

Lawyers' Rights Watch Canada

NGO in Special Consultative Status with the Economic and Social Council of the United Nations

Promoting human rights by protecting those who defend them

Promoting Global Peace and Human Dignity

Review of LRWC lecture series on International Human Rights and Humanitarian Law Spring 2008

**Siobhán Airey
June 2008**

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**Dr. Arthur Clark, Dr. Mark Battersby, Diana Davidson, Michael Goodman,
Dr. Ed Levy and the Illahie Foundation, and the Tides Canada Social Justice Fund.**

“There is no greater responsibility of citizens in a democracy than to self-govern. This includes becoming informed on critical issues and engaged in demanding of governments that they act honourably. Human rights, at home and abroad, should be at the top of all of our policy lists, and this important series of public discussions is a call to action.”

**Stephen Owen, Vice-President, External, Legal and Community Relations
The University of British Columbia**

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I would like to thank the project partners for their particular contribution to the report, in giving extended interviews and responding to requests for information. In particular I would like to thank Gail Davidson for her support, commitment and flexibility.

Siobhán Airey
June 2008

Acronyms used

IHL	International human rights and humanitarian law
LRWC	Lawyers Rights Watch Canada
NGO	Non-government organisation
OHCHR	Office of the High Commissioner for Human Rights
UBC	University of British Columbia
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation

EXECUTIVE SUMMARY

This report reviews the International Human Rights and Humanitarian Law Lecture series organized by Lawyers Rights Watch Canada (LRWC) and delivered in collaboration with UBC Continuing Studies (UBCCS) in the Spring 2008 semester.

LRWC is a committee of Canadian lawyers who promote human rights and the rule of law globally through research, education and by assisting advocates in danger because of their human rights work. LRWC is an NGO in Special Consultative Status with the United Nations Economic and Social Council. LRWC received the 2004 Renate Shearer award for “exceptional work in promoting international standards aimed at protecting the rights and the work of human rights advocates worldwide.”

Motivation

Development of the law lecture series was motivated by LRWC's:

- Realization of the urgent need for public access to education and training about international human rights and humanitarian law (IHL).
- Experience that indicates a widening gap between law and practice both globally and domestically.
- Awareness that improved enforcement and implementation and informed public debate of critical human rights issues depend on enhanced public knowledge and understanding of the purpose and substance of IHL.
- Realization that there are no programmes at present offering regular free public education and training in IHL in Canada. The lack exists in spite of Canada's duty pursuant to the *Vienna Declaration and Programme of Action* to ensure national education programmes aimed at strengthening respect for international human rights and fundamental freedoms.

Goals

Long term: To build support for establishing an independent Centre for Human Rights and Humanitarian Law hosted by UBC, that would provide ongoing, high quality IHL education and training accessible to everyone and free of charge.

Short term: To provide lectures by acknowledged IHL experts on issues of public concern and ensure delivery of the lectures to the widest possible audience through: classroom presentations and real-time distance participation in the lectures, video and audio taping the lectures for re-broadcast on television and radio and for world-wide online access and through cooperation with other NGOs and institutions.

LRWC personnel

All work undertaken by and for LRWC in the design, delivery and promotion of the law lectures was done by volunteers.

Global Peace and Human Dignity – Spring 2008 Lectures

- *The Development of International Human Rights and Humanitarian Law* by Claire L'Heureux-Dubé on January 26/08.
- *Bush's War on the Rule of Law* by Professor Marjorie Cohn on February 23/08.
- *Security Integration and Rights Disintegration in the War on Terror* delivered by Maureen Webb on March 15/08.
- *Transferring to Torture: Canada, Human Rights and Detainees*, by Dr. Michael Byers on April 19/08.

Lecture Delivery: Access and Public Response

All four lectures were made available through classroom presentation in Vancouver, real-time distance participation world-wide, online access to webcasts and podcasts of the lectures world-wide, re-broadcasts on television to cable subscribers in the Lower Mainland of BC and re-broadcasts on community radio in Vancouver and world-wide. DVDs of the lectures are also available as are print materials for the lectures by the Honourable Claire L'Heureux-Dubé and Maureen Webb. The lectures were excellent and response to all forms of delivery was unreservedly enthusiastic.

Need for IHL education

The lectures and this review indicate that individuals and NGOs view IHL education as necessary to the attainment of global peace and justice and that:

- a) Access to free and reliable education and training about the purpose and substance of IHL is perceived as critical to the ability of Canadians to understand and assess Canada's domestic and international human rights responsibilities and the role IHL to promote global peace and justice; and,
- b) NGOs and individuals identified an urgent need to establish a system for the delivery of ongoing, high quality, free, public IHL education in BC and Canada, to facilitate informed public debate and responsible participation in public affairs; and,
- c) IHL education in BC and Canada is inadequate to meet public need; and,
- d) LRWC is perceived as a credible and competent organization to provide public IHL education.

Conclusion

There is a need to establish a system for the delivery of ongoing, high quality, free public IHL education in BC and in Canada. LRWC is perceived as a credible and competent organization to provide public IHL education. This need for IHL education has been identified by members of the public from a wide range of occupations and avocations including: NGOs engaged in social justice issues, students, people concerned about current human rights issues, educators, journalists and members of the legal profession.

Recommendations

1. LRWC should continue to deliver IHL education and build support for the development of a Centre for Human Rights and Humanitarian Law hosted by UBC or another university, subject to having funding to engage in a three-year pilot project.
2. LRWC should a) continue to collaborate with UBCCS in the delivery of IHL education; b) collaborate with NGOs in the choice of topics and design of lectures; and, c) consider investigating topics of greatest interest, arranging for experts to deliver lectures and provide materials on these topics, creating videos and audios and making these available online and to individuals, institutions and NGOs as part of their own education and training programmes.
3. The audio and video capture of programmes must be done by paid professionals and supported by adequate funds for support staff and website development.
4. IHL programme design should be done in consultation with education professionals and target groups.

1. INTRODUCTION

The purpose of this report is twofold:

- a) to describe and review the inaugural lecture series on International Human Rights and Humanitarian Law undertaken by Lawyers Rights Watch Canada (LRWC) and delivered in collaboration with UBC Continuing Studies (UBCCS) in the Spring of 2008.
- b) to assess the need for further IHL education and training initiatives for NGOs and members of the public and describe how best this can be addressed.

This second aim is the more challenging of the report, both conceptually and methodologically, and the report primarily addresses this through analysis of interviews undertaken with people with knowledge, insight and expertise in the area of human rights and education in BC and in Canada.

This report highlights the gap between the consensus that access to IHL education is a cornerstone of improved implementation and enforcement both domestically and internationally and the paucity of IHL education policies and programmes in Canada and BC. This widely recognised gap needs to be addressed.

The lecture series was a tremendous success. Participant evaluation indicated that 96% of informants assessed the lecture topics as interesting and useful and 92% expressed an interest in attending more lectures on IHL. The lectures have been seen and heard by thousands of people in BC and around the world through the use of classroom presentations, real-time distance participation, television and radio broadcasts, and access to podcasts and webcasts of the lectures on the world-wide web. Distance participation for three of the lectures was available globally: podcasts and webcasts of all four lectures continue to be accessible globally. Lecture notes for two of the lectures are available online. DVDs of all the lectures are available.

This review confirms the need for IHL education and has identified the keen interest of informants in improved IHL education. The following report makes a number of recommendations to LRWC and other relevant bodies in this area.

Section 1 contains the introduction and methodology.

Section 2 gives a definition of human rights education, describes the current policy context for human rights education internationally and within Canada and reviews current responses to education in international human rights law.

Section 3 describes the origin, planning and delivery of the lecture series.

Section 4 details findings from the review.

Section 5 contains a discussion of the findings and makes recommendations to LRWC and other relevant bodies.

Methodology

The methodology utilised a combination of research techniques including: an internet search on IHL education and models of response and delivery, a review of project documentation supplied by LRWC and interviews with representatives of the partner

organisations and NGOs. (Appendix I) Responses from the evaluation forms (Appendix II) completed by participants at the lectures were coded and results derived using Excel.

To further assess the need for IHL education, 19 interviews were undertaken with key informants from NGOs engaged in human rights work in BC and within Canada and with government officials responsible for IHL education policy.

The review was commissioned by LRWC and undertaken by Siobhan Airey L.LM¹ in April and May 2008. A draft of the report was reviewed by LRWC prior to publication.

¹ Siobhan Airey is a LRWC volunteer and was involved in the organisation of the lecture series.

2. HUMAN RIGHTS EDUCATION – DEFINITION, POLICY AND PRACTICE

The United Nations has always recognized that IHL education is a necessary component of respect for and recognition of universal rights and freedoms.² LRWC adopts the definition of IHL education found in the joint UNESCO and Office of the High Commissioner for Human Rights (OHCHR) booklet on the Plan of Action for the first phase (2005-2007) of the World Programme for Human Rights Education (from 2005 onwards).

Human rights education can be defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms to protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Human rights education fosters the attitudes and behaviours needed to uphold human rights for all members of society.

Human rights education activities should convey fundamental human rights principles, such as equality and non-discrimination, while affirming their interdependence, indivisibility and universality. At the same time, activities should be practical – relating human rights to learners’ real-life experience and enabling them to build on human rights principles found in their own cultural context. Through such activities, learners are empowered to identify and address their human rights needs and to seek solutions consistent with human rights standards. Both what is taught and the way in which it is taught should reflect human rights values, encourage participation and foster a learning environment free from want and fear³.

This Frierian approach to human rights education emphasises the significance of knowledge of human rights to the realization of human rights and the prevention of human rights abuses, echoing an earlier statement by the UN Commission on Human Rights that

[H]uman rights education significantly contributes to promoting equality and sustainable development, preventing conflict and human rights violations and enhancing participation and democratic processes, (with a view to) developing societies in which all human rights of all are valued and respected⁴.

2.1 Increasing attention at the international level – developments within the United Nations.

The preamble to the *Universal Declaration on Human Rights* (1948) establishes that ‘every individual and every organ of society...shall strive by teaching and education to promote respect for these rights and freedoms’⁵.

Recent decades have seen growing international consensus, increasing levels of activity and strengthened leadership in the area of IHL education. The World Conference on Human Rights in Vienna in 1993, the objective of which was to create a worldwide commitment to promote and protect human rights, was the beginning of a concerted effort to increase, strengthen and improve the contribution of IHL education to the realization of human rights. Paragraph 33 of the *Vienna Declaration*

² Charter of the United Nations, Articles 55 and 56.

³ OHCHR & UNESCO (2006: 1).

⁴ UN Commission on Human Rights resolution 2004/71.

⁵ Universal Declaration of Human Rights, 1948.

and *Programme of Action* affirms the obligation of States to provide human rights education, in these words,

States are duty-bound, as stipulated in the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights and in other international human rights instruments, to ensure that education is aimed at strengthening the respect of human rights and fundamental freedoms. The World Conference on Human Rights emphasizes the importance of incorporating the subject of human rights education programmes and calls upon States to do so....[e]ducation on human rights and the dissemination of proper information, both theoretical and practical, play an important role in the promotion and respect of human rights with regard to all individuals without distinction of any kind such as race, sex, language or religion, and this should be integrated in the education policies at the national as well as international levels⁶.

A year later, the UN General Assembly proclaimed the *United Nations Decade for Human Rights Education (Decade)* for a 10-year period beginning January 1995. The General Assembly passed a resolution, approving the *Plan of Action for the Decade* which called on States to create national plans of action for IHL education in consultation with ‘all relevant national and local actors and groups’. States’ plans were to contain ‘specific objectives, strategies and programmes for the enhancement of human rights education in pre-schools, primary and secondary schools, the training of public officials and in non-formal learning, including general public information’ and such plans were to be periodically reviewed⁷. Shortly afterwards, *Guidelines on National Plans of Action on Human Rights Education* were detailed by the OHCHR and, interestingly from a Canadian perspective, the guidelines noted that ‘in countries with a federal system, plans of action may be developed at both the federal and state/provincial levels’⁸. (emphasis added)

During the *Decade*, IHL education was the focus of many resolutions, reports and statements from the General Assembly, the Human Rights Commission (HRC) and the treaty monitoring bodies. A mid-term evaluation of progress concluded that, although the *Decade* had acted as an effective catalyst, the response from States was uneven, and effective national strategies for IHL education were still a rarity. The evaluation called for increased collaboration between governmental and non-governmental actors in relation to human rights activities, as well as an urgent increase in resources committed to IHL education. NGOs, it recommended, should ‘develop and implement strategies to encourage governments to fulfil their obligations to integrate human rights into all forms and levels of education for children, youth and adults and should monitor these strategies’⁹. (emphasis added)

A study undertaken at the conclusion of the *Decade* in 2005 reiterated the importance and value of the development of national plans of IHL education and their development by broad-based national committees of government and non-government actors. The study also suggested the use of public inquiries or surveys of people’s

⁶ United Nations General Assembly June 1993, para. 33.

⁷ United Nations General Assembly, Fifty First session, A/51/506/Add.1 12 December 1996.

⁸ United Nations General Assembly, Fifty-second session, A/52/469/Add.1.

⁹ United Nations General Assembly, Fifty-fifth session, A/55/360, 7th September 2000, para. 158.

understanding and opinions about human rights as tools for planning and evaluating human rights education efforts at the national level¹⁰.

The *Decade* put IHL education firmly on the international agenda and led to a dedicated and re-focused effort to promote IHL education. In 2004, the Economic and Social Council asked the General Assembly to proclaim a World Programme for Human Rights Education, to begin on January 1, 2005. The Programme was to be structured in consecutive phases in order to focus national human rights efforts on specific issues identified by the HRC. Adopted by the General Assembly in 2005, the *Plan of Action* for the first phase (2005-2007) focused on the integration of human rights education in primary and secondary schools¹¹. The Plan assigns responsibility for implementation and development of a national strategy to the State Ministry of Education, calls for the inclusion of progress on IHL in country reports to the UN treaty bodies and established a UN Inter-agency coordinating Committee to be responsible for the coordination of international activities.

In June 2006, the Chairpersons of the Human Rights Treaty Bodies adopted harmonised guidelines for reporting under the international human rights treaties. The guidelines suggested that States should include information in their reports on human rights promotion including in particular a) the promotion of human rights awareness for a range of public officials¹²; b) human rights educational programmes and Government-sponsored public information initiatives; c) the promotion of human rights awareness through the mass media and d) details of budget allocations on the implementation of human rights obligations¹³. This move was a clear signal to States that, in every periodic report, human rights education will now receive focused attention from the treaty monitoring bodies.

In September 2007, the Human Rights Council (HRC) extended the first phase of the *Plan of Action* for two more years (2008-2009) in order to allow for completion of work on primary and secondary schools and reiterated its call for all States to develop initiatives within the World Programme for Human Rights Education.

In September 2007, the HRC called on all States to enhance their human rights education and training efforts in light of the 60th anniversary of the *Universal Declaration of Human Rights* and the World Programme for Human Rights Education and repeated a call for training programmes for professionals¹⁴. This resolution requested the Human Rights Advisory Committee to “prepare a draft declaration on human rights education and training.”

Thus, recent years have witnessed increasing prominence by the UN to human rights education as a cornerstone of improved implementation and enforcement of human rights. Specific States’ duties have been enunciated, including the production of

¹⁰ Commission on Human Rights, Fifty-ninth session, E/CN.4/2003/101, 28th February 2003, paras. 23 and 26.

¹¹ United Nations General Assembly, Fifty-ninth session, A/59/525/Rev.1, 2nd March 2005.

¹² It listed a number of professions including judges, prosecutors, police, and members of the armed forces, doctors and teachers (para. 48 (d)).

¹³ International Human Rights Instruments, General/HRI/MC/2005/3, 1st June 2005, (para.s 48 (e), (f), (h)).

¹⁴ Human Rights Council, Resolution 6/9, 28th September 2007, (para 2).

national plans on human rights education to be developed in consultation with non-government actors and to be periodically reviewed. There have been calls for focused initiatives on human rights in schools and within the education system, as well as with public professionals working at the forefront of the promotion and realisation of human rights. The role of NGOs in encouraging and assisting Governments to fulfil their obligations in human rights education and monitoring their progress is recognised as is the need for dedicated resources for delivery of IHL education.

2.2 Overview of Canadian public policy on human rights education

Though it is beyond the scope of this report to provide a comprehensive overview of public policy and the range of education initiatives in IHL in Canada and BC, the following paragraphs give an overview of the nature of initiatives currently being undertaken.

Information from this section is primarily drawn from responses received to enquiries made to a number of statutory and non-statutory bodies with responsibility for, or active in, the area of human rights and their implementation.

Federally, the main agencies with responsibility for human rights education are the Department of Canadian Heritage, the Department of Justice and the Canadian Human Rights Commission. The Department of Canadian Heritage Human Rights Program has the stated aim of promoting the development, understanding, respect for and enjoyment of human rights in Canada. The Human Rights Program provides grants and contributions to selected organisations, distributes human rights publications on request and maintains a useful website of information on human rights in Canada and arising from UN treaties. The Human Rights Program is also responsible for co-ordinating the domestic implementation of international human rights instruments.

Canada has a Continuing Committee of Officials on Human Rights, supported by Heritage Canada, where representatives of each province and territory meet to discuss progress in relation to human rights in the various international covenants and to prepare the periodic reports that Canada must submit under various Conventions.

Heritage Canada reported that the Department of Justice supports education projects of NGOs and individuals that focus on human rights and the law. It provides grants and contributions for projects that promote greater understanding of human rights issues, laws and institutions, both domestically and internationally, ‘in the justice system and the community at large.’¹⁵ No particulars of such projects were provided.

Rights & Democracy (International Centre for Human Rights and Democratic Development) was created by Parliament in 1988 to encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world and is mainly funded by Canada’s Overseas Development Assistance Budget, International Trade Canada and the Canadian International Development Agency. Rights & Democracy works with individuals, organizations and governments in Canada and abroad to promote the human and democratic rights defined in the Universal Declaration of Human Rights.

¹⁵ Emailed communication from Heritage Canada 25th April 2008.

Within Canada, education falls within provincial and territorial jurisdictions. Federally, the Council of Ministers of Education has been formed to ‘provide leadership in education at the pan-Canadian and international levels’. In 2001, this group produced a report on education in human rights titled *Education for Peace, Human Rights, Democracy, International Understanding and Tolerance*. The report was produced in response to a request from the Director-General of UNESCO for information on steps taken to comply with the 1995 UNESCO Declaration on Education for Peace, Human Rights and Democracy. Significantly, the report had no reference to a ‘National Action Plan on Human Rights Education’ for Canada or to any federal or provincial plans to develop one. An overview of human rights education initiatives included in the report had no reference to British Columbia.

Within BC the key government department with responsibility for human rights education is the Attorney General’s office. In relation to education in human rights, Section 5 of the Human Rights Code states that

The minister is responsible for developing and conducting a program of public education and information designed to promote an understanding of this Code.¹⁶

The Ministry of the Attorney-General funds the BC Human Rights Coalition to undertake information, education and training in human rights with a focus on provincial and federal human rights legislation and the Canadian *Charter of Rights and Freedoms*. The Ministry of the Attorney-General also produces information and fact sheets on various human rights issues and maintains a website with links to BC’s Human Rights Tribunal. This Ministry acknowledges various international human rights days such as the International Day Against Racism (March 21st).

Thus, although some infrastructure for IHL education exists both federally and in BC, government agencies are not providing or supporting any ongoing public IHL education programmes. The collective response of this infrastructure to meet the challenge of educating people on human rights and on IHL was perceived by interviewees for this review to be deeply inadequate. Much of the reason for this was ascribed to an ambivalent approach to Canada’s role in the international rights arena by political leader both federally and provincially. A range of examples were provided, including the recent refusal by the Canadian government to sign the UN Declaration on the Rights of Indigenous Peoples (even though the House of Commons had adopted a motion endorsing the Declaration in April 2008¹⁷) and the lack of any dedicated education initiative on the Geneva Conventions, despite the fact that the Geneva Conventions have been fully incorporated into Canadian law.

¹⁶Section 5, Human Rights Code [RSBC 1996] CHAPTER 210

¹⁷ Press Release, May 1st 2008, ‘Legal scholars and experts urge Canadian government to abandon “erroneous” and “misleading” opposition to *UN Declaration on the Rights of Indigenous Peoples*’, *Coalition* of NGOs including the First Nations Summit.

2.3 Overview of local initiatives in human rights education

Information in this section is largely derived from interviews with key stakeholders either involved in, and/or with an interest in, human rights education. Quotes from individuals are provided throughout the text.

University and college courses on IHL are seen to be inadequate to meet public need. NGOs are perceived as the primary leaders and facilitators in publicising the relevance of IHL to domestic issues. NGOs identified included Amnesty International, the International Red Cross, Oxfam and other international development-focused organisations, StopWar, Pivot Legal Society, the BC Civil Liberties Association and the Society for Children and Youth. References to IHL and the monitoring and enforcement mechanisms by these NGOs is recognised as contributing to increased public awareness of both the existence of IHL and its relevance to current issues.

However, much of the education component of the work of these NGOs is often short-term and event-focused where international human rights is used to supplement, augment or complement work being undertaken on a single issue. Exceptions to this include the Provincial Child Rights Public Awareness Campaign being undertaken by the Society for Children and Youth of BC and the recent campaign undertaken by the First Nations Summit to publicise the contents of the UN Declaration on the Rights of Indigenous Peoples, two quite different but longer-term initiatives focusing on raising awareness of particular international human rights instruments.

In general, IHL education initiatives were described as ad-hoc, one-of and lacking in capacity to build on previous work. NGOs identified the lack of dedicated resources to develop and organise education initiatives, hire venues and source experts, as reasons for not engaging in IHL education. In addition, when education and public awareness-raising is not the primary focus of an NGO's work, engaging in this activity can be perceived as secondary to the need to respond to immediate needs and a drain on resources.

'There are small steps – but it's not done in an organised or planned way – that's what's missing. We're all working in our own corners depending on who is around and if they have an international focus. Individual groups are doing wonderful work but we don't have the energy or the time. This year is the 60th year of the Universal Declaration on Human Rights – how many people know about it?

Some deeper, more systemic challenges were also identified as contributing factors. A number of interviewees highlighted the lack of awareness and expertise within the legal profession, including lawyers and judges, as a significant contributing factor to the lack of public knowledge of IHL and enforcement mechanisms. This perceived lack of knowledge was identified as problematic and a stumbling block to international human rights norms being utilised in the domestic domain. It was also seen as resulting in missed opportunities to look to IHL to guide the interpretation of domestic rights.

It goes back to the lawyers. Lawyers need to be presenting this in court. It's the lawyer's obligation. They need to have the legal education.....How to stand up in the Human Rights Tribunal and say that these rights at domestic level need to be informed by what we've said in international agreements. Lawyers don't have it (knowledge).

This under-use of IHL within the domestic legal system was also identified as contributing to erroneous perceptions that IHL, along with its monitoring and enforcement mechanisms, was not necessarily relevant to domestic issues and their effective resolution. Two main reasons for this perceived low level of knowledge were offered. Firstly, the education of legal professionals does not prioritise or give sufficient credence to the relevance of IHL and therefore lawyers can graduate and practice without a functional knowledge of IHL. This was seen as a grave weakness in the legal profession. Secondly, it was highlighted that, within the legal education sphere, international human rights norms and mechanisms are wrongly perceived as being ‘sophisticated’ and somehow more complex and removed. As one interviewee put it *‘It’s our law. It’s humanity’s law....It’s a challenge to inform people that these laws exist. We don’t hear about how the laws do make a difference’*.

This is a whole area of law that gets no attention from law schools. International human rights is not understood to be law. It’s a really big problem, trying to overcome that failing.

The predominance of Canada’s and BC’s domestic human rights legislative framework was also identified as a challenge. A consequence of this was that for many, ‘human rights’ is narrowly associated with those rights enshrined in *BC Human Rights Code* and in the *Canadian Charter of Rights and Freedoms*. A further challenge identified was that education in human rights is given less priority than litigation.

So people are interested in human rights not as you’d think of human rights but for pragmatic employment reasons, for example the DTA (duty to accommodate’.

Several interviewees highlighted the lack of any provincial and national strategies on IHL education and the lack of a resourced and dedicated infrastructure to undertake and implement IHL education programmes in a sustained manner through accessible delivery methods.

There’s no national plan for human rights education. Organisations haven’t lobbied for a plan. There’s no funding around, anywhere. Government commitment is lacking. There’s no action on it.

Although dedicated resources and infrastructure for IHL education are weak or non-existent, there is significant potential and keen interest in developing and participating in IHL education initiatives. Some NGOs already undertake dedicated work in legal education. The BC Human Rights Coalition, for example, provides a comprehensive program of education and information on the *BC Human Rights Code*. The majority of interviewees expressed strong support for further IHL education initiatives, highlighting keen interest in and awareness of the relevance of IHL to domestic policy.

2.4 Conclusion

The importance of IHL education has been recognised by many international bodies within the United Nations including the General Assembly, Treaty Monitoring bodies and UNESCO and governments have been advised to develop national action plans on human rights education that emphasise the critical role of human rights in national development, strengthen national and local human rights institutions and to promote and protect human rights globally. Though a range of federal and provincial

government bodies have a mandate in human rights education and undertake human rights education activities, no national or provincial plan currently exists.

From interviews conducted as part of this review, it is clear that current IHL education activities in BC are insufficient to meet the needs of individuals and NGOs. A number of challenges were identified including the lack of a clear policy framework on human rights education, the lack of dedicated resources to support non-formal, accessible continuing education and training in IHL, the low prominence given to IHL within the domestic legal system and the lack of expertise in the legal profession in IHL. Though IHL education initiatives have taken place, these have largely been ad hoc, sporadic and issue-focused. It is within this context that LRWC's lecture series on IHL was delivered in Spring 2008.

3. LRWC LECTURE SERIES ON INTERNATIONAL HUMAN RIGHTS

This section describes the development and delivery of the inaugural lecture series including a review of the motivation for the series, content of the lectures, attendance, publicity and media work, television and radio re-broadcasts, world-wide internet distribution and evaluation.

3.1 Background to the series

The lecture series was motivated by the awareness that the public IHL education necessary to informed public debate and improved IHL recognition and enforcement is lacking.

In fall of 2006, LRWC and Lawyers against the War were invited by Dr. Arthur Clark of the Parhad Institute of the University of Calgary to submit proposals for public IHL education programmes for the planned Calgary Centre for Global Community (CCGC). Through the process of developing these proposals to delivery stage, LRWC Executive Director Gail Davidson obtained commitments of interest from many IHL specialists around the world. In May 2007 detailed proposals were submitted to the CCGC.

Subsequently LRWC met with University of British Columbia (UBC) President Dr. Steven Toope to query UBC's interest in developing a centre offering that would offer ongoing IHL education and training free and accessible to all in the classroom and online. LRWC proposed offering, in collaboration with UBC, a 3 lecture series on IHL during 2008 with the long term goal of supporting the development of an independent Centre for Humanitarian and Human Rights Law Education at UBC.

Dr. Toope gave his support and suggested that LRWC find a UBC partner. Further meeting resulted in expressions of support from Professor Claire Young, Senior Associate Dean of the UBC Law Faculty, Stephen Owen, UBC Vice-President External and Community Relations and Jane Hutton, Associate Vice-President, UBCCS supported the proposal. LRWC and Don Black, Director of Community Programs for UBCCS agree to collaborate to offer, during 2008 at UBC Robson Square Theatre, 3 free IHL lectures that would be digitally recorded and published as an integrated Web program hosted by UBCCS. LRWC was to be responsible for all aspects of organizing and reviewing the lectures and would pay a preferred rental rate for the theatre: UBCCS would organize the venue, including technology requirements, coordinate production of the Web program including recording, production and publishing to the internet of podcasts of each lecture. The lecture series was to be promoted through UBCCS and LRWC websites and networks and in the UBCCS Calendar. UBCCS and LRWC would use their networks to encourage media coverage. UBC was to handle online and telephone registration.

3.2 Overall goal and specific objectives

The short-term goals of the inaugural lecture series were stated as:

- To raise awareness on the development, purpose and substance of IHL and application to critical issues.
- To make the information generated by the lecture series widely available through various media and cooperation with other groups and institutions.

- To begin a longer-term, focused initiative of increasing the knowledge of the wider public and policy makers of the importance and the relevance of IHL to contemporary issues facing Canadians.
- To build support for the development of a Centre for Humanitarian and Human Rights Law at UBC that would offer regular IHL programmes free to the public, both in class and online.

The lecture series was aimed at a broad general audience including, members of NGOs whose work involved human rights, educators, journalists, lawyers and judges, students and members of the public.

3.3 The lecture series

3.3.1 Details and format.

The four lectures delivered during the spring 2008 semester at the UBC Robson Square Theatre were:

- *The Development of International Human Rights and Humanitarian Law* delivered by The Honourable Claire L'Heureux-Dubé on Saturday Jan/26/08.
- *Bush's War on the Rule of Law* delivered by Professor Marjorie Cohn on Saturday, Feb/23/08.
- *Security Integration and Rights Disintegration in the War on Terror* delivered by Maureen Webb on Saturday, Mar/15/08.
- *Transferring to Torture: Canada, Human Rights and Detainees*, delivered by Dr. Michael Byers on Saturday, Apr/19/08.

The format of the each lecture a one hour lecture, followed by a chaired question and answer session for people attending actually and virtually.

All lectures were video and audio taped. Real time distance participation was facilitated for the last three of the lectures. The lectures were videotaped by Vancouver Community Television Network: audio-taping was performed by a UBC contractor. Real-time distance participation was promoted by BCCampus and managed by T2 Education Enterprises.

3.3.2 Distance real time participation

Distance participation allowed people to listen to the lectures online and to participate in the questions and answer session. Advance requests for distance participation were received from places from Japan, the Netherlands, Ontario, Quebec and BC locations. (Prince George, Kamloops, Victoria, Nakusp and Lillooet).

3.3.3 Post-event access

LRWC developed a comprehensive strategy to ensure that the lectures would be available to people who could not actually attend and would be available to the wider community, for free, for some time. This included television and radio broadcasts, webcasts and podcasts.

- Television broadcasts:
The lectures were broadcast a minimum of ten times on Shaw (Shaw TV4) and a minimum of twice on Novus (Novus TV4) cable systems in the lower mainland. Viewer estimates from Shaw indicate between 6,000-10,000 viewers per broadcast: viewer estimates from Novus indicate between 900-1,500 viewers per

broadcast. These figures indicate that the law lectures have been viewed on television by between 61,800 and 103,000 people in the lower mainland of BC.

- Radio broadcasts:

Podcasts of the Marjorie Cohn and Maureen Webb lectures have been broadcast on 'Discussion' – a one hour programme at 7pm on Wednesdays on Vancouver Co-op Radio (CFRO 102.7). Podcasts of the broadcast lectures are archived in Co-op Radio's website – www.cooprado.org. No listener estimates were available from Co-op Radio.

- Webcasts:

Each lecture was recorded and edited for webcast on Google videos. Links were posted on www.Pacific.ca in their War and Global Justice section. Webcasts of each lecture are available on the LRWC website.

- Podcasts:

Podcasts, produced by UBC's Continuing Studies, are available at three website locations including UBC's Continuing Studies, UBC's Barber Learning Centre and on LRWC. The podcasts were advertised in UBC Continuing Studies Summer 2008 Calendar.

- BCCampus online access:

BC Campus posted links to the first and second lectures on their website and viewings for both totalled 43 (at 12th May 2008). Information from BCCampus suggests that the ratio of live participation to later viewing is 1:80 (approx.).

'The Shaw webcasts of the lectures on 'International Human Rights and Humanitarian Law' were extremely well done and informative. As a senior, who prefers not to go out at night, I greatly appreciated the fact that I could view these lectures from the comfort of my home'.
Feedback from viewer

LRWC commissioned two student volunteers to explore ways of further publicising the webcasts and podcasts of the lecture series and circulating DVD copies of the lecture series to an identified audience.

Maureen Webb's lecture on 'Security Integration and Rights Disintegration on the War on Terror' will be shown at a social justice conference and film festival in White Rock, BC in January '09.

3.3.4 Advance registration and real-time attendance

Table 1 shows advance registration and Robson Square Theatre attendance figures.

Table 1 Attendance

Lecture	Advance registration	Attendance at Robson Sq.
January 26 th	255	200
February 23 rd	310	180
March 15 th	305	115
April 19 th	316	130

Both LRWC and UBCCS assessed the attendance at the lectures to have been good especially given the fact that this was an inaugural lecture series and that a general audience was targeted. As Table 1 demonstrates, actual attendance was lower than advance registration. UBCCS and LRWC identified a number of likely reasons for this. UBCCS required advance registration by phone or online and closed registration when the theatre capacity had been reached without allowing for an appropriate rate of no-shows. As registration was possible quite a number of months in advance for each lecture, a reminder or call-back mechanism for registrants would likely have reduced the estimated 'fall-away' rate from 45% to a more average 25-30% and to ensure that interested attendants were not unnecessarily refused the opportunity to register. Registration lists were not made available to LRWC for reminder call-backs.

3.3.5 Publicising the lecture series and media response

LRWC developed a marketing strategy for the lecture series, utilised a number of approaches including distributing news releases and public service announcements on each lecture topic to local television, radio, newspapers, on-line media and other NGOs and distributing posters in Vancouver libraries and community centres. LRWC also undertook a number of interviews with Co-op Radio. Prior to each lecture, follow-up phone calls were made to select media to publicise the lectures and the issues they were addressing. Flyers were emailed to interested NGOS for circulation to members.

Some media interest in the issues addressed by the lecture series was generated including interviews and promotional segments on Co-op Radio and interest from 'The Canadian', an online news website. However, coverage of the lecture topics across the mainstream media was disappointing. Information from a number of people engaged in international human rights suggests that this lack of coverage is connected to poor knowledge of the significance of international law to domestic and international issues.

In response, LRWC has commissioned one of its volunteers to review media coverage of the lectures and consult with a number of journalists across a range of media on ways of improving coverage of international human rights law and related issues.

3.3.6 Evaluation and review

Following the initial lecture, LRWC undertook a post-lecture review to track progress and address any areas of concern. One of the positive outcomes of this approach was the decision to produce an evaluation form for circulation and completion to all participants at each following lecture to capture people's impressions of the lecture

and their opinions on the lecture series. Evaluation forms were developed and circulated at each of the remaining three lectures and information from these was collated and analysed (see section 4 of this report for results).

3.4 Who was involved?

LRWC sought to work in partnership with a number of education and university bodies to deliver the lecture series, namely, UBCCS, BCCampus, University President's Council, UBC Alma Mater Society and the UBC Probono Programme. The following paragraphs describe their contributions.

3.4.1 LRWC's role in undertaking the lecture series

LRWC took primary responsibility for the planning and publicity of the lecture series. This included sourcing and liaising with the lecturers on the schedule and the lecture topics; arranging travel and accommodation; ensuring that consent was received for recording and re-distribution of webcasts and podcasts; undertaking a range of public relations exercises to publicise the event; sourcing and co-ordinating interns and volunteers to undertake a variety of support functions; and funding. LRWC also undertook researching how best to provide live, free public access to the lectures through the use of technology and how to ensure that podcasts and webcasts of the lectures were to be available for free download after each lecture.

LRWC managed to undertake, sustain and successfully deliver this initiative over the course of a year on an entirely voluntary basis, a noteworthy achievement in its own right. Volunteers undertook a number of roles including event planning, preparation of publicity information, media relations, and registration and event responsibilities on the night¹⁸. LRWC co-ordinated and supervised the work of volunteers.

3.4.2 Contributions from partnerships

UBCCS: LRWC worked with Don Black, Director of Community Programs for UBCCS. Mr. Black's interest in and commitment to partnership with the non-profit sector and his expertise with the use of technology to enhance audience reach fit well with LRWC's interest in providing free, accessible information on IHL to the public. UBCCS provided publicity for the lecture series through an eye-catching two-page spread in its advance Course Calendar circulated in the autumn of 2007, and with links to its website in which the lecture series was also promoted. Advance registration for the lecture series was through telephone booking and on-line registration with the Robson Square facility management, an organisation separate from UBCCS. UBCCS produced podcasts of each lecture and contributed part of the venue costs.

BCCampus: To ensure live access to the lectures for remote participants, discussions were held with David Porter of BCCampus. This led to the creation of an online meeting room in the BCCampus Marketplace as well as the hosting of the lectures live, online. BCCampus also posted details of the lecture series in their calendar as upcoming webinars. Through BCCampus, LRWC contracted Sandy Hirtz, to undertake the online facilitation for the lectures on the night and who, through

¹⁸ While this ability to leverage voluntary labour is to LRWC's credit, it is not likely to be sustainable. See Section 5 of the report for more details.

BCcampus, offered advance support and orientation to interested participants on the use of the technology to access the lectures.

University Presidents' Council (UPC):

In order to maximise on-line, live participation, LRWC contacted the UPC to enable various public universities to access the lectures live and remotely. However, enquiries revealed that facilitating such an initiative was beyond the capacity of the UPC at that time.

UBC Alma Mater Society and UBC ProBono Programme:

Through partnership with UBC Alma Mater Society and UBC ProBono Programme, LRWC received a student intern and student volunteers to assist with promotion of the

The following are the list of partnerships initiated by LRWC in undertaking the lecture series.

Table 2 Partnerships

Partner	Area of partnership
UBC's Continuing Studies	<ul style="list-style-type: none">• Liaison with venue and registration• Publicity in Winter '07 and Spring '08 calendar• Financial contribution to venue costs• Produced the podcasts of each lecture• Hosted information on the lecture series and the podcasts on their website
BCcampus	<ul style="list-style-type: none">• Hosted meeting room• Advertised lecture series• Facilitated on-line, realtime access to lecture series• Hosted links to the lectures
UBC Barber Learning Centre	<ul style="list-style-type: none">• Hosted links to podcasts of the lecture series
UBC ProBono Programme	<ul style="list-style-type: none">• Student intern
UBC Alma Mater Society	<ul style="list-style-type: none">• Student volunteers

3.4.3 Funding and areas of expenditure

Funds were provided by the Tides Canada Social Justice Fund which approved LRWC for receipt of a 50% top-up grant from donors. Five individuals made donations to Tides Canada Social Justice Fund for LRWC. Table 3 details funders for the lecture series.

Table 3 Details on funders

Funders	Contribution \$
Private donations	
Dr. Arthur Clark	8,250
Illahie Foundation (Dr. Ed Levy)	3,000
Michael Goodman	3,000
Diana Davidson & Dr. Mark Battersby	1,000
Tides Canada Social Justice Fund	7,625
Total	22,875

Table 4 describes expenditures of the lecture series for LRWC made to date.

Table 4 Details on LRWC expenditure¹⁹

Expenditure area	Amount \$
Venue rental and room hire	2,105
Video and webcast production	2,000
Promotion and networking	746
Distance Participation	400
Printing	554
Lecturer travel and accommodation	4,056
Review of lectures	4,000
Total	13,861

UBC Continuing Studies' described its financial contribution to hosting the lectures as follows.

Table 5 Details on UBC Continuing Studies' expenditure

Expenditure area	Amount \$
Venue rental	7,547
Audio costs (podcasts)	4,056
Registration, marketing and UBC staff time	5,930
Total	17,533

Thus the total estimated costs of the lecture series are as follows.

Table 6 Total estimated costs for lecture series

Expenditure area	Amount \$
UBC Continuing Studies contribution	17,533
LRWC contribution*	13,861
Total	31,384

¹⁹ Does not include final website, accounting, printing and administration costs. The value of LRWC staff and volunteers has not been quantified.

3.4 Conclusion

This section has described the lecture series, the origin of the idea, how it was organised and delivered and the resources and partnerships involved. A significant feature of the lecture series was the recording of the lecture series as podcasts and webcasts for re-broadcast over cable television networks and community radio stations and for posting online to ensure long-term world-wide access. An important feature of LRWC's approach to the lecture series was its partnerships with a range of bodies. The organisation and delivery of this lecture series was undertaken on an entirely voluntary basis, a great achievement however not sustainable in the future.

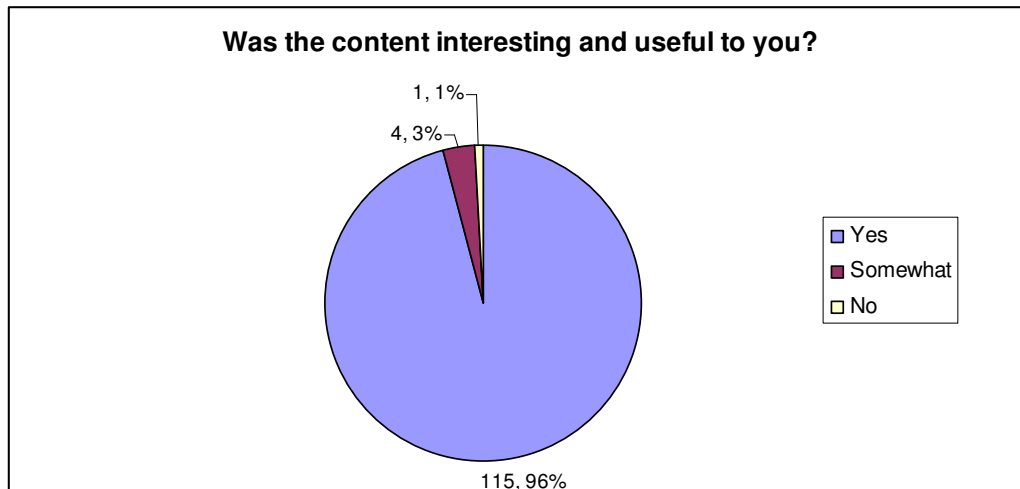
4 REVIEW OF THE LECTURE SERIES

This section includes findings from the participant evaluation process that LRWC undertook as an integral part of the lecture series. LRWC prepared and circulated a feedback form requesting lecture participants to respond to a number of questions on the lectures and the series itself (see appendix for a copy of the form). The evaluation form sought to determine the level of interest in human rights and issues and to identify other IHL topics of interest. A total of 125 forms were completed. The following paragraphs summarise the results.

4.1.1 Feedback on the content of the lectures

One of the questions on the feedback form sought to determine how interesting and useful the content of the lectures was to the attendants. Respondents were offered three possible responses to the question ‘Was the content interesting and useful to you?’ – ‘Yes’, ‘Somewhat’ and ‘No’. 120 attendants answered this question and again, responses were overwhelmingly positive.

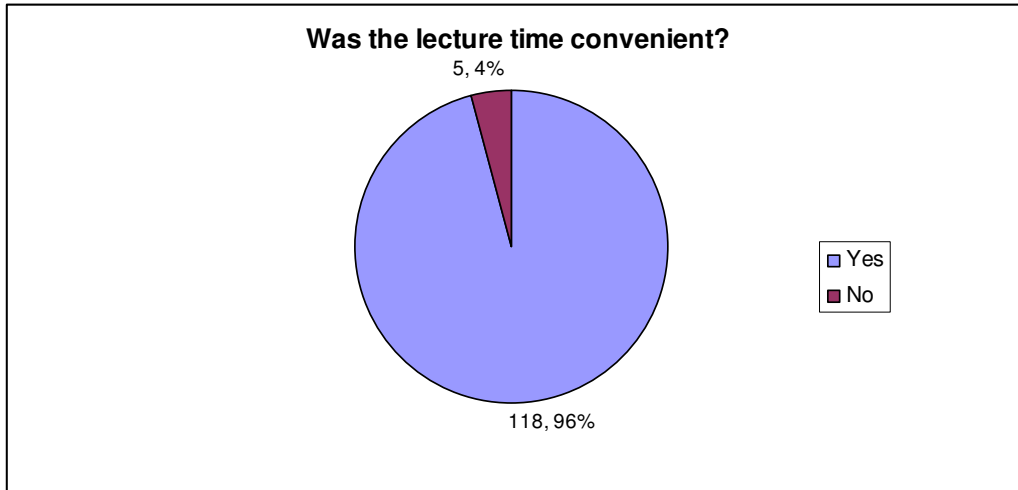
Figure 1 Content



4.1.2 Convenience of timing and location of the lecture.

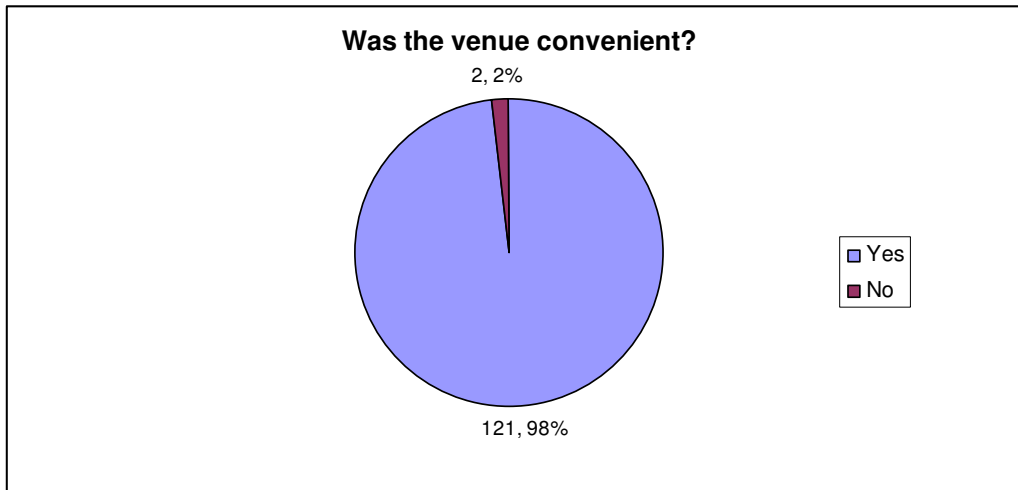
One of the areas that LRWC requested feedback was on the timing of the lectures (Saturday night) and their location (UBC Robson Square campus). 123 people responded to a question on whether the timing of the lecture was convenient. The response was overwhelmingly positive.

Figure 2 Convenience of lecture time



123 people responded to a question on whether the location of the lecture was convenient. Again, a similar response was received.

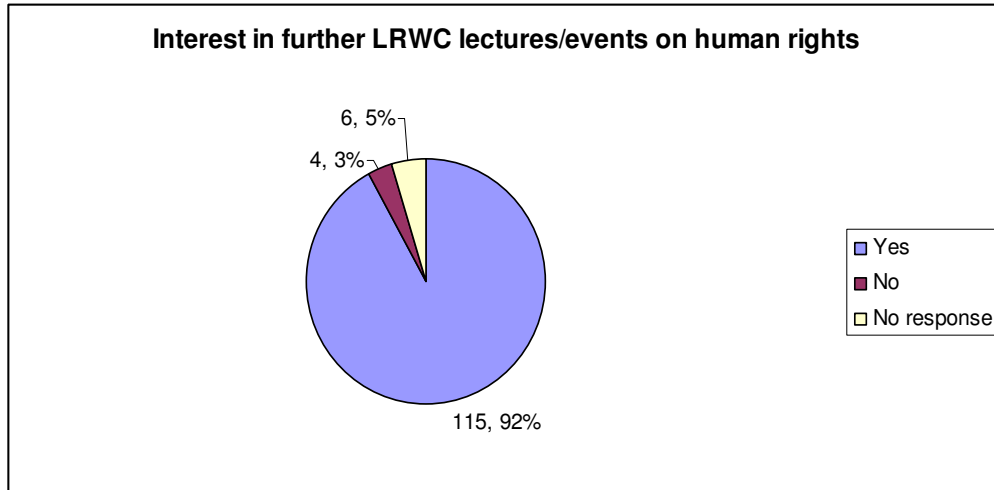
Figure 3 Convenience of venue



4.1.3 Level of interest in hearing about further lectures or events organised by LRWC on human rights

A very strong interest in hearing about further lectures or events on human rights organised by LRWC was indicated with 92% (115) respondents indicating further interest.

Figure 4 Interest in further lectures/events on human rights



4.1.4 Topics of interest in human rights and humanitarian law

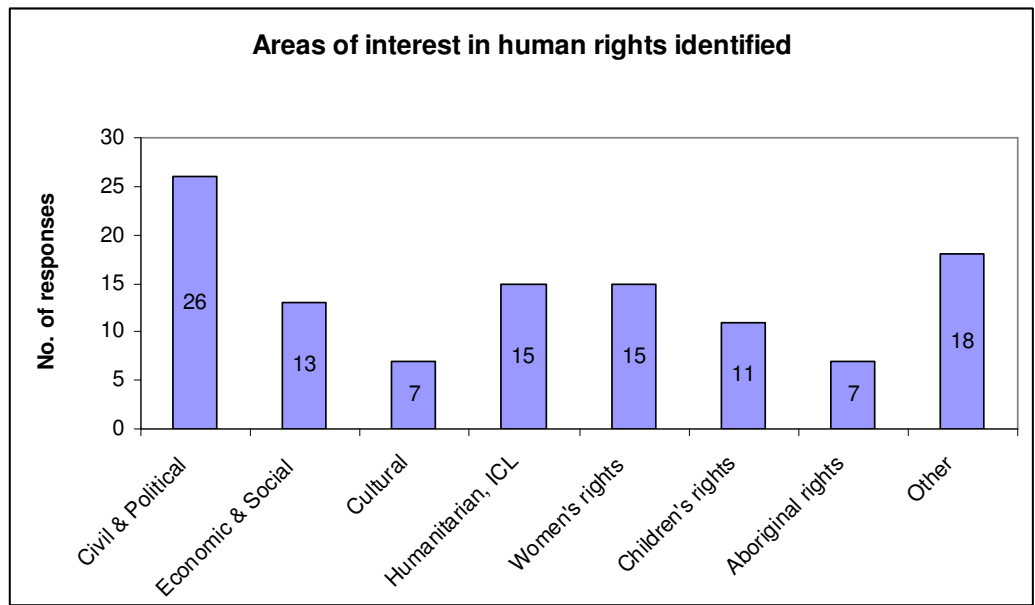
LRWC requested suggestions on topics on IHL that would be of interest to participants. Of the 75 people that responded to this question, many indicated more than one area of interest. Topics identified were clustered according to recognised areas of international human rights law as follows –

- Civil & political rights issues identified included: the impact of anti-terrorism laws and security measures (e.g. privacy rights, no-fly list, surveillance, security measures etc), torture and disappearances, international organised crime, stateless refugees, gay legal issues, pornography and sex trafficking and detentions in Canada without charge.
- Economic and social rights issues identified included: poverty, homelessness, rights to education and health care, the situation of immigrants and migrant labour and international labour standards.
- Cultural rights issues identified included: religious minority rights, hate crimes and the interplay between religious rights and other rights.
- Humanitarian law issues identified included: human rights during military conflict, laws of war, rights of refugees and people displaced by war, detention and treatment of detainees, the Geneva Conventions, war crimes and the prosecution of perpetrators, arms trafficking, uranium and nuclear weapons.
- Women and children's rights issues identified included: equality, child soldiers.
- Aboriginal rights issues identified included: Aboriginal peoples in Canada. Aboriginal rights in unceded territory, indigenous people's rights in other countries.
- Other rights issues identified included: 'any' or 'all', country-specific conflicts (e.g. China, Tibet, the Philippines, Mexico, Palestine, Zimbabwe), human

rights defenders, U.S.–Canada relations, how Canada’s laws interact with international human rights law, water rights, the Olympics, and food labelling.

Figure 5 summarises the responses.

Figure 5 Areas of interest identified



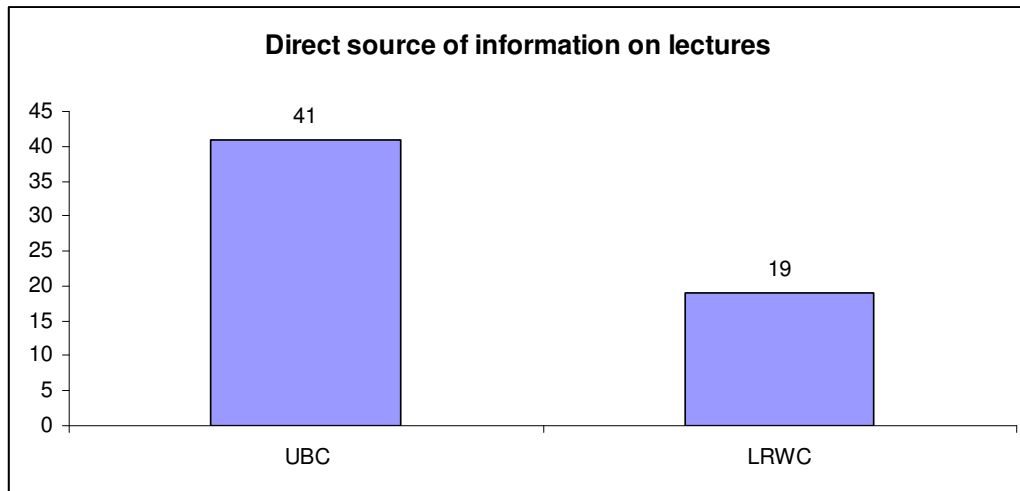
Respondents expressed interest in a broad range of human rights issues. This is particularly interesting given that the focus of the three topic-specific lectures was on issues within civil and political rights and humanitarian law.

4.1.5 Source of information about the lecture series

LRWC requested respondents to identify how they found out about the lecture series. Respondents were offered three possible responses – ‘From LRWC’, ‘From UBCCS’ and ‘Other’. A total of 122 people responded with some indicating more than one source of information about the lecture series.

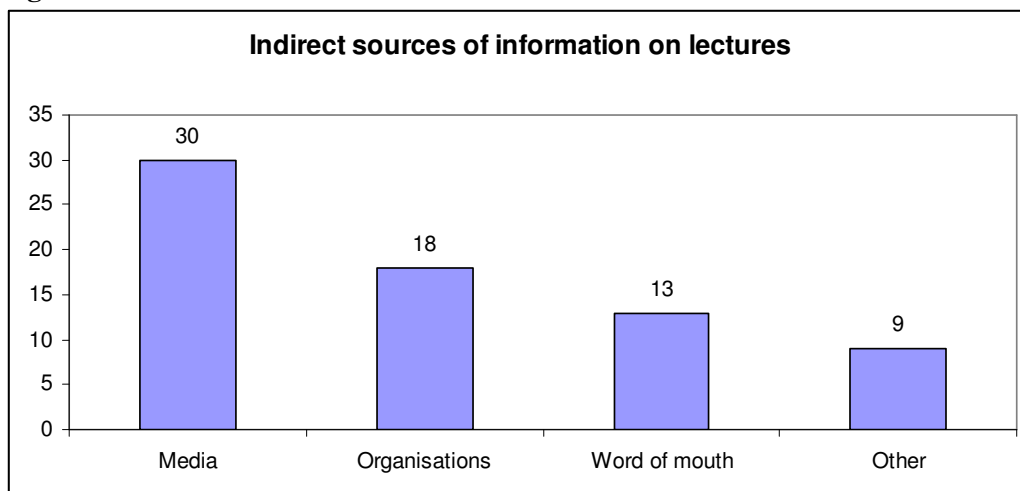
The UBCCS calendar and website was cited by a third of respondents (32%).

Figure 6 Direct source of information identified



A range of ‘Other’ sources of information were also identified. The media was cited quite frequently with the Georgia Straight and other newspapers being cited 23 of the 30 times as well as electronic media (6 times) and Co-op Radio also being cited as sources. The second most frequently cited source of information in this category was other organisations (18) with BCCLA (10), Canadian Bar Association (3) and the Council of Canadians, Amnesty International and the Canadian Centre for Policy Alternatives.

Figure 7 Indirect source of information identified



These results highlight the success of LRWC’s publicity strategy in attracting participants to the lecture and its success in placing advance notice of the initiative

within the media and with other interested organisations. The value of ‘word of mouth’ advertising is also highlighted by the fact that 13 respondents cited ‘friends’ as a source of information about the lectures.

4.1.6 Ways that LRWC could provide further information on human rights and humanitarian law

LRWC asked for participants’ suggestions on how it could provide further information on human rights and humanitarian law and so an open-ended question was included at the conclusion of the feedback form.

42 people responded and many included a number of comments. Some respondents also took the opportunity to give general feedback on the lecture series and its format.

Identified ways that LRWC could provide further information on human rights and humanitarian law largely related to the following areas:

- Requests for further lectures and further lecture series on human rights issues.
- Use of email and website to advertise lectures, to provide lecture transcripts and further relevant information and to follow-up with participants with suggestions for further action and with further information.
- Increased media attention to the issues raised by the lectures.
- Liaison with other organisations on publicising the lectures and on providing further information on the issues they address.

Some respondents offered further feedback on the lecture format including:

- A suggestion to provide a table with information on possible follow-up actions related to the lecture topic, with transcripts of the lectures and with details of sources of further information such as websites, etc.
- Three respondents suggested a changed time for the lectures, preferring an earlier start time (5:30pm and 6pm were suggested) and a changed date (a weeknight) and venue (UBC and ‘somewhere with free parking would be nice’). However, a number of other respondents complimented the choice of venue (‘easy to get to by bus’).
- Three respondents also commented on the perceived ‘takeover’ of question period by a number of those that posed questions during the question period. One comment captured these ‘despite the moderators request to confine themselves to a question, someone hijacked the question and answer period with a rant (albeit a valid one). This has to stop’.

Assessment of series itself was all enthusiastic, e.g. ‘*Continue with the outstanding lecture series, many thanks*’; ‘*thank you so much for this lecture series which has been long overdue*’; ‘*continue what you’re doing*’; ‘*keep up the good work*’ etc.

4.2 Discussion of impact and effectiveness

This section summarises the overall findings of the review of the lecture series based on consultation with the project partners and the results from the evaluation forms.

4.2.1 Relevance

The lecture series met the information needs of participants and the information provided was both interesting and useful. The high calibre of speakers was

commended and participants expressed gratitude for the opportunity to hear people with such expertise. The lecture series appears has met an under-recognised need for quality information on contemporary human rights issues.

4.2.2 Impact

The lecture series has had a very positive impact on a number of fronts. It was the first dedicated initiative to offer free information to the public on a range of international human rights issues. It brought internationally recognised experts to a Vancouver audience and offered up-to-date information on a range of human rights issues of concern to Canadians. The speakers offered information on government policy and practices on a range of human rights issues and analysis and insight into how these responses conformed to international human rights norms and to international conventions to which Canada is a signatory.

I loved it. I was very pleased with the scope of the topics and the speakers. It's extremely important to bring people face to face with experts or authorities working directly on the topics. The fact that it was free (was good). The location was great .I like to see partnerships between organisations and education institutions. It's got lots of potential

LRWC's collaborative approach led to an extensive range of partnerships and connections with UBCCS, UBC Barber Learning Centre, UBC Faculty of Law; UBC President Stephen Toope and UBC Vice-President for External, Legal and Community Relations and the emerging area of on-line education with BCCampus. The initiative received the support of leading human rights thinkers and with virtually all of the NGOs contacted for this review.

The lecture series has also raised LRWC's profile in the area of human rights and IHL education, with a wider audience beyond its immediate membership.

4.2.3 Effectiveness

LRWC has demonstrated considerable vision, leadership and the capacity to deliver, in initiating and delivering this lecture series.

The fact that LRWC undertook and managed this initiative on an entirely voluntary basis is testimony to the dedication and commitment of its team of volunteers. However, this contribution is not sustainable. The volunteer nature of the human resources placed a number of constraints on what could be achieved - some areas were not able to be fully pursued, despite being recognised. Areas such as publicising the real-time, distance participation of the lectures and sustained follow-up with individual media personnel and outlets to encourage coverage of the issues were not fully pursued due to lack of resources. This will need to be addressed if other lecture series or human rights education initiatives are to be planned.

One area for attention in future education programmes on IHL is to explore additional educational methods to enhance public knowledge and understanding. Options can include providing written information on the topics and offering NGOs active in the lecture topic areas the opportunity to provide reference materials and to host or co-sponsor lectures. More 'engaged' options can include offering

Community human rights education is very important – it provides an opportunity to learn and ask questions (but) where is the opportunity to take action at the end of the night? What can people do as a way of putting into practice what they've learned? For those who feel empowered, let's give them an option...

panel and group discussions, problem solving and opportunities for collaboration between interested NGOs and individuals with expertise.

LRWC's commitment to recording the lectures and creating podcasts and webcasts for re-broadcast on television, radio and online should be commended. This enabled access to the lectures regardless of location and at a convenient time. This advanced LRWC's goal of providing widely and freely available information on IHL.

Distance participation in the lectures was disappointing and thought to be due to a number of factors including inadequate promotion and participants being unfamiliar with the distance participation technology. Consultation with the On-line Community Producer from BCcampus revealed that, in practice, use of distance participation technology develops momentum and coverage with repeated use.

Reflection on the results of this aspect of lecture participation offers a number of areas for consideration in the future, including developing a specific publicity strategy on online access and providing dedicated support so interested parties can use the technology. Pursuing this avenue in future education initiatives will require sourcing the necessary expertise to undertake the work and redesign LRWC's website to support the dialogue and interactivity that is possible. Both of these will require dedicated financial resources.

5. DISCUSSION AND RECOMMENDATIONS

This section describes the nature and extent of the perceived need for IHL education and includes a number of recommendations to LRWC and other bodies interested or engaged in IHL education.

5.1 Education initiatives and target groups

Responses from feedback forms and interviewees confirm a strong interest in access to reliable information and education on IHL, especially as IHL relates to issues of current concern domestically and globally. Reflections from interviewees offered further insight into the nature of this need and how it might best be addressed.

Three main areas of education need were identified by interviewees as follows –

1. **Public information and education on contemporary human rights issues.** The target group for this is identified as quite broad. The objective of education initiatives for this group is to offer further information and knowledge about a particular human rights issue in a manner that is accessible and engaging. Information on human rights issues around the world and within Canada would be relevant here but with a focus on IHL. The latter can include details on the relevant international conventions, their application to the issue, the required response of states and an analysis of the adequacy of the response of states. Additional lecture series modelled on the Spring 2008 series would well meet the needs of this group.
2. **Capacity-building for organisations** and interested individuals in the use of international human rights mechanisms. The target group for this initiative includes representatives from NGOs and other agencies, and individuals with a demonstrated interest in IHL. Members of this group may already have some knowledge of IHL and mechanisms. Education initiatives could build knowledge of IHL and of monitoring, complaint and enforcement mechanisms; offer information and analysis of the required response of states and the adequacy of this response to a level where further policy analysis would be possible and could build capacity to the extent that the international human rights framework can be utilised to directly inform and respond to human rights issues. A course, a series of workshops, a week-long ‘summer school’ etc. were suggested as possible education approaches to this identified need.
3. **Groups with a professional interest in human rights** were also identified by interviewees to be in need of IHL education. Prominent amongst these were members of the legal profession including lawyers, judges and other people working in a legal decision-making or arbitration role and law enforcement personnel. Other groups identified included the media, parliamentarians, local communities, the NGO community from local to national level, academics and the education professions.

People and groups experiencing infringement of their human rights and marginalisation from society were also mentioned as needing IHL education, carefully planned to meet specific education and training needs and capacities.

Similar to the feedback from participants, interviewees identified a broad range of issues in which improved IHL education would be beneficial, including Omar Khadr and other Guantánamo Bay prisoners, violence against women, Aboriginal rights and the right to clean water.

Interviewees stressed the need for a sustained approach to public IHL education. Reasons for this went beyond education and capacity building to include building a sustained public debate about human rights and Canada's role and response to international human rights issues. It was felt that a sustained approach would gradually have a ripple effect within the wider community, including the media and political representatives.

It was widely perceived that current IHL education initiatives are inadequate both to meet the public need for information about IHL and to promote a universal culture of human rights. The following recommendations are made with this in mind

Recommendation

1. **The Ministry of the Attorney General should develop a provincial action plan on human rights education. The plan should seek to enable a comprehensive response to the range of needs identified, enhance opportunities for cooperation in human rights education activities across the range of stakeholders, and strengthen the work of human rights institutions and organisations working for the promotion and implementation of human rights. It should provide a comprehensive framework to ensure adequate resourcing and co-ordination to meet the province's obligation in human rights education.**
2. **The legal profession plays a critical role in the utilisation and advancement of international human rights law within the domestic legal system. It is recommended that those bodies with responsibility for the education and ongoing professional development of the legal profession should review their education policies and approaches to ensure that international human rights law receives sufficient attention to ensure that legal professionals have functional knowledge and competency in this area.**

5.2 Role and approach by LRWC to education in international human rights Clarifying LRWC approach to human rights education

The terms 'education' and 'human rights' can have multiple meanings. For clarity and consistency, LRWC should define its understanding and approach to education in human rights, explicitly describe its focus on international human rights and include this information on its website and other relevant information on its education work. Given the particular education approach implied by education in human rights, this clarification will be helpful to potential partners, other interested organisations and potential funders.

Recommendation:

3. **LRWC should develop a definition of human rights education that describes its approach to human rights education and its focus on international human rights law.**

Goal and objectives of the lecture series

The long-term goal of the lecture series was the development of an independent, Canadian Centre for Human Rights and Humanitarian Law offering free public education and skills building in those areas of law. LRWC needs to describe its plans to achieve that long term goal.

Recommendation:

4. **LRWC should describe and develop its plans to achieve the long term goal of developing an independent Centre for Human Rights and Humanitarian Law.**

Other potential roles for LRWC identified were to:

1. Facilitate a learning network of NGOs on IHL where members could meet, share information, learn from the approach of other organisations and develop a deeper understanding of the relevance and application of IHL to issues in Canada.
2. Advocate that the legal profession develop a sound knowledge and functional capacity in IHL.
3. Continue its awareness work highlighting the relevance of IHL to issues of concern to Canadians.

Recommendation

5. LRWC should consider whether it wants to undertake any or all of these additional roles proposed.

5.3 Delivery of lecture series

Partnerships

LRWC demonstrated considerable vision and leadership in partnering with a range of bodies within UBC and with BCcampus. Partnerships work when there is a shared vision, clarity of purpose, role and contribution and relationships built on good communication and trust. LRWC should meet with its current partners with the intention of thanking them for their contribution and acknowledging its value to the success of the lectures initiative. LRWC should explore the merits and level of interest in further collaboration, and, where such interest exists, to begin mapping the nature of a new collaboration, perhaps with different or refined roles. This may best happen after LRWC has considered the results of this review and defined how it will proceed with IHL education.

Recommendation:

6. LRWC should meet with its partners to acknowledge their involvement, review the contributions to the lecture series, inform them about LRWC's plans for the future and engage in further conversation around their interest in future collaboration.

Use of technology

Websites and social media such as podcasts and webcasts, blogs and forums offer a lot of potential for engaging interest in human rights issues, spreading information and building knowledge, facilitating discussions and supporting further information and action

Should LRWC plan to continue with this aspect of any education programme, funding and support would be required. There are two aspects to this. In the short term, LRWC should review and re-develop its website to facilitate easy access to the lectures to recordings of any future education initiatives. The website also needs to be revised to better engage and link with websites of other relevant IHL bodies and have the potential to support blogs, webinars, meeting rooms and on-line discussions. The website will then need to be maintained and resources will have to be found to do this.

In the longer term, LRWC needs to build its capacity as an on-line education provider. On-line education is a growing area with a lot of potential an area in which LRWC does not have expertise. LRWC should describe its vision as an on-line educator and

source expertise to develop a fully costed plan to implement and sustain this vision. This will enable LRWC and its partners to plan for and source resources to support this aspect of the program into the future.

Recommendation:

7. LRWC should develop a project specification to redesign and maintain its website and should source funding to do this.

8. LRWC should describe its vision as an on-line education provider and source expertise and resources to enable it to deliver on this vision.

5.4 Focus for future human rights education initiatives

There was general consensus amongst interviewees that LRWC should maintain its efforts to provide IHL education. Some expressed interest in engaging with LRWC on further initiatives. Thus far, LRWC has engaged in collaboration with others around the delivery of lecture series. LRWC has expressed an interest in collaborating with other interested organisations on planning future human rights education initiatives. LRWC needs to determine the nature and respective roles of such planning partnerships.

LRWC's strengths lie in its commitment to the potential of IHL education to contribute to the realisation of rights, its knowledge and expertise in the area of IHL and its 'social capital' – the contacts, networks and goodwill that LRWC draws upon. In exploring planning partnerships with other bodies, LRWC should seek complementarity – a shared vision and understanding of the significance of IHL education, a commitment to increasing knowledge of IHL and the mechanisms to monitor and enforce it as well as practical contributions.

The nature of future IHL education initiatives, whether lecture series or other approaches, will best be determined in collaboration with future partners. Lectures, seminars, workshops, extended conferences or 'schools' and roundtables are all possible educational mechanisms. Depending on the target audience, their level of knowledge and skill and the purpose of the education initiative, a combination of these to achieve identified education goals may be necessary.

Recommendation:

9. LRWC should form a small Advisory Group to advise on how to develop future education initiatives on international human rights. Members should come from organisations and individuals with a stated interest in progressing knowledge and application of international human rights law. Members should have an interest in working collaboratively with LRWC to achieve its aim.

5.5 Sustainability

The inaugural lecture series was the first attempt by LRWC to undertake a dedicated, structured IHL education initiative, free and open to the general public. If LRWC plans to undertake further IHL education initiatives, these should be undertaken as a 3 year pilot project. This would require attention to several issues in planning and in sourcing funding.

- The community context – recognising and responding to IHL education initiatives that exist or are planned.

- The policy context – understanding the international, federal and provincial policy context for IHL education and addressing this in the project's approach.
- Rationale and objectives – explicitly relating the initiative's objectives to identified needs and target groups.
- Partners and participants – identifying potential partners and their contribution including a focus on the nature of collaboration as a part of the initiative.
- Resources – developing a resource plan adequate to implement the initiative including the on-line delivery aspect.
- A focus on monitoring and evaluation – maintaining LRWC's specific focus on learning and review.

LRWC will require funding for the planning, implementation and review of the lectures as well as project activity costs. Depending on how LRWC plans to move forward with this area, some major cost areas are set out in Table 7.

Table 7 Main cost areas for future education initiatives

Cost area	Function
Personnel	
<ul style="list-style-type: none"> • Project director 	<ul style="list-style-type: none"> • Planning and needs assessments • Partnerships and collaborations • Project management and development • Promotion
<ul style="list-style-type: none"> • On-line community producer 	<ul style="list-style-type: none"> • Supporting on-line access and content development • Website revision and maintenance
<ul style="list-style-type: none"> • Administrator 	<ul style="list-style-type: none"> • Project administration • Communications • Event management
Project activities	<ul style="list-style-type: none"> • Venue hire • Lecturer expenses • Materials development (including recording) and production • On-line facilitation • Evaluation and review
Organisation administration	<ul style="list-style-type: none"> • Office supplies • Communications • Office rental

5.6 LRWC – the organisation

This review has already highlighted the vision, leadership and commitment of LRWC and its volunteers to undertake and bring the lecture series to a successful conclusion. However, it must be acknowledged that the entirely voluntary nature of that contribution is not sustainable. It must also be recognised that there is an ‘opportunity cost’ to LRWC by such a contribution. As LRWC is an entirely voluntary organisation, it needs to ensure that its education work does not overly draw resources from its other work. LRWC may well benefit from the creation of an LRWC Education Steering Group of members to direct and guide LRWC’s future engagement in this area.

Recommendation:

10. LRWC should consider nominating a small number of interested members to lead, monitor and support this initiative within the organization.

6. CONCLUSIONS

There is a critical need for ongoing IHL education and training available free of charge to everyone. Interest has been identified in education and training about IHL relating to a wide range of human rights issues. A number of potential audiences have been identified, including members of the general public, NGOs, students, lawyers and judges, educators and journalists. LRWC is perceived as being a credible provider and facilitator of education in IHL.

LRWC needs to refine its education approach and build its organisation and technical capacity to fulfil this role. LRWC should continue its collaborative approach and seek to build partnerships with education providers and NGOs with a shared commitment in providing accessible IHL education. Future education programmes should be planned, delivered and evaluated as part of a 3-year pilot programme. LRWC should revise and update its website to ensure easy access podcasts and webcasts of the lecture series and other IHL education resources.

LRWC's longer-term goal is to contribute to the development of an independent Centre for Human Rights and Humanitarian Law. LRWC needs to develop a strategy and plan towards achieving this goal.

Critical to achieving all of this will be sourcing adequate resources. The Spring 2008 lecture series was undertaken almost entirely by voluntary input. Resources will be required for project staff and technical expertise in online education delivery, the maintenance of the revised website as well as making quality video and audio recordings of the programmes. Resources will also be required for programme administration and materials.

The absence of a clear policy framework for IHL within BC and in Canada highlights the need for vision, leadership and action on human rights education as a means of creating a more free, just and peaceful society. LRWC's continued education work in IHL will help create and build momentum to ensure that BC and Canada are fulfilling their international obligations on human rights education.

Appendices

Appendix 1 – List of interviewees

Don Black	Director Community Programs, UBC Continuing Studies
George Chandler	Manager, Humanitarian Issues Program, Canadian Red Cross, BC Lower Mainland Region
Sarah Chandler	Facilitator/Trainer Human Rights
Rick Craig	Executive Director, Law Courts Education Society of B.C.
Gail Davidson	Executive Director, Lawyers Rights Watch Canada
Shelagh Day	Director of the Poverty and Human Rights Project
Andrew Gage	Staff Counsel, West Coast Environmental Law
Patsy George	United Nations Association
Jason Gratl	Vice-President, British Columbia Civil Liberties Association
Jackie Hartley	Policy Analyst, First Nations Summit
Sandi Hirtz	On-line Community Producer, BCcampus
Grand Chief Edward John	Member of the Political Executive of the First Nations Summit
Linda McKay -Panos	Executive Director, Alberta Civil Liberties Research Centre
Adrienne Montani	Provincial Coordinator, First Call, BC Child and Youth Advocacy Coalition
Alex Neve	Secretary General, Amnesty International, Canada
Susan O' Donnell	Executive Director, BC Human Rights Coalition
John Richardson	Executive Director, Pivot Legal Society
Tina Tam	Acting Executive Director, Society for Children and Youth
Don Wright	Amnesty International, Pacific Regional Office

Appendix 2 – Feedback form completed by lecture participants

Lawyers Rights Watch Canada (LRWC)
INTERNATIONAL HUMAN RIGHTS AND HUMANITARIAN LAW LECTURE SERIES,
SPRING 2008

WE WELCOME YOUR FEEDBACK

These lectures are for you so your feedback is invaluable. Thank you for taking the time to answer the questions below. You may answer as many as you like.

1. Are you interested in hearing about further lectures and/or events organised by LRWC on human rights?

- ☐ No
☐ Yes (if 'Yes', please give us your contact details)
LRWC does not share contact information with any third party.

Name: _____

Organisation (if applicable): _____

Email: _____

Telephone/Fax: _____

2. What human rights and/or humanitarian law topics would be useful/interesting to you or your organisation?

3. Would you or your organisation like to be involved in planning the next series of lectures on human rights and humanitarian law?

- ☐ No
☐ Yes (if 'Yes', please give us contact details)
LRWC does not share contact information with any third party.

Organisation: _____

Contact person: _____

Email: _____

Telephone/Fax: _____

4. How did you find out about this lecture (tick all that apply)

- ☐ From LRWC
☐ From UBC Continuing Studies
☐ Other (please specify)

5. Was the timing of the lecture convenient?

- ☐ Yes
☐ No (if 'No', please comment)

6. Was the location of the lecture convenient?

- ☐ Yes
☐ No (if 'No', please comment)

7. Was the content interesting and useful to you?

- ☐ Yes
☐ Somewhat
☐ No

8. Please suggest ways that LRWC could provide further information on human rights and humanitarian law.

Thank you.

Lawyers Rights Watch Canada

Email: lrwc@portal.ca; www.lrwc.org

Tel: 604 738 0338; Fax: 604 736 1175

Appendix 3 – List of people that have confirmed their interest in delivering lectures

Michael Byers, Professor of law and political science, Canada Research Chair (Tier 1) in Global Politics and International Law at the University of British Columbia and author of: *War law: understanding international law and armed conflicts*, *The Role of Law in International Politics: Essays in International Relations and International Law*.

Francis Boyle, Professor of law at University of Illinois and internationally recognized expert in and advocate for, humanitarian law. Professor Boyle has served as on the Board of Directors of Amnesty International and represented Bosnia-Herzegovina at the International Court of Justice. He has written a number of books on international law and global affairs including, *Destroying World Order: U.S. Imperialism in the Middle East Before and After September 11th* (Clarity Press: 2004).

Marjorie Cohn, Professor of Law, Jefferson School of Law, President of the National Lawyers Guild, editor of MCNews, and the US representative to the executive committee of the American Association of Jurists. Marjorie Cohn lectures throughout the world and provides legal and political commentary on human rights and U.S. foreign policy for CBS News, Court TV, BBC, CNN, MSNBC, Fox News, NPR, Air America, and Pacifica Radio. She is president of the National Lawyers Guild and a professor at Thomas Jefferson School of Law, where she teaches criminal law and procedure, evidence, and international human rights law. A longtime criminal defense attorney, her books include *Cowboy Republic: Six Ways the Bush Gang Has Defied the Law* and *Cameras in the Courtroom: Television and the Pursuit of Justice*.

Wolfgang Kalek is the Executive Director of the European Center for Constitutional and Human Rights. He is a German human rights lawyer well known for representing victims of state crimes. Kalek represented German victims of former Argentine President Jorge Videla who was charged with the torture and killing of thousands during his rule in the late 1970's and 1980s. He also represents 11 victims of torture and other human rights abuses, as well as about 40 human rights activists and organizations who are co-plaintiffs in a criminal complainant for torture against former Secretary of Defense Rumsfeld, George Tenet, Alberto Gonzales and other high ranking US officials filed in Germany in November 2006. Mr. Kalek is also president of the Republican Lawyers Association.

Scott Horton, New York attorney, chair of the International law committee of the New York Bar Association is known for his work in human rights and humanitarian law. He lectures at Columbia University.

Steven Kelliher, Canadian criminal defense lawyer who has practiced before the International Criminal Tribunal for Rwanda and was involved in the development of the International Criminal Bar and the Association of List Counsel for the International Criminal Court.

The Honourable Claire L'Heureux-Dubé, justice of the Supreme Court of Canada from 1987 to July 1 2002, member of the Order of Canada and a tireless human rights advocate. Mme L'Heureux-Dubé is a supporter and board member of numerous organizations involved in human rights advocacy, including the International Commission of Jurists, Advocats Sans Frontiere/Québec and LRWC. Mme L'Heureux-Dubé has received many awards for her work as a jurist and as a human rights advocate. She is an inspiring speaker.

Stephen Owen is a specialist in human rights and has advised many governments on human rights, governance and conflict resolution. He has been the Member of Parliament for

Vancouver Quadra, since November 2000. Prior to his election, Stephen Owen was Professor of Law and Public Policy and Director of the Institute for Dispute Resolution at the University of Victoria and was a practicing lawyer. He was Commissioner and Vice President of the Law Commission of Canada and held other positions including, Deputy Attorney General, Commissioner of Resources and Environment, Ombudsman and Executive Director for Legal Services Society of British Columbia. Stephen Owen was a founding member of LRWC.

William A. Schabas is director of the Irish Centre for Human Rights at the National University of Ireland, Galway, where he also holds the chair in human rights law. Professor Schabas holds BA. and MA degrees from the University of Toronto and LLB, LLM. and LLD degrees from the University of Montreal. William Schabas is an Officer of the Order of Canada. He is an internationally recognized expert in human rights and humanitarian law and an excellent teacher. Professor Schabas is a founding and current director of LRWC.

Phil Shiner, a British solicitor with an international reputation for his work on human rights and humanitarian law issues, leads the team at Public Interest Lawyers (PIL), is a visiting professor at London Metropolitan University and a visiting fellow at London School of Economics. The Joint Liberty and Justice Awards made Phil Shiner “Human Rights Lawyer of the Year” in 2004.

Maureen Webb is a Canadian lawyer and author of, *Illusions of Security: Global Surveillance and Democracy in the Post 9/11 World*, City Lights/San Francisco, 2007. Ms Webb is a Director of LRWC.

Hina Jilani United Nations Special Representative on Human Rights Defenders from 2000 to May 2008. Ms Jilani is a Pakistan human rights lawyer,

Lord Anthony Lester (Baron Lester of Herne Hill), QC is member of the [House of Lords](#), and a member of the [Liberal Democrats](#). He is adjunct Professor of the Faculty of Law at University College Cork (Ireland) in 2005 and is a special advisor to the Secretary of State for Justice for the UK.

The Honourable Louise Arbour, former United Nations High Commissioner of Human Rights and former justice of the Supreme Court of Canada.²⁰

Paul Copeland, Toronto human rights lawyer, life bencher of the Law Society of Upper Canada, LRWC director, co-founder of the Law Union of Ontario, past VP of the Ontario Criminal Lawyers Association, President of the Association in Defense of the Wrongly Convicted. Mr. Copeland was awarded the 2006 Sidney B. Linden award by Legal Aid Ontario and the 2007 G Arthur Martin Criminal Justice Award by the Criminal Lawyers Association.

Hassan Shire Sheikh, a research associate at York’s Centre for Refugee Studies and coordinator of the Kampala office of the East and Horn of Africa Human Rights Defenders Project. Sheikh provides training and protection for human rights defenders in danger, help them relocate to safer parts of Africa, and publicize their plight. He was founder and former co-director of the Dr. Ismail Juma’le Human Rights Organization (DIJHRO) based in Mogadishu, Somalia and is a member of the All Africa Human Rights Defenders Network, the Global Human Rights Defenders Network, and the World Movement for Democracy.

²⁰ Mme Arbour was invited and was not available for the fall of 2008. LRWC hopes she will be available in 2009.

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