Consortium, Regional Human Rights Focal Points in HSN countries should be established in order to consolidate the existing interaction between non-State actors, including academic and research institutions. The establishment of the Consortium will strengthen trans-national, cross-border co-operation between governments, international organisations and non-state actors. The Consortium is not only conceived as an open space for dialogue but shall also provide the HSN with practical and policy oriented research outcomes which will enable the full realisation and practical implementation of the HSN agenda.

**Goals and objectives - The Consortium shall**

- serve as a link among non-state actors, international organisations and governments;
- act as a forum for dialogue on human rights and human security issues;
- ensure the applicability of research in human security policy making;
- integrate research and action-oriented approaches by applying research outcomes in the training process on human security, human rights and human development;
- support and sustain the International Summer Academy in Graz with resource personnel;
- exchange information and share examples of best practices on enhancing human security;
- visualise the activities of the HSN in HSN countries and beyond;
- facilitate the dialogue between the HSN and the public.

The Consortium is open to partners from HSN countries and beyond, which are interested in human rights and human security issues and ready to contribute to the further development and implementation of HSN agenda. Relying on its institution-building and curriculum-development capacities and experiences, the ETC offers to take over the co-ordination of the Consortium in co-operation with the Regional Human Rights Focal Points.

**Activities - The Consortium activities could be arranged in clusters:**

- Cluster 1 – Capacity building and networking
- Cluster 2 – Applied research for policy-making within the HSN countries
- Cluster 3 - Regional consultations on Human Rights and Human Security

## Cluster 1 – Capacity building and networking

Beyond active networking and institutional capacity building, the Consortium shall

- ensure sustained input of non-state actors and the involvement of civil society in the *HSN Ministerial Meetings*;
- integrate and expand the emerging network of '*Human Rights Cities*' world-wide as a contribution to the HSN agenda with a view towards building local human security communities.
- maintain an *on-line discussion platform* on human rights and human security.

## Cluster 2 – Applied research for policy-making

The Consortium members shall engage in

- *applicable research* which raises the impact of training and learning activities as well as policy making in human security, human rights and human development in order to address situations of human insecurity more effectively;
- developing an *enhanced research capacity within the HSN countries* to respond to the particular needs of HSN countries and to add to the research undertaken outside HSN countries.

## Cluster 3 - Regional consultations

The Consortium, through its Regional Focal Points on Human Security and Human Rights Learning, shall

- hold *Regional Consultations on Human Rights and Human Security* in order to reach out to non-HSN-countries and to explore threats to human security as well as best practices for enhancing human security in different regions;
- ensure that the outcome of the Regional Consultations provide a broader basis for future HSN policy decision making and allow for identifying *region-specific priorities* and tailoring measures for response.



### **3. Sharing selected ETC “best practices” for human security**

In order to share concrete and practical experiences of the Austrian contribution for enhancing human security with the participants in the Ministerial Meeting, selected examples of on-going projects and activities of the ETC, funded or co-funded by Austria, shall be presented and discussed as models, which are potentially transferable to other HSN countries. While this shall be done in a professional and innovative way, the form and design of such a presentation has yet to be developed and could be part of the preparatory process for the meeting. To this end, ETC can present its human security related activities (see Part C).

## **IV. FOLLOW-UP**

### **1. ETC International Summer Academy on Human Security, Human Rights and Human Development, 2003**

The exploration of a range of human security related issues within a broad inter-disciplinary educational framework has inspired the idea of the establishment of the ETC International Summer Academy. The ETC proposes the International Summer Academy as a way to enhance in a sustained way the realisation of the agenda of the Human Security Network as a key promoter of human security. Raised awareness of the concept of human security, shared understanding of its inter-disciplinary and cross-cutting nature and its capacity and potential to change national and international policy and decision making is a precondition for the effective promotion and enhancement of human security globally and locally.

The idea for the summer academy builds upon the conclusions of the International Workshop on “Human Rights Education and Human Security” which took place in Graz in June 2000 and emphasised that human security, human development and human rights are closely inter-linked and that this link deserves further study. The ETC International Summer Academy is envisioned as a follow-up to the workshop.

The Summer Academy is envisaged to be more than a training activity as it comprises a strong networking and institutional capacity building component. The International Summer Academy aims to:

- contribute to the implementation and realisation of the HSN agenda and improve the visibility of the HSN on the global and regional levels;
- raise awareness about human rights education as a strategy for addressing human security issues;
- further explore the linkages between human rights, human development and human security;
- provide a concrete contribution of the HSN states to the second half of the UN Decade for Human Rights Education;
- assist the UN and other international institutions in their efforts to further human security, human rights and human development;
- initiate and facilitate networking on the governmental, non-governmental and academic levels in HSN countries; provide the basis for further academic outreach and capacity building in HSN countries, as well as the core for the creation of a Consortium on Human Rights and Human Security in HSN countries and beyond.

The International Summer Academy is intended to be a sustained, annual international training activity. It will draw on the expertise and knowledge of a selected group of academics, practitioners and decision-makers from various sectors. It should stimulate further research, exploration and operationalisation of the concept of human security as well as encourage practical and concrete action for applying a human security approach in policy and decision making. The Summer Academy shall help setting up a pool of experienced personnel in HSN countries able to apply the human security approach to their activities.

The Summer Academy will address complex situations of human insecurity world-wide and apply innovative, participatory training and learning methodologies in examining solutions for enhancing human security. It will serve the purpose of training the trainers and assure sustainability and multiplication of results. The Academy's conceptual design will allow for the transfer of knowledge, the acquisition of skills and the shaping of attitudes. It is envisioned as a modular course.

The Summer Academy is designed for key policy and decision makers, governmental officials, parliamentarians and law makers, NGOs and other non-state actors including executive staff of the business sector, environmental groups, to providers of national security, including key personnel in the military, police and public and private security forces, UN personnel and personnel of other international institutions, diplomatic staff, and scholars and researchers. Participants should come from HSN network countries in the first place. They will be asked to prepare papers in advance which address situations of human insecurity in their regions or home countries.

#### **- Information sheet**

SUMMER ACADEMY TITLE	ETC INTERNATIONAL SUMMER ACADEMY on HUMAN SECURITY, HUMAN RIGHTS AND HUMAN DEVELOPMENT
COUNTRY	AUSTRIA
LOCATION	GRAZ
HOST INSTITUTION	EUROPEAN TRAINING AND RESEARCH CENTRE FOR HUMAN RIGHTS AND DEMOCRACY - GRAZ
CONTACT INFORMATION	SCHUBERTSTRASSE 29 A-8010 GRAZ AUSTRIA PHONE: + 43-316-380 3413/19/25 FAX: + 43-316-380 9455 E-MAIL: OFFICE@ETC-GRAZ.AT
DISCIPLINE(S)	HUMAN SECURITY, HUMAN RIGHTS AND HUMAN DEVELOPMENT
DATES (DURATION)	2 WEEKS IN SUMMER 2003
LANGUAGE(S) OF INSTRUCTION	ENGLISH
NUMBER OF PARTICIPANTS	30
RESOURCE PERSONS FROM PARTNER ORGANIZATIONS	10

#### **- Module One: Human Security**

##### **Day I:**

**Morning:** The normative basis of the human security debate and the international diplomatic relations perspective

**Afternoon:** case study on state-building and institutional capacity development

##### **Day II:**

**Morning:** Defence and security-the military dimension

Afternoon: case study on Agenda for Peace-conflict transformation, peace-building and post-conflict reconciliation, reconstruction and development; a special focus on building a culture of human security and conflict prevention

**Day III:**

Morning: Non-conventional /non-traditional threats to security: environmental concerns, terrorism, trans-national organised crime, trafficking, biological and chemical weapons, cyber crimes, etc...

Afternoon: case-study on the Great Lakes region

**Concluding plenary session:** Conceptualising and defining human security, accompanied by a discussion on cross-cutting human security issues

**- Module Two: Human Development**

**Day IV:**

Morning: The anthropological/psychological perspective

Afternoon: case study on migration and integration or social inclusion/exclusion

**Day V:**

Morning: The economic perspective

Afternoon: case study on poverty and poverty reduction strategies

**Day VI:**

Morning: Special session on the UNDP Human Development Report and Human Development Index

Afternoon: Governance-building (focus on strengthening the interaction and communication capacity between state structures and non-state actors)

**Concluding plenary session:** Conceptualising and defining human development, accompanied by a discussion on cross-cutting human security and human development issues

## **- Module Three: Human Rights Learning**

### **Day VII:**

**Morning:** The philosophical and pedagogical foundations

**Afternoon:** case study on human rights education in SEE

### **Day VIII:**

**Morning:** Social and Economic perspective on HRE or HRE for social empowerment

**Afternoon:** case study on Racism, Xenophobia, Intolerance

### **Day IX:**

**Morning:** Human Rights Education in Context

**Afternoon:** Rights of the child (focus on: child labour, child soldiers, sexual abuses of children)

**Concluding plenary session:** Conceptualising and defining human rights education, accompanied by a discussion on cross-cutting human security and human rights education issues

### **Day X:**

**Morning:** Imaging and Scenario Building Workshop-What is a Humane and Secure World

**Afternoon:** workshop continued

### **Day XI:**

**Morning:** Open Debate: Articulating the linkages between human security, human development and human rights learning

**Afternoon:** conclusion and participants' evaluation of the academy

Within all modules, a keynote lecturer or two will be identified. He/she will raise issues and later moderate discussion/brainstorming rounds. Every afternoon, there will be either a special topic workshop or a case study. At the end of every day, a short summary of the

day has to be prepared by some of the participants. Role plays can be successfully integrated and negotiation rounds stimulated in the afternoon sessions.

## **2. Manual on Human Security, Human Rights and Human Development**

In the framework of the International Summer Academy, the elaboration of a Manual on Human Security, Human Rights and Human Development is envisaged, which could build upon the Academy's structure and curricula and provides a concrete tool in the form of a reference and teaching material in the field of human security, human rights and human development.

The Graz Declaration on Principles of Human Rights Education will constitute the conceptual foundation of the Manual. On the basis of the Declaration, adaptable modules will be developed which address the HSN agenda issues from a human rights perspective. The cross-cutting and multi-dimensional aspects of human security, human rights and human development will be reflected in the modules.

The Manual will tackle topics such as the normative basis of the human rights-human security debate, case studies on state-building and building of culture of prevention, conflict transformation, governance building, non-conventional threats to security, racism, tolerance, poverty, migration, children's rights, etc.

While the Manual will address a broader range of human security issues, it will build on the thematic structure of the Summer Academy. The Manual will contain both a conceptual part and practice-oriented modules, which are relevant for applying the human security approach to concrete situations. With this, the Manual can be contextualised to reflect, in a flexible way, the HSN agenda. Next to the topics to be addressed in the Summer Academy, the Manual will also incorporate topics such as

- Humanitarian law, human rights and human security;
- Exploitation of children, child labour, child pornography, children in armed conflict;
- Refugees, IDPs and minorities from a human security perspective;
- Small arms and land-mines;
- Human security and international criminal jurisprudence; etc.

In applying innovative teaching and learning methods the manual will enable the transfer of knowledge, the acquisition of skills and the shaping of attitudes.

The manual will be elaborated in co-operation with international partners and the Regional Human Rights Focal Points, thus ensuring that different backgrounds are reflected and the product will be inter-disciplinary and culture-sensitive. The manual will be made available to all Regional Human Rights Focal Points to support their human rights and human security training and teaching activities in a concrete way.

### **3. UN General Assembly Plenary Event on Human Security and Human Rights Education in 2004 as a follow-up to the UN Decade on Human Rights Education**

Towards the ending of the UN Decade for Human Rights Education in 2004, the Human Security Network may take the lead in ensuring that human rights education is kept on the agenda of the UN General Assembly. To this end, human rights education should become a topic of a special plenary event of the UN General Assembly session 2004. This should contribute towards an effective follow-up of the UN Decade by developing a strategy towards institutionalisation of human rights education in the UN.

### **4. Launching a broad-based, inter-disciplinary human rights and human security research program**

Beyond the policy-oriented research a more analytical and conceptual exploration of the scope and potential of human security as well as the linkages between human security, human rights and human development is required. In order to offer new alternatives for the future, new knowledge is needed. Thus, generating knowledge has to precede and surpass the adaptation of today's know-how to the current policy making processes. The need for such further research and exploration of the concepts of human security, human rights, human development and the links between them has been repeatedly noted and emphasised by the HSN states.

Therefore, a commitment to promoting human security and human rights has to be also a commitment to support profound research which can bring analytical and conceptual novelty to the policy making arena. The Austrian Foreign Ministry can advocate the relevance of such research and stimulate the process.

## **5. Establishment of a HSN funding mechanism on human security and human rights education**

The establishment of a funding mechanism on human security and human rights learning of the HSN countries could be envisaged to strengthen the necessary funding for these and other human rights and human security education activities.



## C. ETC CONTRIBUTION TO ENHANCING HUMAN SECURITY – SELECTED “BEST PRACTICES”

### 1. BACKGROUND: ETC AND HUMAN SECURITY

In its research activities, the ETC aims at

- Contributing to the further development of the global human security agenda and policy making activities through its research and training capacities.
- Contributing to the development of a (yet missing) European perspective on human security in co-operation with European partners and identify specifically European priorities and solutions.
- Developing an increased Austrian capacity on human security and strengthening the Austrian contribution to the Human Security Network.
- Supporting the preparatory process of the 2003 Ministerial Meeting of the Human Security Network in Graz as part of an ongoing support for the Human Security Network activities and initiatives.
- Following up on the recommendations of the international workshop on "Human Rights Education and Human Security", held in Graz in 2000, within the framework of the UN Decade for Human Rights Education, to make human rights education and learning a broad-based, long-term and pro-active strategy for human security and human development.

The ETC focuses in particular on:

- Examining the normative and political foundations of human security
- Governance building and human security
- Introducing human rights learning as a key strategy for enhancing human security

The following selected activities are part of the ETC's attempts to strengthen and promote human security.

## 2. Graz – First Human Rights City in Europe

Summer 2000 – Fall 2003

### Background and idea:

The “Human Rights Cities” initiative has been developed by the “Peoples’ Decade for Human Rights Education” (PDHRE), which puts emphasis on providing, promoting, and enhancing human rights learning as relevant to people’s daily lives at all levels of society. The process is based on the belief that for international human rights norms and standards to be effective, the citizens of all countries must be made aware of their rights and the implications of their government’s obligations under international and regional human rights law. This project is an attempt to create communities world-wide that are guided by human rights in all spheres of life. According to this initiative, the entire population of any given community – city, town or village – undertakes to examine traditional beliefs, collective memory and common aspirations.

The process in Graz started in June 2000 on the occasion of an international seminar on “Human Security and Human Rights Education” (see Annex). The City Council of Graz, on 8 February 2001, took an unanimous decision to declare Graz as a Human Rights City and to commit itself to base all its practices and decisions on human rights. This declaration is only the beginning of an ongoing process to turn the promises into action and make Graz the 1<sup>st</sup> Human Rights City in Europe. The ETC is entrusted with the task of co-ordinating and monitoring this process.

### Activities and proposed results:

**Phase 1 - analysis:** As a first step, in February 2001, a “Steering Committee” was set up under the leadership of the ETC comprised of the most important institutions and organisations (NGO’s, university, political institutions, etc.) in Graz, with the task to manage the process. For this purpose an analysis of the status quo, i. e. human rights problems and good practices has been elaborated. Three working groups were established to evaluate the situation in the field of civil and political, economic and social as well as cultural rights, which had to analyse problems with a view towards possible solutions, which resulted not only in a problem index (currently discussed), but in an action programme setting a staggered scheme of priorities. A consortium co-ordinates the whole process. This analysis was completed in May 2002.

**Phase 2 – elaboration a Strategic Programme of Action:** In autumn 2002, the elaboration of the Strategic Programme of Action will be discussed with the City of Graz. In this phase, contacts might be established with other Human Rights Cities in order to initiate a reciprocal exchange of experiences. Within two years, until 2003, when Graz will be the Cultural Capital of Europe, first improvements of the human rights situation, based on the Strategic Programme of Action, shall be visible.

**Phase 3 – implementation:** By 2003, short-term measures should already be effective. Medium and long-term measures will follow. Achievements and obstacles will be evaluated and future steps will be agreed upon. This may include the establishment of a Human Rights Counselling Centre, which will be in charge of consultation, legal advice, advocacy and monitoring.

### **3. Establishment and Networking of Human Rights Centres in Former Yugoslav Republics**

June 2000 – November 2002

#### **Background**

This project, funded by EU and co-funded by Austrian Foreign Ministry and implemented by WUS-Austria together with ETC-Graz and the Human Rights Center of the University of Sarajevo, aims at the establishment of Human Rights Centers at the Universities of Banja Luka, Mostar, Prishtina and Podgorica as well as human rights focal/contact points at the universities of Skopje, Belgrade and Zagreb. The centers provide services in the fields of training and research, teaching, library and documentation, as well as operate as clearing houses for local and international academic co-operation activities in the field of human rights. An academic capacity for human rights work is built and much needed human resources developed for promoting human rights and democracy, peace and stability in the region. The human rights centres and focal/contact points together form a network (HRC-NET) of academic human rights institutions in the region, which engages in joint teaching and research activities as an effort towards enhancement of local capacity and confidence building as well as genuine reintegration of the region.

#### **Project activities**

**A. Establishment of the Human Rights Centres in Banja Luka, Mostar, Prishtina, Podgorica, Zagreb and Focal/Contact Points in Belgrade, Skopje**

**B. Human Rights Centers Network (HRC-NET) Activities**

**1. Local and Regional HR and Democracy Workshops, Seminars and Conferences**

For the period till July 2002, more than 40 local and regional human rights education activities for different target groups have been implemented

**2. Summer Schools**

Two regional summer schools "Human Rights and Human Wrongs in SEE" have been designed and organized

**3. Three Joint Research Projects have been launched within HRC-NET:**

Culture of Human Rights, Student Rights, Human Rights Education for Non-Lawyers

**4. Internship Programme – more than 15 monthly student mobilities completed**

**5. Publication Activities**

a. HRC-NET Newsletter

b. Books and Manuals which reflect the outcomes of the joint research projects

c. online updates at the common HRC-NET website

**6. Co-ordination and Evaluation Meetings for annual review of the HRC-NET activities**

#### **Project results/outcomes**

--Focal points and human rights service points at the main universities in SEE, which collect and disseminate human rights documentation, assist in teaching and research of human rights at different faculties and promote the inclusion of human rights-related topics and courses in the official academic curricula have been established

--The academic potential in the field of human rights has been strengthened

--Intensive cross-border cooperation has been fostered through networking activities which created much needed inter-institutional synergies as well as contributed to the improvement of inter-community relations and confidence-building

--Human rights awareness as a major precondition for further developing civil society and pluralist democracy has been raised.

## **4. A Culture of Human Rights**

August 2002 – December 2003

### **Project background**

The project “Culture of Human Rights” is related to the projects ‘Graz – Cultural Capital of Europe 2003’ (‘Graz2003’) and ‘Graz – 1<sup>st</sup> Human Rights City in Europe’. Its main thrust is to explore and underline that a culture of human rights is at the core of a human culture, and there is no culture without respect for human rights. Human rights are a central element in the City’s cultural life, and the cultural life of a society reflects the weight assigned to human rights in that society. The project will involve all levels and strata of society, in particular vulnerable groups, schools, children and the youth, as well as artists, art galleries, photographers etc.

Building on existing strong links with partners in South East Europe, the project will reach out to this region and will, in a contrast-comparison review, explore the emergence of a culture of human rights in South East Europe. With this, differing and contrasting cultural backgrounds can be better taken into account.

### **Project activities**

Phase I, starting in August 2002 will explore whether or not human rights are part of the culture and cultural life in Graz and will sensitise the population about the current human rights situation in the city. To this end, a series of discussions on “Hot Topics – Hot Spots” will be convened, which will spin around the question “What makes the culture of human rights live in the City?”. Issues such as integration and exclusion, violence against women, ageing in dignity, the role of the media, racism etc. will be discussed together with the most affected parts of the population in venues with a human rights sensitive background such as the Graz Synagogue, shelters for women or asylum seekers. The media will play an important role in communicating these issues to a broader public.

In Phase 2 in 2003, concrete activities will take place. In co-operation with partners at the University of Graz and the Graz Tourism Board, a guided “Human Rights Tour” will be part of the project activities, presenting the history of Graz from a human rights perspective to show the population and visitors the contribution of Graz to enhancing the culture of human rights at the local level as well as the dark spots in the City’s history. Postcards, discussions, lectures, art exhibitions etc. will be used to link culture and human rights.

The project will conclude with a final workshop in October 2003, which will bring together and compare the experiences in Graz and in selected South East European Cities.

### **Project results**

The project shall raise awareness of the close link between culture and human rights and bring human rights into the daily life and every-day culture of the population of Graz and the visitors of the city. Human rights shall be experienced in new ways and in new spheres of life, which are not normally associated with human rights as an abstract concept.

## 5. Human Rights Education: Train-the-trainers

### Project background

Developing programmes and materials for Human Rights Education and Civic Education is the ETC's primary task. Based on the traditional triangle of human rights education (knowledge – attitudes – skills) the ETC applies a concept of HRE covering topics such as migration/integration/racism, social inclusion/exclusion, human security and global processes/global governance. For each of these areas training modules and training materials are being developed.

### Project activities:

**Seminars on human rights education for teachers of all subjects: 'Understanding, living and teaching Human Rights' and seminars on civic education for history teachers:**

#### Seminar 1 - Understanding politics, power and control

- Politics and democracy, political participation, decision-making and conflict-resolution, division of powers, the role of legislative, executive and judiciary
- Media between politics and society, media networks, control and influence by the media, 'fourth power in the state' as supporter of or threat to democracy, new information and communication technologies

#### Seminar 2 - Comparative political systems

- Political systems of Austria and the European Union, distribution of power, competences and organisation of state powers, electoral systems, EU enlargement and integration, towards a European constitution?
- Processes of globalisation and integration, building of economic clusters and their impact, migration and social coherence, multilateralism

#### Seminar 3 – Conflict resolution

- Root causes of conflict, conflict management and conflict prevention, dialogue among civilisations, new security concepts and security structures, from the bipolar world order to the clash of civilisations?
- National and international strategies for tackling social, ecological, political, economic and cultural inequalities, sustainable development, peace-building and lasting conflict resolution, conflict transformation strategies

#### Seminar 4 - The universality of human rights

- Universality of human rights, philosophy of human rights, national and international human rights protection and implementation of human rights standards, culture of human rights
- Dealing with prejudices, intolerance, stereotypes: a person-centred, experience-oriented approach based on every-day experience

## **6. Legal Indicators for Social Inclusion of New Minorities Generated by Migration - LISI**

January 2002 – June 2003

### **Background and research focus**

The aim of this research project is to devise common legal indicators for measuring social exclusion of new minorities originating from immigration; these indicators will be potentially applicable in wider context taking into consideration:

1. the available knowledge acquired in this field by international research
2. the specific features and problems emerged in the three examined areas

The main assumption of the project is that the degree of social inclusion of the target group is partly determined by the legal national and local framework in which the members of the target group live.

### **Project activities**

The project is organized in 3 phases:

1. Identifying, analyzing and comparing conditions and processes leading to social exclusion of new minorities originating from immigration;
2. Devising common legal indicators for the target group with the active and direct involvement of stakeholders;
3. Widening the debate: dissemination, awareness rising and public consultation on the proposed set of indicators.

Each phase consists of a series of activities, including an international and three local workshops, an open discussion forum and a major publication. The proposed activities will include in depth analyses and comparative evaluation of social exclusion experienced by this specific category of new minorities, identification of a set of legal indicators to measure this new phenomenon in a wider context, experience and knowledge sharing, dialogue and network building and dissemination of substantive insights gained through the activities and awareness raising.

## **7. Institutionalising Ethnic Diversity in (Post-) Conflict Situations. The Role of Human Rights and Minority Protection in South East Europe**

Oktober 2000-Oktober 2002

### **Project background and research focus**

The project is part of the research program "Universities do research for the society" ("peace project"), financed by the Austrian Ministry for Science and Culture.

Its focus are comparative case-studies on the regional and local level in Western and South-East Europe in order to detect factors of "failures" or "successful" conflict management, carried out by the partners of the project: the Human Rights Centers in Belgrade, Sarajevo, Banja Luka and Deusto; the Institute for Ethnic Studies in Ljubljana, the Institute for Pan European Studies of Essex University and the European Academy Bolzano.

### **Project activities**

Activities have been two workshops with the partners of the project at Graz University in order to further elaborate the conceptual framework and to tighten the network. Moreover, four regional workshops in Eastern Slavonia, Belgrade, Sarajevo and Ljubljana with some 100 participants from all sectors of society did help the partners to undertake the case-studies on Sarajevo, Banja Luka, Mostar, Vojvodina, Sandzak, Gorski Kotar, Istria, Eastern Slavonia and South Tyrol.

Furthermore, two studies on Brussels capital and region as well as the Basque country were commissioned. In February 2002 a mid-term conference took place in order to review the results of the case-studies and to start the comparative analytical analysis with reviewers from the EU Commission, the UN Sub-commission on the Protection and Promotion of Human Rights and prominent academics.

### **Project results/outcomes:**

The results of the comparative analysis of case-studies along with thematic research papers will be published. The results of the studies will also serve for the elaboration of training programs for journalists and teachers as well as for post-graduate programs. Last, but not least the network established will serve for future activities in the field of conflict-prevention and conflict-management.

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**REPORT OF THE  
INTERNATIONAL WORKSHOP  
ON  
HUMAN SECURITY AND HUMAN RIGHTS EDUCATION  
GRAZ, AUSTRIA  
30 JUNE – 1 JULY 2000**



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**INTERNATIONAL WORKSHOP ON  
HUMAN SECURITY AND HUMAN RIGHTS  
EDUCATION**

**GRAZ, AUSTRIA**

30 June – 1 July 2000

***HUMAN SECURITY AND  
HUMAN RIGHTS EDUCATION AND LEARNING***

**Report of an International Workshop, Graz (Austria) 30 June - 1 July 2000**

**A. Introduction**

Already at their first meeting in Lysoen, Norway, in May 1999 the Foreign Ministers and the representatives of governments of the Human Security Network affirmed their commitment to human rights in their approach to Human Security. Human Security should be advanced i.a. by promoting human rights and human rights education (item 4 g) of the Human Security Agenda).

At their second meeting in Luzern (May 2000) the Foreign Ministers and representatives of governments of the Human Security Network recognised that most threats to human security reveal a direct or indirect human rights dimension and that consequently human rights education and learning constituted an important avenue towards strengthening human security. Knowledge and understanding of human rights and humanitarian norms and principles by broad sectors of every society were central objectives of an overall strategy for achieving a sustained human security. The Foreign Ministers agreed to work together with a view to providing political leadership in this respect (see Annex I).

The Workshop organised by the European Training and Research Centre for Human Rights and Democracy (Graz) and the Ludwig-Boltzmann-Institute for Human Rights (Vienna) at the Karl-Franzens-University of Graz was attended by 24 experts in human rights education and learning from thirteen different countries and with a variety of backgrounds including from universities, human rights centres, national and international non-governmental organisations, government and ministries of foreign affairs (see Annex II).

The Workshop was structured in three parts:

- an introduction into the concept of promoting Human Security through Human Rights Education and Learning - a presentation of relevant activities of participants
- the conceptual and strategic implications of the changing patterns of security and the requirements from the Global Agenda for the relationship between Human Security and Human Rights Education and Learning (two parallel working groups)
- conclusions on Human Rights Education and Learning as a broad-based, long-term and proactive strategy for human security and human development.

The United Nations High Commissioner for Human Rights, Mrs. Mary Robinson, sent a message to the participants of the Workshop reiterating the essential contribution of Human Rights Education to the long-term prevention of human rights violations and thus to the prevention of conflicts (see Annex III).

**B. The conceptual framework**

## ***1. Relationship between Human Security, Human Development and Human Rights Education and Learning***

The UNDP Human Development Report of 1994 defined Human Security as security in the fields of economy, food, health, environment, integrity of the person, community/culture and politics; concerns such as freedom and social justice were added to the definition of human security. The Report considered human dignity the central objective of human security, which must include a gender perspective and non discrimination. In accordance with the concept of development - as defined by the first UNDP Human Development Report (1990) - as a process of change towards broadening human choice, information and knowledge of human rights and the ability to exercise them are required for human development and human security. The term Human Security, different from the concept of state-security, must be people-oriented.

The experts drew attention to the Human Development Report 2000 which has focused on the intrinsic interrelationship between the attainment of human development and the protection of human rights. Human Rights thus must become an indispensable element of any development strategy. At the same time human security was considered by the participants of the Workshop as providing the essential enabling environment for human development.

The Workshop consequently drew attention to the close interrelationship between the three concepts: There can be no Human Security without Human Development and no Human Development without Human Rights. Human Rights Education and Learning are indispensable operational development strategies towards Human Security.

Human Security should thus be defined as the provision of equal access to all human rights. Some participants felt that democracy and good governance should be included in this definition. Reference was made to the OSCE and to the Stability Pact for South East Europe which also employed a broader concept of security encompassing economic development, human rights and democracy. Accordingly, Human Rights Education and Learning must be understood as constituting a preventive strategy aiming at Human Security.

## ***2. From Human Rights Education to Human Rights Learning in the context of cultural plurality***

The United Nations Decade for Human Rights Education (1995 – 2004) which at present is undergoing its mid-term review, is an important contribution of the United Nations towards raising awareness and commitments of governments and civil society to understanding human rights as a holistic political, civil, economic, social and cultural framework relevant to the sustainability of people's daily lives.

In this context the concept of Human Rights Learning is considered to better describe strategies towards developing societal and political cultures based on the respect for human rights as representing an essential complementary approach to Human Rights Education.

Human Rights Learning emphasises the active role of individuals or peoples as the subjects of the learning process. Human Rights Learning thus means the empowerment of the human person

through understanding and applying all human rights, including economic, social, gender and cultural rights. Learning about human rights is an important tool towards social, economic and environmental development in order to cope with the global reality of today.

By advancing a wide range of methodologies for Human Rights Learning suited to the specific context of the learners, a pro-active, cohesive and holistic approach could be developed taking into account cultural plurality in the learning process. For example: learning about human security as „being in peace and dignity with oneself and others“.

### ***3. Global Change and Human Rights Learning – a long-term development strategy***

Human Rights Learning was considered necessarily to be a pro-active and long-term strategy of dealing with global change which brings new opportunities as well as threats to human security. These realities require anticipatory, participatory and inter-generational modes of learning, sharing relevant information, experience and analyses. Engineering fundamental changes requires an ability to share in globalisation through operationalisation and professionalisation. It also requires a political culture of human rights.

The Millennium Report of the Secretary General of the United Nations „We the Peoples: The Role of the UN in the 21st Century" has identified various global issues conceptualising them under „freedom from want" and „freedom from fear" thus following a human rights-focused approach. To achieve these freedoms a people-oriented strategy of human rights learning is to be considered a strategic infrastructure project for global societal development. The essential role of civil society at large in this process was underscored.

### **C. Recommendations for further action**

The Workshop perceived an urgent need to start addressing global issues of development and security in a more holistic way, i.e. in a broad coalition of governmental and non-governmental actors. Future-oriented, anticipatory solutions require a „learning society" and long-term thinking. Social stability could be promoted through a participatory approach by governments and international organisations.

Many pertinent activities already exist like the UN Decade for Human Rights Education which was considered an opportunity for using Human Rights Education and Learning as a core strategy towards Human Security. However, much more needed to be done. For example, Human Rights Education and Learning should also be included in the agenda of the UN-General Assembly follow-up session to the World Summit for Children under preparation for 2001.

This new approach needs to be developed further through research and seminars with the participation of governmental and non-governmental as well as academic experts. These efforts should focus on the nature of inter-linkages and methodological and cultural issues. For example,

Human Rights Education and Learning cannot be limited to formal education, but has to encompass all forms of learning and the acquisition of values and behavioural patterns through specific modes of socialisation.

The objective of these activities is to contribute to capacity-building in societal and in cultural learning on the state and on the non-state levels. Successes at the national level would eventually allow to participate in international cooperation towards Human Rights Education and Learning, including on the global level. In this context some pilot projects are already taking place in every region across societies, and should be further undertaken by regional and local NGOs, community groups and by universities who will collaborate in the evaluation and undertake the necessary research.

The responsibility for promoting Human Rights Education and Learning should be shared by governmental, inter-governmental and non-governmental institutions. The experts from non-governmental and from academic institutions participating in the workshop committed themselves to sharing the results of their relevant work in this field and to networking among themselves and with others. In this way they hope to promote their concerns and improve their capabilities.

The workshop considered train-the-trainers programmes as of greatest importance with a view to disseminating the new approach to Human Rights Education and Learning and to further developing specific teaching skills.

Human Rights Education and Learning are long-term processes of societal development in response to the challenges of global change. Although inter-generational in nature there is an urgent need to initiate this empowerment of peoples and of governments at the earliest possible time.

#### **D. The role of the Human Security Network with regard to global Human Rights Education and Learning**

Processes of societal change need participation, inter-institutional cooperation and political leadership. There is a need to lead current efforts of Human Rights Education and Learning to higher levels of political awareness, cultural visibility and more comprehensive forms of co-responsibility.

The like-minded group of thirteen Foreign Ministers of the Human Security Network have „...agreed to work together with a view to providing political leadership for enhancing human security through human rights education and learning at national, regional and global levels...“ This leadership should project Human Rights Education and Learning as a key strategy for global development. Following the experience of the Ottawa process towards the Land Mine Ban Treaty this leadership would be accompanied and supported by a coalition of like-minded civil society organisations.

Considering the strategic importance of initiating a global, comprehensive and inter-generational process of Human Rights Education and Learning the forthcoming United Nations Millennium

Assembly could be an appropriate occasion for launching this process as an interregional, pluricultural effort directly related to the objectives of both human development and human security.

The Workshop concluded that a direct dialogue between ministers on the one hand and civil society and academia on the other might be useful for jointly exploring as to how this process towards global Human Rights Education and Learning could be launched. The ultimate goal would be the realisation of a globally shared human rights-based political culture of peace, human development and human security.

As a first step towards closer cooperation the Workshop group recommended that focal points on Human Rights Education and Learning should be established in all countries of the Human Security Network serving as resource centres for Human Rights Education and Learning at all levels of society. The creation of national co-ordinating bodies which would include all pertinent stake-holders (which already exist in some countries) could contribute to a more systematic effort towards Human Rights Education and Learning. Eventually such centres could function as regional centres providing advisory services to the region through sharing resources, organising training programmes for trainers and acting as partners to international institutions active in this field.

Graz, 1 July 2000



## Annex I

### **The Human Security Network**

Second Ministerial Meeting  
Lucerne, 11 - 12 May 2000

#### **Chairman's Summary**

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#### **“Education on Human Rights**

Ministers and representatives recognised that most threats to human security reveal a direct or indirect human rights dimension. Therefore, human rights education and learning constitute an important avenue towards strengthening human security. Knowledge and understanding of human rights and humanitarian norms and principles by broad sectors of every society are central objectives of an overall strategy for achieving a sustained human security.

Ministers and representatives agreed to work together with a view to providing political leadership for enhancing human security through human rights education and learning at national, regional and global levels, taking account of the opportunities offered by the current UN Decade for Human Rights Education. To this end, they agreed to cooperate closely in the field of human rights education and learning to encourage co-operation among national institutions, NGOs and focal points with human rights education and learning.”

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## Annex II

*HUMAN SECURITY*  
*AND*  
*HUMAN RIGHTS EDUCATION AND LEARNING*  
International Workshop, Graz (Austria), 30 June - 1 July 2000

### List of Participants

Wolfgang Benedek, European Training and Research Centre for Human Rights and Democracy, Graz, Austria

Larissa Borovcnik, Ludwig Boltzmann Institute of Human Rights, Vienna, Austria

Bojko Bucar, International Relations Division, Faculty of Sciences, University of Ljubljana, Slovenia

Vojin Dimitrijevic, Belgrade Centre for Human Rights, Belgrade, Yugoslavia

Frank Elbers, Human Rights Education Associates, Washington D.C., USA

Renate Kicker, European Training and Research Centre for Human Rights and Democracy, Graz, Austria

Shulamith Koenig, The People's Decade of Human Rights Education (PDHRE), New York, USA

Charlotta Larsson, Raoul Wallenberg Institute for Human Rights, Stockholm, Sweden

Walther Lichem, Federal Ministry for Foreign Affairs, Vienna, Austria

Jenny Luck, Amnesty International Human Rights Education Co-Ordinator, London, United Kingdom

Edith Marko, European Training and Research Centre for Human Rights and Democracy, Graz, Austria

Manfred Nowak, Ludwig-Boltzmann-Institute for Human Rights, Vienna, Austria

Gerd Oberleitner, European Training and Research Centre for Human Rights and Democracy, Graz, Austria

Martin Ölz, Department for Human Rights, Federal Ministry for Foreign Affairs, Vienna, Austria

Minar Pimple, Youth for Unity and Voluntary Action, Bombay, India

Dina Rodríguez, Inter-American Institute for Human Rights, San José, Costa Rica

Adama Samassekou, Former Minister of Education, Bamako, Mali

Georg Steiner, Department of Foreign Affairs, Political Division 4, Bern, Switzerland

Susan Steffen, International Women's Equality Division, Department of Foreign Affairs and International Trade, Ottawa, Canada

Christian Strohal, Department of Human Rights, Federal Ministry for Foreign Affairs, Austria

Alex Sutter, Menschenrechte Schweiz, Netzwerk Menschenrechtsbildung, Bern, Switzerland

Savriti Suwansathit, Inspector-General, Ministry of Education, Bangkok, Thailand

Frans Viljoen, Centre for Human Rights, Faculty of Law, University of Pretoria, Pretoria, South Africa

Barbara Weber, Ludwig-Boltzmann-Institute for Human Rights, Vienna, Austria

Laurie Wiseberg, Human Rights Internet, Ottawa, Canada

## Annex III

### **HUMAN RIGHTS EDUCATION: OUR COMMON RESPONSIBILITY**

#### *Message from*

**Mary Robinson**

**United Nations High Commissioner for Human Rights**

It is a great pleasure for me to greet all of you, representatives from various governmental agencies and non-governmental organizations, gathered for this Workshop on Human Security and Human Rights Education. I would also like to congratulate the organizers, the European Training Centre for Human Rights and Democracy and the Ludwig Boltzmann Institute of Human Rights, for having taken this initiative.

This workshop will look into one issue I have often highlighted, that is the essential contribution of human rights education to the long-term prevention of human rights violations and thus to the prevention of conflicts. Indeed, human rights education represents an important investment towards the achievement of a just society in which all human rights of all people are valued and respected.

Human rights education supports the development of values, beliefs and attitudes which uphold human rights. It can promote a change in negative attitudes and reinforce positive attitudes and behavior, so that the importance of protecting and promoting human rights in the course of one's daily life is deeply understood and assumed. In a world of rapid social and economic changes, human rights education encourages responses consistent with human rights standards.

Human rights education aims also at furthering action to defend human rights and prevent human rights abuses. It empowers individuals to defend their own rights and those of others, and develops an understanding of our common responsibility to make human rights a reality in each community.

As you know, in order to promote and focus human rights educational activities, in 1994 the General Assembly proclaimed the United Nations Decade for Human Rights Education (1995-2004) during which Governments, international organizations, national institutions, non-governmental organizations, professional associations, educational establishment and all sectors of civil society are encouraged to establish partnerships and to concentrate efforts on human rights education, training and public information.

This year, as mandated in the Plan of Action for the Decade, my Office is carrying out a mid-term evaluation of progress made at the international, regional, national and local levels towards achieving the Decade's objectives. To this end, last May the Director-General of UNESCO and I wrote to Heads of Government, inter-governmental and non-governmental organizations and other partners to encourage them to take stock of existing human rights education programmes, materials and organizations and to inform my Office accordingly. We will share this information worldwide through a global human rights education database and we will report achievements as well as current needs and shortcomings to the forthcoming General Assembly.

All of you, as representatives of various Governmental agencies and non-governmental institutions, may wish to contribute to this global effort by participating in the mid-term evaluation. Details are available with the organizers of the Workshop. In addition, your group reflections and recommendations will also be submitted to my Office for consideration within the mid-term evaluation.

In wishing you a fruitful meeting, let me express my Office's willingness to establish a direct dialogue with all of you in order to expand the network of the Decade's partners. It is only through joint efforts such as yours that United Nations initiatives to promote human rights will succeed.