

The involvement of the UN and other international and regional government and non-government organisations

Introduction

- 4.1 The United Nations and many other organisations conduct a range of activities within the broad areas of human rights and governance in the region. This includes the UN having carriage of the Decade for Human Rights Education. This chapter aims to provide an indication of the breadth of these programmes.
- 4.2 Given the large number of programmes in existence, the Committee will describe key initiatives and those programmes raised in the evidence received during the course of the inquiry.

International Organisations

United Nations

- 4.3 The four purposes of the UN, outlined in the UN Charter, are to maintain international peace and security; to develop friendly relations among nations; to cooperate in solving international problems and in promoting respect for human rights; and to be a centre for harmonising the actions of nations.¹

1 *How The UN Works*, <http://www.un.org/Overview/brief1.html>

- 4.4 Chapter 3 reviewed the range of initiatives within the United Nations system through which the Australian Government has been actively promoting human rights and good governance education. These include support for Office of the United Nations High Commissioner for Human Rights (OHCHR), joint sponsorship of an annual resolution on the *United Nations Decade for Human Rights Education* in the United Nations General Assembly, sponsorship of an annual resolution on *National institutions for the promotion and protection of human rights* at the CHR and sponsorship of a resolution on *The role of good governance in the promotion of human rights*.
- 4.5 Increasingly all UN agencies have been adopting human rights based approaches to their strategies and programmes. This, according to the Diplomacy Training Programme (DTP)², opens up significant potential to expand awareness and knowledge of human rights at the community level and within government agencies.
- 4.6 The Diplomacy Training Programme describes the UN as having provided valuable materials and opportunities for sharing of knowledge, communication and collaboration between civil society and governments, but says that it lacks resources.³

The United Nations Decade for Human Rights Education

- 4.7 The main activities being conducted by the United Nations in the area of interest to this inquiry are contained within the United Nations Decade for Human Rights Education, which was proclaimed by the United Nations General Assembly in December 1994. The Decade began in January 1995 and is described in more detail in Chapter 5 of this report.
- 4.8 The DTP describes the UN as having played an important catalytic role and provided a global framework and impetus through the UN Decade.⁴

The United Nations High Commissioner for Human Rights

- 4.9 At the international level the High Commissioner for Human Rights is entrusted with the primary responsibility for the promotion and coordination of the UN's plan of action for the Decade, supported by other UN agencies.

2 Submission 35, Diplomacy Training Program, p.2.

3 Submission 35, Diplomacy Training Program, p.2.

4 Submission 35, Diplomacy Training Program, p.2.

UN Database on Human Rights Education and Training

- 4.10 OHCHR makes available information about human rights education and training materials developed under the Decade through its Database on Human Rights Education and Training (<http://www.unhchr.ch/hredu.nsf>). The OHCHR is also in the process of establishing a Documentation Centre, which will merge this database with other in-house databases. OHCHR also has a resource collection on human rights education and training, which is publicly accessible at OHCHR headquarters in Geneva and will form a specialized collection of the Documentation Centre.

Assisting Communities Together (ACT) Project

- 4.11 The UNHCHR in partnership with the United Nations Development Programme launched the Assisting Communities Together (ACT) project in 1998 to support grass-roots activities carried out by community-based organisations or individuals through micro-grants.⁵ The project aims “to help empower local communities to promote and protect human rights” by facilitating local work to bring about improvements in people’s lives⁶.
- 4.12 The small scale ACT grants have so far been used to support activities in areas including working with the media, creating information centres, conducting awareness campaigns and producing educational material.⁷
- 4.13 The third phase of the ACT project (currently underway) claims to demonstrate increased cooperation between OHCHR and UNDP at field level, through the allocation of additional funds. Under this phase 206 grants have been allocated in 29 countries, with 76 of these projects completed by mid-July 2003.⁸
- 4.14 Examples of initiatives supported by the ACT Project include human rights workshops and training courses for teachers, women, social workers, public officials and indigenous peoples; theatre performances

5 United Nations Office of the High Commissioner for Human Rights, *Human Rights ACT Project (Assisting Communities Together)*
<http://www.unhchr.ch/html/menu2/9/civilsup/descrip.htm#countries>

6 United Nations Office of the High Commissioner for Human Rights. 2002. *ACT PROJECT: Assisting Communities Together*. Geneva, United Nations, p.5.

7 United Nations Office of the high Commissioner for Human Rights. 2002. *ACT PROJECT: Assisting Communities Together*. Geneva, United Nations.

8 United Nations, *Education and public information activities in the field of human rights*, 27 August 2003, UN Document A/58/318

and discussions to build awareness of children's human rights and an album of popular songs based on human rights in a local language.⁹

4.15 Phase Two ACT projects in the Asia Pacific included¹⁰:

- Training courses for Buddhist monks in rural provinces of Cambodia, addressing issues such as human rights and Buddhism, international law, domestic law, procedures to protect human rights, the rule of law, free and fair elections. The trained monks can then teach people at the grassroots level in their villages.
- Human rights and labour law training for workers from factories in Phnom Penh, Cambodia, where the working conditions are known to be very bad, for example 30 per cent of those attending were illiterate. The outcomes of the project included the establishment of independent trade unions in some of the factories and training of participants in peaceful negotiation skills.
- Informal educational training, workshops, discussions, competitions and quizzes in rural counties of Mongolia to present children's basic rights to schoolchildren and adults, addressing issues such as the right to education and health, and freedom to stay with families. Targeted audiences included poor children, street children and children with disabilities.
- Development of the first "national human rights record" in Mongolia, highlighting existing problems both in legislation and in practice.

4.16 When assessing funding requests, preference is given to applicants involved in human rights education, advocacy or training at the local level; organisations with a general budget that can not provide adequately for implementation of the project; and projects focused on the rights of women and children. A local ACT Task Force is responsible for ensuring the implementation of the ACT Project on the ground, providing technical assistance to the recipients and monitoring the implementation of the project.¹¹

4.17 OHCHR produces both a global report on the implementation of the ACT Project and a compilation of particularly interesting projects in the form of a publication made available to the participants and the general public¹².

9 <http://www.unhchr.ch/html/menu2/9/civilsup/descrip.htm#countries>

10 ACT Project Final Report, <http://193.194.138.190/html/menu2/9/civilsup/actrep2.htm>

11 <http://www.unhchr.ch/html/menu2/9/civilsup/descrip.htm#countries>

12 <http://www.unhchr.ch/html/menu2/9/civilsup/descrip.htm#countries>

World Public Information Campaign

4.18 The World Public Information Campaign for Human Rights is carried out by the United Nations, and the importance of strengthening this programme was underlined by the World Conference on Human Rights in 1993¹³. The campaign initiates and supports education in human rights and undertakes dissemination of public information in this field. The advisory services and technical assistance programmes of the United Nations system respond to requests from States for educational and training activities in the field of human rights as well as for special education concerning standards and their application to groups such as military forces and law enforcement personnel.

United Nations Educational, Scientific and Cultural Organisation (UNESCO)

4.19 UNESCO has human rights education as one of its strategic priorities and a key element for the promotion of the right to quality education.

4.20 UNESCO has national and subregional projects which focus primarily on the formal education system and include the revision of curriculum and textbooks; the training of trainers, educators and administrative personnel; and the production of educational materials, teacher guidelines and training materials.¹⁴

4.21 Within the context of the UN reform, UNESCO has been developing a strategy on human rights, which is to include:

- monitoring human rights education in member States as part of the right to education;
- mainstreaming human rights education into national education systems; and
- assisting governments in the preparation and implementation of national plans of action for human rights education.

4.22 The UNESCO strategy on human rights was approved by the UNESCO General Conference in September 2003. This strategy was based on document 165 EX/10, which was previously discussed at length by the Executive Board at its 165th session (October 2002), and reflected the results of a series of consultations with Member States and relevant

13 United Nations. *Vienna Declaration and Programme of Action*, 12 July 1993, World Conference on Human Rights, Vienna, 14-25 June 1993. UN Document A/CONF.157/23.

14 United Nations. 2003. *Education and public information activities in the field of human rights*, 27 August 2003, UN Document A/58/318

partners.¹⁵ Implementation of this strategy is expected to begin from the 2004-2005 biennium.

UNDP - United Nations Development Programme

4.23 UNDP is the UN's global development network, working in 166 countries on global and national development challenges. The UNDP engages in a number of programmes in the region.¹⁶

Governance for Livelihoods and Development (GOLD)

4.24 The GOLD programme aims to strengthen governance systems in Pacific Island Countries by encouraging transparency, accountability and participation in decision-making. The programme is funded by the UNDP and executed by the United Nations Office for Project Services (UNOPS). GOLD's project activities aim to:

- increase accountability and transparency in national institutions;
- assist countries raise the professional competence of judicial service personnel;
- increase the effectiveness of national parliaments in Pacific Island countries; and
- increase Pacific Island countries' commitment to human rights treaties and increase awareness about rights-based development.¹⁷

Participatory Action Research to Advance Governance Options and Networks - PARAGON

4.25 The PARAGON Regional Governance Programme (PRGP) works under the guidance of Asia-Pacific UNDP and UNDP Islamabad (the programme's headquarters in Islamabad). PARAGON evolved from Asian governance concerns expressed during different consultations and conferences in the period 1997-99. PARAGON's focus is on rights and development; decentralisation and community participation; and peace and development.¹⁸

4.26 Citizens of the region are the beneficiaries of the programme, as its results aim to advance poverty reduction, human security and human development through improved human rights, stronger public and

15 *Draft UNESCO Strategy on Human Rights*. 2003. General Conference, 32nd session, Paris. 22 September 2003, (32 C/57)

16 *About UNDP*, http://www.undp.org/about_undp/

17 *The GOLD Programme*, <http://www.undp.org.fj/gold/about.htm>

18 *PGRP About Us*, http://www.undp-paragon.org/rgp/12_about_prgp/index.htm

private accountability and greater decentralisation and local empowerment.

More immediate beneficiaries were identified as public and private sector policy makers, parliamentarians, media personnel, judicial and civil service trainees, as well as other change agents who have the will to contribute to advances in the prioritised areas, but who could benefit from substantive and/or methodological supports.¹⁹

- 4.27 PRGP uses networking, alliance building, advocacy and lobbying activities and works with existing networks in the region where possible, instead of developing new networks.
- 4.28 PARAGON aims to promote a policy framework that facilitates humane governance for human security and sustainable human development. PARAGON works with civil society, the private sector and government in the fields of political, social and economic governance.²⁰
- 4.29 Countries engaged in PARAGON include China, Cambodia, Indonesia, Malaysia, Mongolia, Pakistan, the Philippines, Singapore, Sri Lanka, Thailand and Vietnam.

Country Cooperation Framework

- 4.30 The country cooperation framework (CCF) is the central document in the UNDP's country programming process. The recipient government has the primary responsibility for the formulation of the framework, in consultation with the United Nations Development Programme, as well as for the coordination of all types of external assistance, in order to integrate the assistance into its development process.²¹
- 4.31 Two examples of where CCFs incorporate criteria related to human rights and good governance education include the Philippines and Nepal.

Philippines

- 4.32 The second country cooperation framework for the Philippines²² defines poverty alleviation as the core business of UNDP Philippines, to be

19 UNDP Project Document: *Mid Term Evaluation*. http://www.undp-paragon.org/rgp/04_proj_doc/pro_doc.htm (Updated 1 February, 2003)

20 *Paragon Introduction*, http://www.undp-paragon.org/rgp/29_center_files/paragon_intro.htm

21 *UNDP Programming Manual*, Reference Centre, Chapter 2 - Country Cooperation, Executive Board decision 96/7, <http://www.undp.org/bdp/pm/docs/reference-centre/chapter2/eb967.pdf>

22 UNDP Philippines, *Country Cooperation Framework*, <http://www.undp.org.ph/country.htm>

addressed mainly through governance interventions. The implementation of the CCF will cover 2002-2004.

- 4.33 Issues on human rights and gender are integrated into the framework to advance the promotion and protection of human rights as basis for all development initiatives. Moreover, there is an emphasis on the mainstreaming of gender concerns in all portfolios to achieve gender equality through UNDP programmes.

Nepal

- 4.34 The second country cooperation framework for Nepal²³ (2002-2006) has been developed in close consultation with civil society and other development partners. The overarching objective of the second CCF for Nepal is to contribute to the poverty reduction goals set out by the Government (reduce poverty to a level of 10 percent of the population by the 2017) and the Millennium Summit's goal (halve human poverty and eliminate extreme income poverty by 2015).
- 4.35 A two-pronged approach will be used for democratic governance, one set of activities focused on district and local levels and another on selected central institutions, to stimulate greater transparency and accountability in public interventions. The Government and UNDP have stressed the importance of creating a balanced approach between building national-level capacities and investing in programmes at the local and district levels. Gender, crisis and disaster mitigation, HIV/AIDS, population and information communication technology will be addressed in all programmes of the second CCF.

HURIST - Human Rights Strengthening

- 4.36 HURIST, a joint programme of UNDP and OHCHR, supports the implementation of UNDP's policy on human rights as presented in the policy document *Integrating Human Rights with Sustainable Human Development*²⁴. Its primary purposes are to test guidelines and methodologies and to identify best practices and learning opportunities in the development of national capacity for the promotion and protection of human rights and in the application of a human rights approach to development programming.²⁵

23 *Second Country Cooperation Framework For Nepal (2002 - 2006)*
http://www.undp.org.np/CCF2_nep.htm

24 *Integrating Human Rights with Sustainable Human Development*, A UNDP policy document,
<http://magnet.undp.org/Docs/!UN98-21.PDF/Integeng.htm>

25 HURIST - The Human Rights Strengthening Programme, *Integrating Human Rights in UNDP's Activities*, <http://www.undp.org/governance/hurist.htm>

4.37 During its first phase (1999 – 2002), efforts were devoted to the development of national human rights action plans and strengthening the human rights capacities of UNDP Country Offices through programming support and the provision of United Nations Volunteers (UNV) Human Rights Specialists. During the second phase (2002 – 2005) of the programme attention will be devoted to methodology development and implementation and to the documentation and dissemination of learning experiences for human rights-based approaches in UNDP’s main practice areas.²⁶

International Labour Organisation (ILO)

4.38 The ILO conducts workshops and training courses and issues various publications on international human rights standards in the workplace, with a focus on gender equality. The target audience included trade unionists, workers, employers, government officials and legal practitioners, as well as those involved in the conception and implementation of development policies and projects.²⁷

Office of the United Nations High Commissioner for Refugees (UNHCR)

4.39 The UNHCR also undertakes human rights education activities and develops training tools, particularly concerning refugee issues. Together with the Save the Children Alliance, UNICEF and OHCHR, UNHCR participates in the “Action for the Rights of Children” initiative which produces training material on children’s rights.²⁸

World Health Organisation (WHO)

4.40 In 2002, the WHO launched a publication series on health and human rights, to support the integration of a human rights perspective into health policies and work.²⁹

26 HURIST - The Human Rights Strengthening Programme, *Integrating Human Rights in UNDP's Activities*, <http://www.undp.org/governance/hurist.htm>

27 United Nations. *Education and public information activities in the field of human rights*, 27 August 2003, UN Document A/58/318

28 United Nations. *Education and public information activities in the field of human rights*, 27 August 2003, UN Document A/58/318

29 United Nations. *Education and public information activities in the field of human rights*, 27 August 2003, UN Document A/58/318

UNICEF

- 4.41 Some examples of UNICEF³⁰ programmes which may be considered to constitute human rights and good governance education in the Asia Pacific region are described below:

Life Skills-Based Education

- 4.42 Life Skills-Based Education (LSBE) is being adopted by UNICEF around the world to empower young people in challenging situations. LSBE is a process of teaching and learning which enables students to acquire knowledge and develop attitudes and skills which support the adoption of healthy behaviours, such as taking greater responsibility for their own lives; gaining greater resistance to negative pressures; and minimising harmful behaviours. It is a critical element in UNICEF's definition of quality education.³¹
- 4.43 These programmes often use student-centred, participatory teaching and learning methods to promote a range of health and social issues relevant to children and young people, including early childhood care and trafficking of women and children. Such programmes are run in a number of countries in the Asia Pacific region including Myanmar, Vietnam and Cambodia.³²
- 4.44 Rights advocacy and protection form the core focus of UNICEF cooperation for Pacific Island countries, to strengthen their capacity for promoting, monitoring and reporting on the Convention on the Rights of the Child, with a priority on the earliest years of life and adolescence.

International organisations

World Bank

- 4.45 The "World Bank" is the name used for the International Bank for Reconstruction and Development (IBRD) and the International

30 Created by the United Nations General Assembly in 1946 to help children after World War II in Europe, UNICEF was first known as the United Nations International Children's Emergency Fund. In 1953, UNICEF became a permanent part of the United Nations system, its task being to help children living in poverty in developing countries.

31 UNICEF, *Life skills – Introduction* <http://www.unicef.org/lifeskills/index.html>

32 UNICEF, *Life skills – Myanmar* http://www.unicef.org/lifeskills/index_8795.html

Development Association (IDA). Together these organisations provide low-interest loans, interest-free credit and grants to developing countries.

- 4.46 The World Bank is one of the world's largest sources of development assistance. In 2002 the World Bank provided \$19.5 billion to developing countries and worked in more than 100 developing economies, bringing finance and/or technical expertise to help them reduce poverty.³³
- 4.47 World Bank programmes cover areas such as anti-corruption; governance diagnostic capacity building; parliament; journalism; judicial reform; public expenditure and financial accountability; municipal reform; youth and good governance; and governance data³⁴. Since 1996, the Bank has launched more than 600 anticorruption programmes and governance initiatives in nearly 100 client countries, ranging from disclosure of assets by public officials to training judges and teaching investigative reporting to journalists.³⁵
- 4.48 The majority of development projects approved by the Bank involve the active participation of non-government organisations (NGOs) in their implementation, and most of its country strategies benefit from consultations with civil society. For example in East Timor a Community Empowerment and Local Governance Project supports democratically elected village councils in restarting economic activities through community projects.³⁶
- 4.49 The Castan Centre submission³⁷ suggests that the governance model promoted by the World Bank³⁸ has been heavily promoted as being successful and that some of the ideas embodied in it have value. The examples they give include that maintaining the rule of law is a major element in the World Bank's definition and also an important precondition for protecting individual human rights; and transparent public decision-making is likewise a prerequisite for public probity.

33 *What is the World Bank*,
<http://web.worldbank.org/WBSITE/EXTERNAL/EXTABOUTUS/0,,contentMDK:20040558~menuPK:34559~pagePK:34542~piPK:36600~theSitePK:29708,00.html>

34 *WBI Governance Programs* <http://www.worldbank.org/wbi/governance/programs.html>

35 *Ten things you never knew about the World Bank –Three*
<http://www.worldbank.org/tenthings/three.html>

36 *Ten things you never knew about the World Bank –Eight and Nine*
<http://www.worldbank.org/tenthings/>

37 Submission 40, Castan Centre for Human Rights Law, p.12.

38 See: World Bank. 1998. *Assessing Aid: What Works, What Doesn't and Why*. New York: Oxford University for the World Bank.

Asian Development Bank

- 4.50 Established in 1966, the Asian Development Bank (ADB) is a multilateral development finance institution dedicated to reducing poverty in Asia and the Pacific. ADB provides loans and technical assistance for a broad range of development activities.
- 4.51 In recognition of the importance of good governance for sustained economic development in Asia and the Pacific, in October 1995 the ADB adopted a policy on governance that identified four means to sustained economic development: accountability, participation, predictability, and transparency.³⁹
- 4.52 ADB's strategy to reduce poverty in Asia includes challenges of a constitutional nature that establish rules of political conduct; creative interventions to change rules and structures; and the nature of interactions and types of relationships between states, citizens, and other actors, to which good governance is integral.⁴⁰
- 4.53 Some examples of ADB-supported programmes and projects which result in good governance practices include public administration; public financial management; corporate regulatory frameworks; legal and justice reform; participation of civil society in public decision-making; anticorruption; and gender and development.⁴¹

Poverty Reduction Strategy

- 4.54 The ADB works with governments and non-government organisations in Asia to free the region of poverty. ADB's Poverty Reduction Strategy outlines how growth, human development, and governance work together to create a situation where impoverished people can participate in and benefit from social and economic development.⁴²
- 4.55 The ADB's governance work seeks to advance transparency and predictability; accountability; strategic focus; efficiency and effectiveness; and participation. ADB's lending and technical assistance supports investments into human and physical capacities to promote equitable growth, build the abilities of people, and make governments function in an efficient way.

39 ADB *Facilitating good governance*, <http://www.adb.org/About/objpov.asp#eco>

40 ADB *Governance* <http://www.adb.org/Governance/default.asp> (Updated 8 June 2004)

41 ADB *Governance Initiatives* <http://www.adb.org/Governance/default.asp>

42 Poverty Reduction, *ADB's Overarching Goal*, <http://www.adb.org/Poverty/default.asp> (Updated 21 May 2004)

- 4.56 The Asian Development Bank supports a number of public sector reform and private sector development programmes in Cook Islands, Federated States of Micronesia, Kiribati, Marshall Islands, Nauru, Papua New Guinea, Samoa, Solomon Islands, Tuvalu, and Vanuatu. The Bank's regional activities include debt management, strengthening financial institutions, development of the private sector, economic analysis, poverty assessment and analysis of the socio-cultural dimensions of economic systems.⁴³
- 4.57 Human rights are not an explicit aim of the ADB's poverty reduction strategies; however they may be seen to be an outcome of improved governance.
- 4.58 Across the board, ADB supports secondary and post-secondary education, complementing the efforts of the World Bank and other agencies, which have focused on providing primary and lower secondary school education. The proposed secondary education computerisation project in 2004 will help extend educational opportunities to youth and reduce inequalities between students of full and limited curriculum schools. In higher education ADB supports reforms to develop skills for private sector employment; provide career guidance for students; partially recover costs and regulate private education to improve its quality and sustainability; expand tertiary education; and improve administration and management under a skills development project.

Government aid agencies

New Zealand Agency for International Development (NZ Aid)

- 4.59 The New Zealand Agency for International Development (NZ Aid) administers New Zealand's Official Development Assistance programme. It is a semi-autonomous agency of the New Zealand Ministry of Foreign Affairs and Trade.⁴⁴
- 4.60 The Pacific has been NZ Aid's main focus since the late 1980s and currently just under half of NZ Aid is directed to the Pacific. There are also

43 Governance for Livelihoods and Development (GOLD) Project Document technical paper (<http://www.undp.org.fj/gold/docs/GOLDFINA.PDF>)

44 NZ Aid <http://www.nzaid.govt.nz/> and NZ Ministry of Foreign Affairs and Trade <http://www.mfat.govt.nz/>

significant programmes in South East Asia and targeted assistance in other regions such as Southern and East Africa, North Asia and Latin America. Poverty reduction is the primary concentration, along with human rights, governance issues, and environmentally sustainable development.

- 4.61 NZAID particularly focuses on capacity building, to ensure decision-makers have appropriate skills and training and qualified people are available for key education and health agencies.

Human Rights Policy

- 4.62 The Human Rights Policy forms part of NZAID's broader Policy Framework. New Zealand's aid programme aims to contribute to peace, security and development in the global economy.⁴⁵
- 4.63 NZAID has a broad strategic poverty elimination view which is about individual or household income, as well as issues such as health, education, gender and family circumstances, life expectancy and school attendance.⁴⁶ NZAID particularly focuses on capacity building, to provide decision-makers with appropriate skills and training and qualified people for key education and health agencies.

Good Governance Programme (GGP)

- 4.64 NZAID recognises good governance as a critical pre-condition to poverty elimination and sustainable development.⁴⁷ NZAID assistance to the Pacific includes a Good Governance Programme (GGP) that promotes good governance at the regional, national and local levels. The GGP focuses on public sector reform, legal reform and judicial training, electoral support and human rights.⁴⁸

Links with Non-Government Organisations (NGOs)

- 4.65 NZAID has piloted a Strategic Policy Framework for Relations with NGOs to set out basic principles and undertakings to guide and underpin the NZAID/NGO relationship.⁴⁹ The Strategic Policy Framework was agreed in August 2000 with New Zealand NGOs.

45 *Who is NZAID?* <http://www.nzaid.govt.nz/about/index.html>

46 *Human Rights Policy Statement* <http://www.nzaid.govt.nz/library/docs/nzaid-human-rights-policy.pdf>

47 *Good Governance Programme – Global*, <http://nzaid.govt.nz/programmes/g-governance.html>

48 *Governance for Livelihoods and Development (GOLD) Project Document: technical paper* (<http://www.undp.org.fj/gold/docs/GOLDFINA.PDF>)

49 *Non-Government Organisations* <http://www.nzaid.govt.nz/programmes/g-ngos.html>

U.S. Agency for International Development (USAID)

- 4.66 The US Agency for International Development (USAID) is an independent government agency that receives overall foreign policy guidance from the US Secretary of State.⁵⁰
- 4.67 USAID carries out foreign assistance programmes to support key US foreign policy interests, including sustained economic and social progress for the peoples of the Asia and Near East regions.⁵¹ USAID's programmes strive to, among other things:
- strengthen democracy and good governance;
 - reduce gender disparities; and
 - build human capacity through education and training.
- 4.68 Below are some examples of USAID's interventions in the Asia Pacific in support of human rights and good governance education.

Indonesia

- 4.69 The USAID programme in Indonesia supports economic growth, agriculture and trade; global health; democracy, conflict and humanitarian assistance; and the global development alliance. It focuses on, among other things accelerating Indonesia's democratic transition through civil society development, strengthening democratic institutions, and conflict prevention and mitigation; and addressing health-sector priorities.
- 4.70 USAID's democracy and governance programmes in Indonesia support efforts to transform national institutions such as the legislature, the justice system, and political parties.⁵²
- 4.71 USAID's Decentralized Local Government Programme⁵³ assists in providing the legal and fiscal environment for decentralisation reform; developing local capacity to deliver services effectively; developing mechanisms and practices that enable local participation; and developing sustainable and independent associations for continual improvement of local governance.

50 About USAID, *This Is USAID* http://www.usaid.gov/about_usaid/

51 USAID, *Asia and the Near East* http://www.usaid.gov/locations/asia_near_east/

52 *Asia and the Near East, Indonesia Overview* <http://www.usaid.gov/id/democracy-intro.html>

53 USAID Indonesia *Supporting Government Decentralization*
<http://gopher.info.usaid.gov/missions/id/decentralization-intro.html>

Office of Transition Initiatives (OTI) Indonesia

- 4.72 USAID's Office of Transition Initiatives (OTI) Indonesia, seeks to assist, accelerate, and secure the process of reform and democratisation. OTI initiated its programme in July 1998 and handed it over in October of 2002, with many of the OTI activities continued by the USAID mission in Jakarta.
- 4.73 The programme includes good governance activities such as parliamentary training and village leader training at the district level, and public information campaigns about government activities. OTI also supports the training of journalists to understand and cover political issues, and has provided equipment to expand their field reporting.

Philippines

- 4.74 The USAID programme in the Philippines assists in economic reform and governance; conflict resolution in Mindanao; family planning, maternal and child health, HIV/AIDS and infectious diseases; and environmental governance and energy.⁵⁴

Economic Reform and Governance

- 4.75 In the area of economic reform and governance, the aim is to promote investment, job-creation, and poverty reduction by addressing corruption, weak rule of law, fiscal and financial instability, and anti-competitive barriers.
- 4.76 USAID assists Philippine institutions that undertake programmes to improve efficiency, transparency and accountability in the management of the enabling environment for investment.

Mindanao

- 4.77 To help consolidate peace in Mindanao and expand economic opportunity for all its people, USAID's growth with equity in Mindanao programme is carrying out activities aimed at accelerating economic growth on Mindanao and ensuring that as many local people as possible benefit from that growth. The programme supports improved governance and education in the Autonomous Region of Muslim Mindanao.

54 USAID *Assistance for the Philippines*, http://www.usaid-ph.gov/assistance_usaid.htm (Updated December 3, 2003)

Environment

4.78 As part of its environmental governance activities, USAID is promoting good governance – transparency and accountability – in enforcing environmental laws. Special emphasis is being placed on assisting Muslim communities in Mindanao. Activities include training and follow-on technical assistance to local government units and communities to improve the management of coastal and water resources, forests and solid waste. Training is also being conducted for the judicial and legal sectors, to equip them to better enforce environmental laws.

United Kingdom's Aid Programme

4.79 The Department for International Development (DFID) is the UK Government department responsible for promoting sustainable development and reducing poverty. The central focus of the Government's policy is the internationally agreed Millennium Development Goals.

British Development Co-Operation in the Pacific

4.80 Britain's regional programme in the Pacific concentrates on two sectors, education, and rights and good governance, with a particular emphasis on Kiribati, Solomon Islands and Vanuatu.⁵⁵

4.81 The regional programme is administered by DFID Pacific, the Department's regional office in Suva. The main elements of the programme include basic education (formal and non-formal) and post-school skills development.

4.82 In formal basic education the main project is the Primary Education Development Project (PEDP), which is working with the Solomon Islands Ministry of Education and Human Resource Development to improve the quality of primary education by changing classroom practice. This involves curriculum development in English and Mathematics, teacher training and whole school development in selected schools in three provinces.

4.83 Non formal basic education assistance in Vanuatu is through two projects. Core funding is provided for the Wan Smolbag Theatre for development, which aims to increase knowledge of development issues at community

55 UK Department for International Development, Pacific Region Strategy Paper
http://www.dfid.gov.uk/Pubs/files/pacific_csp.pdf

level. The other project supports the Vanuatu Rural Development Training Centres Association, a local NGO which strengthens basic skills training in Rural Training Centres. In Kiribati, non formal basic education is supported through the Te Itibwerere Theatre Group which is similar to Wan Smolbag.

- 4.84 At post-school level, the main project is a 10 year package of assistance to the University of the South Pacific (USP). This includes staff development, learning materials, an innovations fund and research. In the Solomon Islands and Kiribati there are two institutional strengthening projects to assist the development of quality skills training.

BBC World Service Trust Project

- 4.85 "I have a right to..." is a global education project, developed by the BBC World Service Trust. The project aims to fulfil the need for individuals to know their own rights and understand issues that affect them. It consists of radio programmes, produced by 25 language services, international awareness-raising events, debates and a website, entitled "I have a right to..." which acts as a global hub for information about human rights.⁵⁶

Rights & Democracy (International Centre for Human Rights and Democratic Development)

- 4.86 Rights & Democracy is a non-partisan organisation with an international mandate. It was created by Canada's Parliament in 1988 to "encourage and support the universal values of human rights and the promotion of democratic institutions and practices around the world".⁵⁷
- 4.87 Rights & Democracy works with individuals, organisations and governments in Canada and abroad to promote the human and democratic rights defined in the United Nations' International Bill of Human Rights. The four themes currently pursued are democratic development; women's human rights; globalisation and human rights; and the rights of indigenous peoples.⁵⁸ Rights & Democracy receives the majority of its funding from Canada's Overseas Development Assistance

56 *I have a right to...* About the BBC World Service Trust Project

http://www.bbc.co.uk/worldservice/people/features/ihavearightto/four_b/why.shtml

57 Rights & Democracy *About Us*

<http://www.ichrdd.ca/frame2.iphtml?langue=0&menu=m02&urlpage=english/about/hist.html>

58 Rights & Democracy *Programme 2003-2005*

<http://www.ichrdd.ca/frame2.iphtml?langue=0&menu=m01&urlpage=http://www.ichrdd.ca/cgi-bin/swish-cgi.pl>

Budget through the Department of Foreign Affairs and International Trade. The programme proposes action at national, regional and global levels.

4.88 The 2003-2005 Programme seeks to:

- promote, develop and strengthen democratic and human rights institutions in the developing world;
- help reduce the gap between the formal adherence of States to international human rights agreements and the actual practices of those States;
- make a contribution to peoples who are engaged in the struggle to participate and build sustainable democratic institutions and to achieve outcomes for the benefit of developing countries; and
- advance accountability of States for the implementation of their international human rights obligations.

4.89 Previous projects by Rights & Democracy include those in the general areas of international human rights advocacy and globalisation and human rights. Projects specific to the Asia Pacific region have included support for⁵⁹:

- **the Asia Pacific Research Network (APRN)**, a regional research network with 29 institutional members from 16 countries, which collects and shares information on the human rights and social dimensions of economic globalisation;
- **the National Health and Education Committee, Community Addiction Recovery and Education Project (NHEC-CARE)** in establishing an addiction services programme for the ethnic population from Burma living on the Thai-Burma border;
- **Forum Asia in Bangladesh** – support to enable 25 human rights groups from South and Southeast Asia to respond more effectively to human rights violations in the region; and
- **the KPI in Indonesia** - networking and institutional support to provide groundwork for democratic development programming in the country, including the provision of support to Koalisi Perempuan Indonesia

59 Rights & Democracy, *Annual Report -- 2000-2001*
<http://serveur.ichrdd.ca/english/about/annualReport2000-2001.html> (National Library of Canada, third quarter 2001, ISBN: 2-922084-39-6)

Untuk Keadilan Dan Demokrasi (KPI) or Indonesian Women's Coalition for Justice and Democracy.

The Commonwealth

- 4.90 The Commonwealth's diverse membership, its common linguistic and legal heritage and its history of involvement in political issues means the organisation can play a useful role in promoting democracy and good governance.⁶⁰
- 4.91 The Human Rights Unit (HRU) of the Commonwealth Secretariat develops programmes designed to support the promotion and protection of fundamental human rights and in particular, develop educational, legislative and administrative programmes to achieve this aim.⁶¹
- 4.92 The Commonwealth promotes democracy through advocacy of democratic principles and practical action including through workshops, publications and in general to strengthen democratic values and culture.⁶²
- 4.93 The Commonwealth Secretariat has organised the Commonwealth Oxford Conference on Human Rights Education, which adopted an agenda and framework for activities for human rights education. The Commonwealth also sponsored a three-year (1995-1997) study, *Commonwealth Values in Education: Young People's Understanding of Human Rights*, dealing with human rights education at secondary school level in 23 schools of four Commonwealth countries.⁶³
- 4.94 Commonwealth Secretariat-supported activities in the Asia Pacific region have included⁶⁴:
- Strengthening of oversight institutions (including training, policy advice and institutional development), such as ombudsman offices,

60 <http://www.thecommonwealth.org/>

61 *Human Rights*

<http://www.thecommonwealth.org/Templates/Internal.asp?NodeID=20650&int1stParentNo deID=20639>

62 *Democracy*

<http://www.thecommonwealth.org/Templates/Internal.asp?NodeID=20645&int1stParentNo deID=20639>

63 United Nations. *United Nations Decade for Human Rights Education* (1995-2004), Fifty-fifth session, 7 September 2000, UN Document A/55/360

64 Commonwealth Secretariat. 2003. *Development and Democracy*, Report of the Commonwealth Secretary-General.

human rights bodies, anti-corruption agencies, parliamentary committees and consumer protection instruments;

- Expert assistance for electoral management in Papua New Guinea (developing appropriate electoral legislation and governance processes);
- A regional debt management adviser shared by four Pacific countries;
- Expert assistance in Nauru, Tonga and Cook Islands for developing small and medium enterprises to generate employment for women and youth; and
- Expert assistance to the Women's Textile Training Centre in Papua New Guinea to train women in garment manufacturing and assist in setting up small businesses.

National Human Rights Institutions

- 4.95 The United Nations, in their fact sheet *National Institutions for the Promotion and Protection of Human Rights*, states that effective enjoyment of human rights calls for the establishment of national infrastructures for their protection and promotion. While the tasks of official human rights institutions may vary considerably between countries, they generally share a common purpose and so are collectively referred to as national institutions for the protection and promotion of human rights.⁶⁵
- 4.96 National human rights institutions are therefore, established in compliance with the fundamental criteria set out in the United Nations 'Principles relating to the Status of National Institutions' (more commonly known as the Paris Principles)⁶⁶. NHRIs complement and in many cases cooperate with NGOs on human rights education programmes.
- 4.97 National human rights institutions are accredited by the International Coordinating Committee of National Institutions for the Protection and Promotion of Human Rights (ICC).

65 United Nations, 1993, Fact Sheet No.19, *National Institutions for the Promotion and Protection of Human Rights*. Office of the United Nations High Commissioner for Human Rights, Geneva, April 1993 (<http://www.unhchr.ch/html/menu6/2/fs19.htm#intro>)

66 Annex: *Principles relating to the status and functioning of national institutions for protection and promotion of human rights* <http://www.unhchr.ch/html/menu6/2/fs19.htm#annex>

Asia Pacific Forum of National Human Rights Institutions (APF)

- 4.98 The Asia Pacific Forum was established in 1996 following the first regional meeting of national human rights institutions from the Asia Pacific. At this meeting the institutions adopted the Larrakia Declaration which set out important principles governing the functioning of national human rights institutions. To advance these objectives, the national human rights institutions decided to establish a regional organisation, which they called the Asia Pacific Forum of National Human Rights Institutions.⁶⁷
- 4.99 The Forum currently receives the majority of its funding from the United Nations Office of the High Commissioner for Human Rights (\$A820 000 in 2002), the Australian government (\$A550 000 in 2002) and the New Zealand government (\$NZ100 000 in 2002). A variety of foundations provide smaller amounts of funding for specific projects.⁶⁸
- 4.100 The APF assists countries in Asia and the Pacific to set up and improve national human rights institutions and helps these institutions to cooperate on human rights issues of common concern. The APF conducts annual meetings that bring together human rights institutions, the United Nations, government and non-government organisations to consider regional approaches to addressing human rights. It also provides training on key human rights themes for staff from human rights institutions, as well as individuals from government and non-government organisations engaged in promoting and protecting human rights.⁶⁹
- 4.101 The APF works with its member institutions to assist them in the implementation of their work to promote the inclusion of human rights education in national curricula. For example, the APF assisted in the development of the Fiji Human Rights Commission's National Plan of Action for Human Rights Education.⁷⁰
- 4.102 DFAT discussed funding for the APF from the Australian government of \$2.4 million to date (including \$500 000 for 2002-03) which has included annual core funding for the management and administrative costs of the APF secretariat and additional funding provided for specific activities

67 Asia Pacific Forum of National Human Rights Institutions, *About the Forum*
<http://www.asiapacificforum.net/about/index.html>

68 Asia Pacific Forum of National Human Rights Institutions, *Funding*
<http://www.asiapacificforum.net/about/funding.html>

69 Submission 39, DFAT, p.5.

70 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.5.

such as thematic workshops and video production.⁷¹ Given the relatively modest budget of the APF this is clearly a significant component.

- 4.103 The APF is a small organisation with less than four full-time employees, and an associated operational budget of approximately \$A1.4 million. Given that the APF currently has 12 member institutions and its membership is anticipated to grow in size to 16 in the near future, this limited amount of funding is spread very thinly across the region.⁷²
- 4.104 All APF member institutions have developed cooperative working relationships with human rights NGOs in recognition of the value of cooperative activities with civil society. This relationship was formalised by the joint adoption by the APF and regional network of human rights NGOs of the 'Kandy Declaration' in 1999.⁷³
- 4.105 The Kandy Declaration "recognised that national human rights institutions and NGOs have different roles in the promotion and protection of human rights and that the independence and autonomy of civil society and NGOs and of national human rights institutions must be respected and upheld."⁷⁴
- 4.106 It was suggested to the Committee that NGO participation in the APF needs to be enhanced. ACFOA encourages the Asia Pacific Forum to continue and expand upon the practice of providing opportunities for direct NGO involvement in the annual meetings. Suggestions to assist in this include early distribution of the annual meeting agenda to assist NGOs to prepare their input to the proceedings in advance; and recognition of the role of NGOs to be explicit in the constitution of the Asia Pacific Forum.⁷⁵
- 4.107 ACFOA recommends that, as part of more effective promotion of good governance and human rights, the Australian Government prioritises support to training in implementation of international human rights standards.⁷⁶
- 4.108 ACFOA also recommends that the Australian Government;

71 Submission 39, DFAT, p.5.

72 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.6.

73 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.2.

74 *Non Government Organisations and National Human Rights Institutions, Concluding Statement, Kandy, Sri Lanka, 26-28 July 1999.*

75 Submission 23, ACFOA, p.16.

76 Submission 23, ACFOA, p.16.

- continues to provide financial assistance to the Secretariat of the Asia-Pacific Forum of NHRI for an additional three years in its transition to self-funding;
- continues to provide financial assistance to the global National Human Rights Institutions (NHRI) programme through the OHCHR Voluntary Trust Fund;
- allocates funds for a full-time permanent international human rights law adviser to service the Advisory Council of Jurists and allocates funds to support NGO participation in the Asia-Pacific Forum of NHRI and regional workshops.⁷⁷

4.109 The Committee believes the APF to be a key regional institution with respect to human rights and good governance education, and noted the following statement made in the Forum's submission to this inquiry:

Multi-year funding commitments provide a secure basis for the future development, management and planning capacity of the secretariat. Without adequate and secure funding, the secretariat will not be able to effectively plan or undertake its operational activity. In addition, the negotiation and administration of single year funding commitments requires significant secretariat personnel resources that otherwise would be dedicated to project implementation. Multi-year funding commitments are therefore essential to the effective future operation of the APF.⁷⁸

Recommendation 17

The Committee recommends that AusAID enter into a three-year funding commitment with the APF, to enable the APF secretariat to undertake effectively its future development, management and planning needs.

4.110 The APF's members⁷⁹ are the independent national human rights institutions rather than their governments. The relationship between

⁷⁷ Submission 23, ACFOA, p.16.

⁷⁸ Submission 14, The Asia Pacific Forum of National Human Rights Institutions, p.19.

⁷⁹ Full membership of the Forum is based on an institution meeting the minimum standards in the United Nations-endorsed Paris Principles. The current membership of the Forum is: Afghanistan, Australia, Fiji, India, Indonesia, Malaysia, Mongolia, Nepal, New Zealand,

individual members and their governments varies over time and is determined by the context and environment in which they are working. Historically, the APF has developed good working relationships with the governments of the region.⁸⁰

- 4.111 NHRIs generally have a mandate to conduct human rights education and promotion programmes. However the APF feels that effective human rights education activities require the active input and cooperation of a wide range of government and non-government actors as it is not, and nor should it be, the sole responsibility of NHRIs. The role of NHRIs would be enhanced by strengthening their capacity to more effectively undertake human rights education and promotion activities.⁸¹
- 4.112 Recognising that their work can be ineffective when it is impacted by official governmental or judicial decisions that run counter to human rights, the APF works with its member institutions to assist them in the promotion and protection of human rights in the administration and operation of the institutions of State.⁸²
- 4.113 NHRIs are directly responsible for the provision of education to the general public about the services they provide. This role needs to be appropriately supported by the state with the provision of adequate funding.⁸³
- 4.114 The Australian Human Rights and Equal Opportunity Commission is the founding member of the Asia-Pacific Forum of National Human Rights Institutions and provided financial support to the Forum from 1996 to 2002 when the Forum became an incorporated public company limited by guarantee.⁸⁴ As a member of the APF, the Commission participates in a variety of international training and capacity building initiatives, implemented under its auspices.⁸⁵
- 4.115 Some other members of the APF are described below:

Palestinian Territories, Philippines, Republic of Korea, Sri Lanka, Thailand,
(<http://www.asiapacificforum.net/member/index.html>)

80 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.2.

81 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.1.

82 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, pp.1-2.

83 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.1.

84 Submission 37, HREOC, p.2.

85 Submission 21, HREOC, p.19.

Philippines Commission on Human Rights

- 4.116 The Philippines Commission on Human Rights is an independent agency created by the Philippines Constitution to promote and protect human rights. The Commission undertakes two main programmes - human rights protection and human rights promotion - through a network of 14 regional offices and six sub-regional offices.⁸⁶ There is also a number of flagship and special projects undertaken.
- 4.117 The Commission seeks to raise the people's level of human rights awareness through its public information; education and research; and investigative monitoring programmes. This includes activities such as collaborative programmes of government, non-government, academic, local and international institutions on human rights education; training of those in government and vulnerable sectors; curriculum development; education materials production; and a human rights resource centre.
- 4.118 The Commission was awarded the UNESCO Prize for Human Rights Education in 1994. This Prize is awarded every two years to teaching institutions, organisations or persons which have made a "particularly efficient, exemplary and genuine contribution" to the development of human rights education.⁸⁷
- 4.119 Mr Kieren Fitzpatrick, from the Asia Pacific Forum of National Human Rights Institutions, indicated that the Commission won the UNESCO prize for a programme which educated the military with a view to stopping abuse by the military. He indicated that the programme was not run similarly for the police, and the comparison between the number of complaints the Commission received about violations by the police and the military, after the programme, was astounding. The police complaints were still at an excessively high level while military complaints had dropped dramatically.⁸⁸

Fiji Human Rights Commission

- 4.120 The Fiji Human Rights Commission is the organisation that is mandated by the *1997 Constitution of the Republic of the Fiji Islands* to promote and protect human rights and freedoms of all people in Fiji.⁸⁹

86 *Philippines Commission on Human Rights* <http://www.hrnow.org/chr.htm>

87 *UNESCO Prize for Human Rights Education*
http://www.unesco.org/human_rights/hrprize.htm

88 Transcript 16 May 2003, FADT 106

89 *Welcome to the Fiji Human Rights Commission* <http://www.humanrights.org.fj/>

- 4.121 The Commission promotes human rights by educating the public about the human rights guaranteed under both the 1997 Constitution and under international conventions.

Human Rights Commission of Malaysia - SUHAKAM

- 4.122 The initiative to set up a national human rights institution in Malaysia began with Malaysia's active participation in the United Nations Commission for Human Rights (UNCHR) in 1993-95. In 1995 the leader of Malaysia's delegation, Tan Sri Dato' Musa bin Hitam, was elected as the Chairman of the 52nd session of the UNCHR. Malaysia will serve its third term in the UNCHR from 2001-2003.⁹⁰
- 4.123 One of the main functions of SUHAKAM is to promote awareness of and provide education in relation to human rights. During 2003 SUHAKAM has been involved in such activities as a human rights workshop for police; the *Human Rights Message Through Art* competition; a workshop on rights of prisoners; and dialogue on people with disabilities.

The National Human Rights Commission of Korea

- 4.124 The functions of the National Human Rights Commission of Korea include investigation, research and remedy; education and public awareness raising; cooperation with organisations and individuals engaged in the protection and promotion of human rights; and exchange and cooperation with international organisations related to human rights and human rights institutions of other countries.⁹¹
- 4.125 Major projects for the Commission in 2003 include development of a National Action Plan; legislation of an Anti-Discrimination Act; a comprehensive survey on human rights laws and regulations; response to major human rights issues; survey of the status of human rights in Korea; and development of guidelines for preventing human rights violations and discrimination.⁹²

90 Human Rights Commission of Malaysia *Introduction*
<http://www.suhakam.org.my/introduction.htm>

91 National Human Rights Commission of Korea *Functions of the Commission*
<http://www.humanrights.go.kr/eng/about/greeting/GrMission.jsp>

92 National Human Rights Commission of Korea *Major Projects*
<http://www.humanrights.go.kr/eng/about/future/FuMainBiz.jsp>

National Human Rights Commission of Thailand

- 4.126 The National Human Rights Commission of Thailand was established under the Constitution as a mechanism to observe respect for human rights.
- 4.127 The Commission's functions include promoting respect for human rights at domestic and international levels, and human rights education and research, including the dissemination of human rights information.
- 4.128 The Commission's six-year strategic plan (2002 – 2007) outlines five focus areas and eight strategies to achieve human rights culture as a way of life in the Thai society. Focus areas include children, youth and family; natural resource base and the community right; legislation and the administration of justice; social policy; and human rights education.
- 4.129 Strategies to achieve these goals include an information network, relevant knowledge (based on action-oriented research) and support for social learning processes, to raise public understanding and awareness of human rights and dignity.
- 4.130 The Office of the National Human Rights Commission supports the work of the Commission and includes the Human Rights Promotion and Network Coordination Bureau which is responsible for human rights advocacy, awareness raising and the enhancement of public understanding through human rights education, an information programme and the media.⁹³

National Human Rights Commission, New Delhi, India

- 4.131 The National Human Rights Commission was established in October 1993. The Commission's functions include undertaking and promotion of research in the field of human rights and spreading human rights literacy and promotion of awareness of the safeguards available for protection of these rights through publications, the media, seminars and other means.⁹⁴

Te Kāhui Tika Tangata – New Zealand Human Rights Commission

- 4.132 The Human Rights Commission administers the Human Rights Act 1993, which is based on the premise that all citizens should have fair access to the resources of their society. The Commission is required, among other

93 Office of the National Human Rights Commission of Thailand
http://www.nhrc.or.th/en/about/about_us2.html

94 National Human Rights Commission, India *Frequently Asked Questions*
<http://www.nhrc.nic.in/>

things, to promote, monitor and safeguard human rights through education, activities and programmes and to publish guidelines to avoid practices inconsistent with the Human Rights Act.

- 4.133 The Commission uses education, training and instruction and the provision of advice and information to fulfil its primary functions. There are educators in the Human Rights Team and in the Race and Ethnic Relations Team who deliver education programmes within a broad strategy governed by the Human Rights Commissioners.
- 4.134 Currently the Commission has a number of education programmes running including one that provides human rights education awareness raising within the small and medium business sector; one designed to help schools put in place a programme on racial harassment and an Introductory Training Kit for the Public Sector.

National Human Rights Commission, Indonesia (Komnas HAM),

- 4.135 The Indonesian National Commission on Human Rights or Komisi Nasional Hak Asasi Manusia is commonly known as Komnas HAM.⁹⁵ The Commission was installed by former president Suharto in 1993 to promote the observance and protection of human rights. The Commission is directly responsible to the president, but has provided critical assessments of cases ranging from land disputes to human rights violations by the military.

Advisory Council of Jurists

- 4.136 The APF established the Advisory Council of Jurists in September 1998 to advise the APF and its member national human rights institutions on the interpretation and application of international human rights standards.⁹⁶
- 4.137 The establishment of the Council reflects the Forum's recognition of the need for access to independent, authoritative advice on international human rights questions and to develop regional jurisprudence relating to international human rights standards. At a broader level, the initiative reflects the commitment of the Forum members to strengthen the effectiveness and capacity of national human rights institutions in the region to improve the promotion and protection of human rights.⁹⁷

95 *Annual Report of the Human Rights and Equal Opportunity Commission*
http://www.hreoc.gov.au/annrep00_01/chap9.html (updated 30 October 2001)

96 Submission 14, *The Asia Pacific Forum of National Human Rights Institutions*, p.16.

97 *The Advisory Council of Jurists* <http://www.asiapacificforum.net/jurists/index.html>

- 4.138 ACFOA describes the Advisory Council of Jurists as promoting human rights observance in the region by providing jurisprudential support on a regional level. The Advisory Council provides members with access to independent, authoritative advice on international human rights questions.⁹⁸
- 4.139 Members of the Advisory Council of Jurists are eminent jurists who have held high judicial office or senior academic or human rights appointments. Members serve in their personal capacity independent of their governments.⁹⁹

Non-government organisations

- 4.140 There is a large number of NGOs active within the Asia Pacific region, some of which were referred to in submissions to the inquiry.

PIANGO

- 4.141 The Pacific Islands Association of Non-Governmental Organisations (PIANGO) is a regional network of NGO coordinating bodies or focal points, based in 22 Pacific Island countries and territories, with an office in Vanuatu. PIANGO was formally established in 1991 to assist NGOs in the Pacific to initiate action, give voice to their concerns and work collaboratively with other development actors for just and sustainable human development. PIANGO's primary roles are to be a catalyst for collective action, to facilitate and support coalitions and alliances on issues of common concern, and to strengthen the influence and impact of NGO efforts in the region. PIANGO's programme areas include information technology, capacity building, coalition building and administration.¹⁰⁰
- 4.142 PIANGO's goals include:
- to promote and enable access to information, ideas, experience and resources (including human resources) in NGOs throughout the region;
 - to enable NGOs to better understand, fulfil and develop their roles and functions, and strengthen their organisation and programme capacities;

98 Submission 34, ACFOA, p.6.

99 Submission 34, ACFOA, p.7.

100 *Pacific Islands Association of Non-Governmental Organisations* <http://www.piango.org/>

- to assist in identifying, monitoring and analysing the needs of people in the Pacific, and ways of increasing the role of the people of the Pacific in their own development, with emphasis on women and youth; and
- to play a role in promoting a regional Pacific identity and Pacific ways of thinking and responding.

Asia-Pacific Human Rights Network

4.143 The Asia Pacific Human Rights Network (APHRN) is a network of human rights organisations and individual activists across the Asia Pacific region which seeks to address trans-Asia Pacific human rights issues by undertaking research projects and providing input on international human rights standards and procedures.¹⁰¹

HURIGHTS OSAKA

4.144 The Asia-Pacific Human Rights Information Center, or HURIGHTS OSAKA, was officially opened in Osaka city in December 1994. HURIGHTS OSAKA aims to promote human rights in the Asia-Pacific region; convey Asia-Pacific perspectives on human rights to the international community; ensure the inclusion of human rights principles in Japanese international cooperation activities; and raise human rights awareness among the people in Japan to meet its growing internationalisation. HURIGHTS OSAKA does this through information handling, research, education and training, publication and consultancy.¹⁰²

University of the South Pacific

4.145 Established in 1968, the University of the South Pacific (USP) attracts students and staff from throughout the Pacific Region and internationally. The University's 12 member countries are the Cook Islands, Fiji, Kiribati, Marshall Islands, Nauru, Niue, Samoa, Solomon Islands, Tokelau, Tonga, Tuvalu and Vanuatu. USP also has agreements with more than a dozen international universities.¹⁰³

4.146 A distance education programme supported by the University's satellite communications network, USPNet, delivers academic courses to almost half of USP's total student body throughout the member countries,

101 *Asia Pacific Human Rights Network* <http://www.aphrn.org/About.htm>

102 *About HURIGHTS OSAKA* http://www.hurights.or.jp/hurights/hurights_e.htm

103 *The University of the South Pacific* <http://www.usp.ac.fj/>

supported by University Centres. The University's three major campuses are in Fiji, Vanuatu and Samoa.

- 4.147 As far as the University is aware, other than those courses offered by the USP School of Law, there are no formal courses of study on human rights in the South Pacific region, at least not with a focus on legal issues. There are, however, other informal courses or training programmes offered by NGOs and the like.¹⁰⁴
- 4.148 The University has gained an insight into student attitudes in the Pacific with respect to human rights issues and discusses human rights regimes as being perceived as something determined by alien agendas and imposed on Pacific countries from outside. Often they are perceived as being in conflict with local cultural values and the product of some kind of imperialist tendency on the part of Western countries. This is a common perception of law itself, which is inevitably rights-based.¹⁰⁵ The University believes there are common difficulties for students to grasp the notion that the rule of law involves government by abstract or formal principles rather than by persons. The University expects that this is true in a wider social or cultural context as well, and believes this is one of the reasons why the rule of law is frequently misunderstood or attributed some alien status. The University submission also notes that attitudes towards the concept of human rights among some students seem often to be influenced by pre-conceived or pre-determined notions emanating from culture, class or race.¹⁰⁶
- 4.149 The University notes that there was an attempt to set up a Pacific Centre for Human Rights five years ago. It describes the Centre as being largely frustrated because “particular countries felt that human rights was a matter which could be better dealt with by in-country centres or institutions ... particularly strong on the part of Fiji which was at that stage about to establish its own human rights commission”.¹⁰⁷
- 4.150 The University submission states that the Fiji Human Rights Commission is doing a creditable job in conveying human rights education and in achieving wider attitudinal reforms on human rights issues, and that the Fiji Human Rights Commission should be strengthened and further supported by Australia.¹⁰⁸

104 Submission 30, University of the South Pacific, p.5.

105 Submission 30, University of the South Pacific, p.6.

106 Submission 30, University of the South Pacific, p.6.

107 Submission 30, University of the South Pacific, p.7.

108 Submission 30, University of the South Pacific, p.7.

USP School of Law

- 4.151 The University of the South Pacific's School of Law is based in Vanuatu. It teaches the four-year Bachelor of Laws Degree and the Certificate in Law.¹⁰⁹ The School of law was established in October 1996 however USP has been offering law at pre-degree level since 1985 and at degree level since 1994.
- 4.152 The law programme at USP provides a unique environment for legal education. The focus of the programme is on law in the South Pacific region. It draws most of its students from the twelve countries in that region, but caters for students from outside the region as well. The School has a commitment to the teaching of law and undertaking legal research with a South Pacific focus. Greater flexibility has been introduced by offering courses via print based extension delivery and the Internet, to enable all students to gain access to professional legal education.¹¹⁰
- 4.153 The Bachelor of Laws degree is the only accredited academic programme of study which leads to admission to legal practice in the region. The School also offers sub-degree Certificate of Laws programmes which are intended to provide vocational education to persons working in law-intensive vocations.¹¹¹

Asia Foundation

- 4.154 The Asia Foundation is a private, non-government organisation supporting programmes that contribute to a peaceful, prosperous, and open Asia Pacific community. With more than four decades of experience in Asia, the Foundation collaborates with partners from the public and private sectors in the region to support, through grants and other programmes, the development of institutions, leadership, and policy in four broad programme areas: governance, law and civil society; economic reform and development; women's political participation; and international relations.¹¹² The Asia Foundation is funded by contributions from corporations, foundations, individuals, governmental organisations in the US and Asia, and an annual appropriation from the US Congress.

109 University of the South Pacific School of Law, *About the School*
http://law.vanuatu.usp.ac.fj/about/about_en (Copyright 2002, University of the South Pacific)

110 University of the South Pacific School of Law, *About the School*
http://law.vanuatu.usp.ac.fj/about/about_en (Copyright 2002, University of the South Pacific)

111 University of the South Pacific School of Law, *About the School*
http://law.vanuatu.usp.ac.fj/about/about_en (Copyright 2002, University of the South Pacific)

112 *Overview, About The Asia Foundation*, <http://www.asiafoundation.org/About/overview.html>

Philippine Human Rights Information Center (PhilRights)¹¹³

- 4.155 Established in July 1991 by the Philippine Alliance of Human Rights Advocate (PAHRA), PhilRights undertakes and disseminates human rights information, research and analyses as they are needed. As a service institution that exists for both PAHRA and the general public, PhilRights seeks to promote:
- greater awareness, knowledge and understanding of human rights conditions, issues, mechanisms and trends;
 - a stronger, more dynamic human rights movement by pooling information and analyses on human rights and related topics;
 - a higher level of information exchange through broader and more effective networking at national and international levels;
 - optimal use of information technology to increase the capability of human rights and people's organisations in promoting and defending human rights; and
 - integration of human rights into all major aspects of national life.
- 4.156 PhilRights conducts Research on issues and developments in pursuit of the principles of human rights and conducts baseline research and case studies on emerging issues in the context of human rights. The journal of PhilRights, the FORUM, is published twice a year.

Business & Human Rights Resource Centre

- 4.157 The Business and Human Rights Resource Centre, based in London, is an independent, international, non-profit organisation, in partnership with Amnesty International and academic institutions. The Centre's website aims to promote greater awareness and informed discussion of important issues relating to business and human rights.¹¹⁴ Their online library provides access to a range of materials on subjects relating to business and human rights. The site contains links to relevant materials published by companies, NGOs, governments, journalists, academics and others.

113 *About The Philippine Human Rights Information Center (PhilRights)* <http://www.mtb-mrj.com/philrights.html> (<http://www.philrights.org/>)

114 *Business & Human Rights Resource Centre: A brief description*, <http://www.business-humanrights.org/AboutUs/Briefdescription>

Human Rights Education Associates

- 4.158 Human Rights Education Associates (HREA) is an international non-government organisation, with offices in the Netherlands and the USA. HREA supports human rights learning; the training of activists and professionals; the development of educational materials and programming; and community-building through on-line technologies. HREA's work is dependent on grants and revenues from services.
- 4.159 HREA works with individuals, non-government organisations, inter-governmental organisations and governments interested in implementing human rights education programmes. HREA provides assistance in curriculum and materials development; training of professional groups; research and evaluation; organisational development; and networking with human rights education resources and professionals.¹¹⁵

Electronic Resource Centre for Human Rights Education

- 4.160 HREA's Electronic Resource Centre for Human Rights Education (<http://www.hrea.org/erc/>) is a website with on-line databases and documents for human rights educators and trainers, on-line forums and links to other organisations and resources. The Electronic Resource Centre is supported by grants from the Dutch Ministry of Foreign Affairs and the Information Programme of the Open Society Institute. The materials are provided free of charge. The HRE Library contains over 1000 full-text documents, including bibliographies, curricula, textbooks, research articles, training guides and international human rights texts.

Human Rights Internet

- 4.161 Human Rights Internet (HRI) exchanges information within the worldwide community working for the advancement of human rights, by phone, fax, mail and the Internet with more than 5 000 organisations and individuals around the world. Launched in the United States, HRI has its headquarters in Ottawa, Canada.
- 4.162 HRI seeks to accomplish "the empowerment of human rights activists and organizations, and ... the education of governmental and intergovernmental agencies and officials and other actors in the public and private sphere, on human rights issues and the role of civil society" by:

115 *About HREA* <http://www.hrea.org/abouthrea.html>

- facilitating the application of new technologies to the furtherance of human rights through knowledge transfer and expertise;
- producing and providing access to human rights databases and a documentation centre;
- carrying out human rights research and disseminating the results;
- producing human rights resources in a variety of formats and making them available to NGOs and international institutions;
- fostering networking and cooperation among NGOs and civil society organisations to integrate human rights with social and sustainable development issues;
- strengthening civil society and NGO access to international fora; and
- supporting the role of NGOs in the promotion of civil society and assisting government and intergovernmental organisations in the application of good governance practices and the protection of human rights through technical assistance, training and educational programmes.¹¹⁶

Human Rights Education Directory

- 4.163 HRI's Human Rights Education Directory (published online at <http://www.hri.ca/education>) presents information on human rights education courses around the world, outlines and syllabi, as well as textbooks and recent releases relevant to human rights education.¹¹⁷

International Tolerance Network

- 4.164 The International Tolerance Network consists of several NGOs, scientists and experts from different countries in West and East Europe, Israel, Philippines, South America and the USA. This international group was brought together to build a platform for intercultural exchange, projects and research on issues of tolerance education. The initiative encourages its members to exchange their concepts, programmes, approaches, and methods.¹¹⁸
- 4.165 The International Network for Education for Democracy, Human Rights, and Tolerance aims to identify the best educational practice, programmes,
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116 HRI Human Rights Internet *A Brief Introduction* <http://www.hri.ca/about/intro.shtml>

117 HRI *Human Rights Education Directory* <http://www.hri.ca/education/>

118 International Network, *The Network Initiative* <http://www.tolerance-net.org/network/philosophy/initiative.html> (Updated 17-Mar-04)

concepts and models available, and exchange these within the network and promote them to the community.

- 4.166 Some of the main goals of the network initiative include bringing together world-wide experience and ideas; searching for the best educational practices; developing new and creative solutions in tolerance education; and providing a platform for intercultural learning.¹¹⁹

Lack of a regional instrument

- 4.167 Regional human rights instruments exist for other regions internationally including Europe, the Americas and Africa however, despite numerous discussions on the topic, there is as yet no such instrument for the Asia Pacific region.
- 4.168 The UN, through the Office of the High Commissioner for Human Rights based in Geneva, has been playing a role in trying to develop a human rights arrangement for the Asia-Pacific region, by sponsoring a series of workshops attended by representatives of governments, NGOs and national institutions. To date, these workshops have been held in Manila (1990), Jakarta (1993), Seoul (1994), Kathmandu (1996), Amman (1997) and Tehran (1998).
- 4.169 At the Tehran workshop in 1998, there was unanimous agreement that technical cooperation aimed at national capacity building should be the foundation for any further move towards the establishment of a regional human rights arrangement and that regional cooperation was an essential prerequisite for such progress. It was emphasised that progress towards a regional arrangement could only be made at a pace determined within the region, by consensus.¹²⁰
- 4.170 The framework for this technical cooperation programme identified four areas including human rights education, with a compendium of national plans of action, a regional government workshop on best practice on

119 International Network, *Goals* <http://www.tolerance-net.org/network/philosophy/goals.html> (Updated 17-Mar-04)

120 UNCHR. 1998. *Regional Arrangements for the Promotion and Protection of Human Rights in the Asian and Pacific Region*. Commission on Human Rights resolution 1998/44 (UN Document E/CN.4/1998/50)

national action plans, and the provision of technical cooperation for the development of national capacities for human rights education.¹²¹

4.171 Carlos P. Medina, Jr.¹²² suggests that some form of regional human rights mechanism “can lead to a deeper understanding and more sensitive treatment of human rights issues among governments and peoples in the region ... can provide greater access to remedies for human rights violations” and can complement the UN human rights system by bringing it closer to the state level.¹²³

4.172 Medina lists the following as some of the reasons advanced for the absence of an Asia-Pacific human rights mechanism¹²⁴:

- human rights issues are considered by many states as internal affairs;
- while States accept the concept of universality of human rights, it is argued that substantial differences exist between international human rights norms and the customs and practices within the region;
- many States believe individual rights must give way to the demands of national security and economic growth, or that human rights can be realised only after a certain level of economic advancement has been achieved; and
- a single human rights mechanism cannot encompass the entire range of diversity among States within the region in terms of historical background, cultures and traditions, religions, and levels of economic and political development.

4.173 The APF states that “effective and sustainable human rights and good governance education needs, in the first instance, to be implemented domestically”¹²⁵. However the Forum believes the lack of a formal governmental regional human rights mechanism in the Asia Pacific is a significant obstacle not just to the implementation of human rights

121 UNCHR. 1998. *Regional Arrangements for the Promotion and Protection of Human Rights in the Asian and Pacific Region*. Commission on Human Rights resolution 1998/44 (UN Document E/CN.4/1998/50)

122 Carlos P. Medina Jr. is the Secretary-General of the Working Group for an ASEAN Human Rights Mechanism. He is the Executive Director of the Ateneo Human Rights Center and a Constitutional Law and Human Rights Professor of the School of Law of the Ateneo de Manila University.

123 Medina, Carlos P. Jr. 2002. *Background of the Working Group for an ASEAN Human Rights Mechanism*. (<http://www.hrnow.org/asean.htm>)

124 Medina, Carlos P. Jr. 2002. *Background of the Working Group for an ASEAN Human Rights Mechanism*. (<http://www.hrnow.org/asean.htm>)

125 Submission 33, The Asia Pacific Forum of National Human Rights Institutions, p.5.

education but also to the general protection and promotion of human rights in the region.

- 4.174 HREOC suggests that although effective regional human rights mechanisms in the region would be welcomed, other measures could also be considered, such as periodic consultations among Asia-Pacific leaders about human rights; training programmes between regional, sub-regional and national levels on key human rights issues; a general approach based upon human rights being fostered in programming and education; and all activities concerning the promotion and protection of human rights - formal and informal - tested from the angle of sustainability.¹²⁶
- 4.175 The Castan Centre¹²⁷ says that the advantage in having a regional human rights mechanism (similar to that promoted by the Working Group on the ASEAN Human Rights Mechanism - see below) is that it “brings negotiations over human rights, and the intersection of states with the international legal regime, down to a meso-level where the parties are able to better contextualise their discussions and their decision-making”. Sitting between national governments and the UN system, such a mechanism would offer regional neighbours the opportunity to exchange information and experiences, before meeting their international reporting obligations. It would need to be well-integrated into the existing international human rights law regime and should not encourage any institution to see itself as a regional substitute for the international system.
- 4.176 The Castan Centre is currently undertaking research on the questions of whether and how a regional human rights system could be established in Asia.¹²⁸
- 4.177 Rather than being seen as an obstacle, the National Committee¹²⁹ regards consultation around a regionally appropriate human rights mechanism as an important vehicle for the advancement of human rights for all countries in the region. They suggest that Australia, without necessarily having a fixed view of the form that such a mechanism might take, should regard the current absence of a regional mechanism as an opportunity to be explored and developed, and play a lead role in encouraging discussion of regional human rights mechanisms. Being able to draw on the experience of other regions should assist in advancing an Asia-Pacific model for human rights in the region.

126 Submission 37, HREOC, p.8.

127 Submission 40, Castan Centre for Human Rights Law, p.11.

128 Submission 40, Castan Centre for Human Rights Law, p.11.

129 Submission 28, NCHRE, p.5.

- 4.178 The Australian Government believes that, given the size and diversity of the region, it is only natural that progress in the UN workshops will take time and patience. However, Australia continues to see the workshop process as a constructive means of promoting a non-confrontational regional approach to human rights through dialogue and cooperation, including technical cooperation.¹³⁰
- 4.179 The Department of Foreign Affairs and Trade describes the Asia Pacific Forum of National Human Rights Institutions, as an important mechanism for regional cooperation on human rights in the Asia Pacific region, as it assists countries in Asia and the Pacific to set up and improve national human rights institutions and to cooperate on human rights issues of common concern.¹³¹
- 4.180 The 1994 National Action Plan for Australia¹³² says that Australia has long supported the formation of a regional human rights system along the lines of models existing in other regions. The Plan states that “Australia considers the establishment of national commissions in the region will continue to provide momentum to regional discussions on the possibility of regional arrangements and institutions for the promotion and protection of human rights”.
- 4.181 The 1995 Update to Australia’s National Action Plan¹³³ affirms that HREOC firmly supports measures to increase the effectiveness of United Nations and regional machinery for the promotion and protection of human rights, and that in this context, HREOC supports the development and operation of regional human rights organisations, recognising that they can play an important role in standard setting and institution building.
- 4.182 The 1995 Update reasserts that the most effective way to meet the objective of a regional human rights instrument and associated mechanisms is to “continue actively and effectively to promote and assist in the establishment of national human rights institutions in the region”.¹³⁴
- 4.183 The Committee recognises the difficulties in developing a broad human rights instrument for the Asia Pacific region, but feels that this should not dissuade further work towards agreed mechanisms for human rights education. The human rights education action plans already prepared in

130 DFAT, 1998. *Human Rights Manual*. Canberra, Commonwealth of Australia.

131 Submission 39, DFAT, p.4.

132 1994. *National Action Plan Australia*

133 National Action Plan, Australia, 1995 Update

134 National Action Plan, Australia, 1995 Update

the region (eg. those of Fiji and Japan, see Chapter 5) would be an ideal base on which such mechanisms could be built.

Recommendation 18

In line with the National Action Plan, the Committee recommends that Australia continues efforts to promote and assist in the establishment of national human rights institutions in the region as the most effective way to meet the objective of a regional human rights instrument and associated mechanisms.

Recommendation 19

The Committee recommends that, through the Asia Pacific Forum of National Human Rights Institutions, Australia works towards developing consensus on definitions of human rights and good governance with the aim of promoting the development of a regional human rights education agreement.

Working Group for an ASEAN Human Rights Mechanism

- 4.184 The UN mid-term review of the Decade for Human Rights Education¹³⁵ suggests that in the absence of a regional human rights mechanism, opportunities should be explored within the context of the Association of South-East Asian Nations (ASEAN), the South Asian Association for Regional Cooperation (SAARC) and the South Pacific Forum (SPF), and with the Southeast Asian Ministers of Education Organisation (SEAMEO) and the Economic and Social Commission for Asia and the Pacific (ESCAP).
- 4.185 Medina states that “it may be unrealistic to expect the establishment of an Asia-Pacific-wide human rights arrangement. However, a sub-regional mechanism, particularly within Southeast Asia, is attainable”.¹³⁶ The idea of a human rights mechanism encompassing the ASEAN countries may

135 UN. 2000. *Report of the United Nations High Commissioner for Human Rights on the mid-term global evaluation of the progress made towards the achievement of the objectives of the United Nations Decade for Human Rights Education (1995-2004)*, September 2000, UN Document A/55/360.

136 Medina, Carlos P. Jr. 2002. *Background of the Working Group for an ASEAN Human Rights Mechanism*. (<http://www.hrnow.org/asean.htm>)

then be the most achievable next step towards an Asia Pacific human rights mechanism.

- 4.186 The National Committee¹³⁷ also believes that Australia should consider sub-regional mechanisms in order to “provide a regional human rights kernel that might later be expanded to include other countries”.
- 4.187 Since 1996, The Asia Foundation has provided support to the Working Group for an ASEAN Human Rights Mechanism, which is comprised of prominent senior political and human rights figures from ASEAN countries. This regional body has established an on-going dialogue with ASEAN Senior Officials, and in 1998, the Working Group was formally recognised by ASEAN governments as an important vehicle for informed discussion about the possibility of establishing a formal ASEAN human rights mechanism.¹³⁸

Conclusion

- 4.188 As evidenced by the discussion in this chapter, there are many activities being undertaken in the Asia Pacific in the broad area of human rights and good governance education. This work is generally not well coordinated between states or organisations.
- 4.189 The UN’s mid-term review of the Decade noted that responsibility for human rights education was vested in a wide variety of national entities whose effectiveness varied greatly. Further, the UN recognised that while there are well-established intergovernmental regional structures, the potential of such structures to contribute to the realisation of the goals of the decade remains largely unfulfilled.¹³⁹
- 4.190 The Asia Pacific Forum continues to implement worthwhile programmes despite the short-term nature of its funding. With greater surety provided by making concurrent funding available to the Forum, this work should continue in a more structured way.
- 4.191 Australia continues to support progress towards a regional human rights mechanism and to ensure that human rights education is central to any

137 Submission 28, NCHRE, p.5

138 Working Group for an ASEAN Human Rights Mechanism
<http://www.aseanhrmech.org/index.htm>

139 UN. *United Nations Decade for Human Rights Education (1995-2004)*, Fifty-fifth session, 7 September 2000, UN Document A/55/360, para.96 and para.129 (d)

such agreement. However, more effort needs to be applied to better utilise existing regional structures in meeting the goals of the Decade.

