

The Contribution of Non-government Organisations to Human Rights Education in Australian Schools

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Abstract

Non-government organisations (NGOs) can play an important role in educating about and advocating for human rights. This paper reports on findings from an investigation of the opportunities for teaching and learning about human rights in the Australian school curriculum, and in particular the opportunities for learning about human rights in schools through the work of Australian-based non-government and not-for-profit organisations. The research points to the value of strengthening partnerships between NGOs which specialise in the defence of human rights and school systems in order to broaden students' opportunities to learn about human rights. This paper argues for the recognition of the current work of NGOs in education systems in Australia, and for an extension of programs and project work around key human rights issues with young people and teachers.

Keywords

Non-government organisations; human rights education; school curriculum

Introduction

The role played by the non-government organisation (NGO) sector in the promotion of human rights and education about human rights globally is extensive and involves initiatives not only from a range of large national and international organisations, universities and independent research centres, but also from small not-for-profit organisations. NGOs' role in the promotion of civil societies has increased markedly in the last three decades, with one factor in this development attributed to the acceleration of market economies and the rise of neoliberal ideologies that have emphasised private voluntary agencies' move into the aid- and rights-related spaces vacated by governments facing financial stringencies (Eade 2004). The rise of the not-for-profit sector in the promotion of human rights also relates to their role in maintaining an independent stand from governments and pursuing a rights-based social justice agenda that seeks to highlight the transgressions of government, whether locally or in international contexts. The key aims of such organisations range from roles of advocacy and lobbying, supporting the least advantaged in society, to large-scale international operations working in humanitarian programs in some of the most conflicted parts of the world (Brander et al. 2015).

Irrespective of their funding base or primary mission, a number of key NGOs have undertaken the role to promote civic values and human rights in the school education sector, seeing children and young people as an excellent place to commence the process of understanding about a rights-based culture. This has resulted in the development and application of a number of programs and teaching resources directly designed for school-aged children.

This paper provides an overview of the legal frameworks which underpin education about human rights in schools. It then details a range of human rights education programs developed by NGOs, and examines how they are being implemented in schools. It highlights the need for schools not only to engage with civil society to ensure that schools and students are not isolated from the communities in which they exist, but also to promote proactive partnerships with NGOs in

order to emphasise the principles of active citizenship both in local and global contexts.

The data and evidence presented here is drawn from a comprehensive Australia-wide study undertaken by a team of researchers at the University of Technology Sydney (Burrige et al. 2013). The research was funded by the Australian Attorney-General's Department, under the recommendations of the National Human Rights Consultation Report (Commonwealth of Australia 2009).

Legal Frameworks Underpinning Education about Human Rights in Schools

Education about human rights in schools in Australia has been shaped by international declarations and policy frameworks dating back to Australia's adoption of the United Nations' Universal Declaration of Human Rights in 1948. Since then, the United Nations (UN) has urged countries to disseminate the Declaration, and to educate their citizens about its contents and subsequent UN human rights conventions, treaties and charters, all of which have all included a role for school education about human rights (Office of the High Commission for Human Rights 2004).

The focus on human rights education has emerged even more strongly over the past two decades at an international level. Led by the UN, the Decade of Human Rights Education (1995–2004) and the World Programme for Human Rights Education (2005–2014) provided the first concerted efforts to support human rights education across UN member states. One of the main objectives of the World Programme for Human Rights Education was to promote 'a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots' (Office of the High Commission for Human Rights n.d.). The World Programme was structured for implementation in consecutive phases. During its first phase (2005–2009), human rights education in the

primary and secondary school systems was addressed; the second phase (2010–2014) moved on to the promotion of human rights education in higher education and human rights training for teachers, educators, civil servants, law enforcement officials and military personnel (Office of the High Commission for Human Rights n.d.). The valuable contributions of NGOs to human rights education at the local level in schools and in the support of teachers are grounded within this broader global framework.

A further significant initiative in human rights education was the 2011 adoption by the UN of the *Declaration on Human Rights Education and Training* (United Nations General Assembly 2011). Its focus on developing a culture of rights within the wider community has required all organisations, including NGOs, to promote a culture of rights. The declaration defined human rights education as comprising:

. . . all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing . . . to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights (United Nations General Assembly 2011: Article 1).

Specifically, the Declaration highlighted three key dimensions of human rights education:

- education *about* human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms of their protection;
- education *through* human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and
- education *for* human rights, which includes empowering persons to enjoy and exercise their rights and to respect the rights of others (United Nations General Assembly 2011: Article 2).

The training of teachers and others involved in education in human rights principles was identified as a key strategy by the UN in its declaration that human rights education needed to be based on the principles of the *Universal Declaration of Human Rights* (United Nations General Assembly 2011: Article 3), as well as relevant regional and national standards and principles (United Nations General Assembly 2011: Article 4). States were identified as having the primary responsibility for promoting human rights education and training (United Nations General Assembly 2011: Article 7).

The fundamental tenet of the need for human rights education in schools is therefore premised on the fact that all children should have the opportunity to know and understand the evolution of an international system of justice and human rights protection through the existence of the UN and, most significantly, through the *Universal Declaration of Human Rights*. An understanding of the significance of the creation of the United Nations after one of the most tumultuous periods of modern history, and the acceptance by nations of the world of the subsequent Declarations and Conventions designed to protect the dignity of all human beings, should be seen as integral parts of the educative process for all children.

Human Rights Education in the Australian Context

In response to the increased emphasis on human rights education in the international community, and local demands for enhanced protection for and promotion of human rights in Australian law, the Rudd Labor government introduced a number of initiatives to develop a human rights education framework in Australia. These included a national round of consultations in 2009 to determine how Australia could better protect and promote human rights. The final report on the national consultations found a lack of awareness about human rights in Australia, and identified the need for human rights education and for the development of a national human rights education plan

(Commonwealth of Australia 2009). Subsequently, the federal Attorney-General's Department released Australia's Human Rights Framework in 2010 (Commonwealth of Australia 2010). The importance of human rights education is one of the five key principles of the Framework, which outlined the government's commitment to invest in education initiatives to promote understanding of human rights across the community (Commonwealth of Australia 2010). While the 2009 National Consultation on Human Rights (Commonwealth of Australia 2009) revealed a lack of consensus on the necessity for formal recognition of human rights in the Australian constitution, there was a strong sense from many respondents to the consultation that more needed to be done to educate Australians about their rights, and their responsibilities to respect the rights of others.

The third key initiative in relation to human rights education was the national Human Rights Action Plan (Commonwealth of Australia 2012b). As part of the Plan, the place of NGOs in the field of human rights education was established through the outlining of funding for NGOs to deliver community-based human rights education and engagement programs. In addition, the plan included increased funding commitments to the Australian Human Rights Commission for its community education program, and for its work with schools and education authorities and the Australian Curriculum, Assessment and Reporting Authority to ensure the place of human rights and principles in the national curriculum.

Overall, the Human Rights Action Plan (Commonwealth of Australia 2012b) sought to build a culture of rights in schools as well as in the wider community, engendering respect for individual and collective rights, and encouraging collaborations between schools and civic bodies that enhance social cohesion in our neighbourhoods. The research reported here is one outcome from recommendations of a report funded by the Australian Attorney-General's Office (Commonwealth of Australia 2009) to investigate the opportunities to study human rights issues within the Australian curriculum. One key finding of that study which had not been readily apparent in the research literature was the identification of the NGO sector as an important contributor to human rights education in

schools. This place for NGOs was not necessarily found to be part of the formal school curriculum, but was often integrated within schools' social or civic mission. The following section focuses on this contribution.

The Role of Non-government Organisations in Human Rights Education

As noted earlier, the not-for-profit or NGO sector underwent significant growth in size and scope in engagement with Human Rights Education between 1980 and 1995 (Tibbits & Kirchschräger 2010). Tibbits & Kirchschräger (2010) note that the number of organisations dedicated to human rights education quadrupled during this period, and attribute this to two key reasons: the failure of educators to engage with topics that focus on the rights of individuals or communities in an explicit way or with a social justice focus, and secondly the inadequate level of government financial allocations for human rights education and the increasingly decentralised systems of education. Nevertheless, this engagement with schools has been an overall positive experience as NGOs have set up relationships with individual schools, working with specific teachers and departments and in some cases having an impact at a national policy level (Tibbits & Kirchschräger 2010).

Research Methods and Scope

The discussion in this paper on the role of NGOs within the schooling sector is drawn from results of a larger study, titled Human Rights Education in the School Curriculum (Burridge et al. 2013), undertaken in response to the National Human Rights Consultation Report (Commonwealth of Australia 2009) and the subsequent Human Rights Framework Action Plan (Commonwealth of Australia 2012b). The aims of this major study were to analyse the curriculum opportunities in each Australian state and territory (the curriculum organisational units) for human rights education, and to identify the kinds of resources and

technologies required to support students to learn about human rights issues.

The key participants in the research were stakeholder representatives from all Australian states and territories, including curriculum authorities, teacher associations and NGOs that work in schools and/or in the development of educational materials on human rights. Qualitative data was collected from the participants for the project through a series of eight round-table discussions, each of one to two hours' duration. Additional data was collected through follow-up interviews conducted with specific NGOs, and also via a document analysis of their projects and programs. A full list of participants and greater detail on data collection methods can be found in the larger project report (BurrIDGE et al. 2013).

As well as the contribution of the NGO and other stakeholders who participated in the round-table discussions, the project team analysed national and state curriculum documents, utilising a conceptual framework based on the extent to which human rights education content was explicitly or implicitly addressed in these curriculum documents. The analysis undertaken of both current curriculum opportunities and of gaps in the primary and secondary school curriculum in the national and state and territory curriculum provides valuable information on the extent to which Australian schools are engaging with human rights education.

Findings

The findings from an analysis of the opportunities for human rights education in the school curriculum indicate that the senior school years (Years 11 and 12) provide the most *explicit* and *implicit* learning opportunities to study topics that are clearly related to human rights issues. Further, an overall finding of the analysis was that only a small proportion of students are likely to study human rights issues to any significant extent across their school years. In essence, the study of human rights issues takes place without any clear overall definition of

rights, and mostly without any overarching context or link back to UN declarations, treaties, conventions or recent Australian rights legislation.

Notwithstanding these limitations, a range of learning opportunities about human rights is provided to schools through the work of NGOs, through activities such as community-school initiatives (projects, programs and campaigns); special events and festivals; and school excursions and camps. It is important to note that these opportunities are not specifically mentioned in any curriculum or syllabus documents, but were found to arise out of individual school, teacher or student interest. The following section provides an overview of the work of some specific individual NGOs in promoting human rights in schools.

Examples of NGO Initiatives in Schools: Projects, programs, campaigns

The work of the NGOs in schools centres on raising awareness of human rights and assisting students and teachers to take action on specific human rights issues. The human rights issues that have the highest profile in schools tend to be related to Indigenous rights, asylum seekers and refugees, famine, poverty, the rights of children, prisoners of conscience and torture. In most cases these issues are addressed in schools when NGOs are invited for a class presentation or workshop to talk about their projects and campaigns, or to raise awareness about specific rights issues.

Some of the most active and involved NGOs working with schools across Australia include:

- Amnesty International Australia, the world's largest human rights organisation (Amnesty International Australia n.d.);
- The Asylum Seeker Resource Centre, an organisation which provides practical and personal support for asylum seekers living in the community (Asylum Seeker Centre n.d.);
- CARE Australia, a charity and international humanitarian aid organisation working against global poverty (CARE Australia 2015);

- Caritas Australia, which supports long-term development programs in impoverished communities (Caritas Australia 2015a);
- Engineers Without Borders Australia, an organisation focused on bringing about change through humanitarian engineering (Engineers Without Borders Australia 2015a);
- The Fred Hollows Foundation, which aims to end avoidable blindness and improve Indigenous health (Fred Hollows Foundation 2014b);
- The Global Education (GE) project, funded by the Australian government's Australian Aid fund until 2014 (Commonwealth of Australia 2012a);
- Oxfam Australia, part of an international development organisation (Oxfam Australia n.d.–a)
- Reconciliation Australia, a national organisation promoting reconciliation between Aboriginal and Torres Strait Islander peoples and the Australian community (Reconciliation Australia n.d.–a);
- Red Cross, the world's largest humanitarian organisation (Australian Red Cross 2015b);
- Save the Children, an emergency relief and development organisation focussed on the needs of children (Save the Children n.d.–a); and
- World Vision, a worldwide community development organisation (World Vision Australia n.d.–c).

It must be stressed that the above list of NGOs is not exhaustive, and is provided simply to indicate the range of NGO work in the field of human rights education in Australian schools. Organisations appear in alphabetical order. An overview the activities and example resources developed for use with school students by each of these NGOs can also be found in Appendix 1. The example resources aim to address learning outcomes in the curriculum areas of English, Studies of Human Society and Environment, and Personal Development.

Government-supported Organisations Working within Human Rights Education in Schools

Some NGOs and government-linked organisations play a less active role in direct school activities and programs; nevertheless, the resources they produce to support the teaching of human rights in schools are valuable. Such organisations often have more of an online presence rather than an active base of activities that connect with schools or communities. Communication technologies and social media can be highly effective mechanisms to educate students about human rights issues, particularly as these technologies lend themselves to the interactive and experiential approaches that have been identified as highly effective pedagogical approaches to human rights education. These technologies also provide potential opportunities for students to engage in national and even international exchanges and partnerships dealing with human rights issues. Examples of government-supported organisations using this model to promote human rights education in Australian schools include the Museum of Australian Democracy, the Refugee Council of Australia, the State Library of New South Wales and the United Nations Global Peace School. Further detail on each organisation and sample human rights learning resources they produce can be found in Appendix 2.

Discussion

The resources to support human rights education listed in Appendix 1 and Appendix 2 highlight the roles these organisations play in promoting just and equitable civil societies that value basic human rights principles embedded in the rule of law, and that seek to enforce these principles through our legal and legislative systems. While this paper does not detail individual comments made by the NGOs' representatives who contributed to the larger research project (Burrige et al. 2013) through a series of round-table discussion groups, the NGO representatives noted the importance of engagement with young people, teachers and schools at all levels in issues centred on human rights. This was the case for issues around individual human rights or more collective notions

of social justice and global perspectives on rights. Indeed, there is no doubt that, given the valuable, interesting and wide-ranging human rights education work being undertaken by a number of key NGOs, government educational departments need to acknowledge this work as a valuable part of the educative process for students.

Through the data collected in this project, it also became clear that informing schools more widely about educational resources and programs available through the NGO network, as well as assisting schools to access these resources, promotes a culture of collaboration between different stakeholders in this field. Often it is rights-based non-government organisations that initiate human rights-focused activities in schools. There is substantive research in education that notes the importance of schools as learning communities that connect with organisations beyond the school fence (Schussler 2003; DuFour 2004; Marsick et al. 2013) to broaden the experiences and learning of students in what are matters of local as well as global importance.

Through the experiences of NGOs and schoolteachers collected in the research, it was clear that expansion of the opportunities NGOs have to engage with schoolchildren requires their employment of key staff with the skills and knowledge in curriculum development processes, and an understanding of the complexity of Australian schools sector. This would enable sustainable links with schools in lasting partnerships to bridge the gap between the formal curriculum and human rights, which, as has been noted, tends to form part of the informal curriculum. As argued by Brander et al, (2015) in the European context, but applicable also within Australia and New Zealand, NGOs are:

. . . tools to be used by individuals and groups throughout the world . . . [and] draw a large part of their strength from members of the community offering voluntary support for their cause. This fact gives them great significance for those who would like to contribute to the improvement of human rights in the world (Brander et al. 2015: 418).

It is this committed engagement that is a great resource for schools to tap in to.

In the context of increasing global connectivity, the study also identified that linking Australian students with peers in schools internationally is an expanding area of human rights education. For example, the importance of utilising social media to engage young people emerged as an important consideration for all organisations working in the human rights education field. Blended learning technologies using mobile devices were reported as an important way to engage students, even though accessibility to resources for all students was an important consideration in the implementation of schools programs.

Limitations of NGOs

While hailing the value of the work done by NGOs in schools, our research also noted that it was important for educators to understand the limitations on NGO schools programs and their involvement with teachers and students. Limited funding and limited staffing in many of these organisations impact on the ability of NGOs to be involved with schools. Many other NGOs, while seeking to involve students and young people in their campaigns, projects or events, are unable to deploy staff on a regular basis to engage with schools. For example, the findings from the *Human Rights Education in the School Curriculum* report (Burridge et al. 2013) note that Amnesty International employed a schools coordinator in its Sydney office, who oversaw school activities across Australia, but not all the organisation's state and territory offices were able to offer schools programs. Save the Children had staff members in only two states (New South Wales and Victoria) who were able to include a focus on involvement with schools, despite the organisation having as one of its main objectives a focus on education and involvement around child rights.

Another point to note is that these NGOs create project-based links with a committed teacher in a school, and while these activities are engaging and important, they are not sustained nor are they extended to a large group of students in the school. Therefore, approaches to human rights education in schools are often ad hoc and based on individual teacher interest. This often means that maintaining a sustainable

relationship with a school is difficult if the teacher leaves or their role changes. Then the valuable resources produced by NGOs (often the most up-to-date material on specific human rights issues) and school visits (which provide a good opportunity for the exploration of current human rights) do not always have long-lasting impact, as they do not provide a whole-school approach. In many cases, once an educational resource was produced and made available electronically, there was little or no support to promote or support its educational use.

Representatives also spoke in the round-table discussions of the dangers of the 'goldfish bowl' approach in schools, whereby students participated in projects and services without fully engaging in a two-way exchange. Further, it is often difficult to engage students when the NGO's human rights activities often happen outside the mainstream curriculum – for example, in lunchtime groups with students and teachers who are already committed to the cause of human rights. Greater focus in the formal curriculum would enhance the development of a rights culture in schools in a much more holistic way.

One important consideration is the need for a national repository for human rights education resources that would be accessible by all Australian schools. Further discussion needs to occur on the motives of some of the NGOs in working within the education sector. This discussion would relate to these organisations' views on some rights which are deemed to be contestable, such as same-sex marriage and abortion rights. These NGOs are often connected to a particular religion or cultural group, and often operate within a religious or ethnic-centred educational structure (such as Catholic, Muslim or Jewish schools).

Conclusion

This paper has sought to outline the work of the NGO sector in promoting a culture of human rights within the school education sectors in Australia. The findings illustrate that there are some key national and international organisations that have developed valuable and relevant programs and resources for use in schools, which utilise interactive technology and which enable students to engage authentically,

either through guest speaker programs, school fundraising projects or curriculum discussions about key human rights issues.

The majority of these NGOs play an important role in human rights education. This role needs to be recognised and opportunities created for collaborations to extend their programs and project work around key human rights issues with students and teachers in schools, in order to enable a whole-school approach to such issues. This requires a more determined stance and resource allocation by education departments in each state and territory, as well as by the federal government, to allow partnerships between schools or departments of education and NGOs to flourish. This would in turn enable schools to benefit from the work being done by the NGO sector in a more comprehensive way.

Strengthening such partnerships and engaging in committed collaborations, not just in areas beyond the classroom programs and activities but also within the formal curriculum, would enhance learning opportunities for students. In addition, the creation of a national repository for educational resources, to be made available online to all schools across Australia, would assist in fulfilling the recommendations of the National Human Rights Consultation (Commonwealth of Australia 2009) to create a human rights culture across Australian communities.

APPENDICES

Table 1 Non-government organisations’ resources and activities supporting human rights education in schools

Organisation	Sample resources and activities supporting human rights education in schools
Amnesty International Australia	<i>Go Back to Where You Came From</i> (SBS TV 2013) is a resource for learning about refugees and asylum seekers. <i>Indigenous Peoples’ Rights in Australia Today: Where do you stand?</i> (Amnesty International Australia 2010) for learning about Indigenous rights. <i>Becoming a Human Rights Friendly School: A guide for schools around the world</i> (Amnesty International Australia 2014)
The Asylum Seeker Resource Centre	The Asylum Resource Centre focuses on the rights issues of asylum seekers and refugees (Asylum Seeker Centre n.d.). The centre responds to requests from teachers to visit their school to give presentations about issues associated with asylum seekers.
CARE Australia	One of CARE Australia’s key fundraising activities, which also engages schools, is the <i>Walk in Her Shoes Challenge</i> (CARE Australia n.d.). The organisation also provides speakers for talks in schools focussing on aspects of global poverty. CARE Australia’s <i>Global Poverty: Teacher’s toolkit</i> is a resource to help teach students about poverty, through case studies and planned lesson activities (CARE Australia 2013).
Caritas Australia	Among Caritas’s school resources are curriculum- and topic-specific resources for primary and secondary schools, including for its annual fundraising and community engagement project titled <i>Project Compassion</i> (Caritas Australia 2015b).
Engineers Without Borders Australia	Engineers Without Borders operates <i>High School Outreach</i> (Engineers Without Borders Australia 2015b) focussing on addressing humanitarian engineering issues in developing country communities, such as the need for clean water, sanitation and hygiene, energy, basic infrastructure and waste systems. Students are encouraged to apply their engineering knowledge and work on projects with other NGOs in South Asia, South-East Asia and Australian Aboriginal communities.
The Fred Hollows Foundation	Young people are involved in various fundraising activities and volunteering. For example, the foundation celebrates the UN’s International Day of the World’s Indigenous Peoples and as part of its work to empower Indigenous advocates organises a Diplomacy Training Program in remote parts of New South Wales and the Northern Territory to advocate for the rights of their people in health, education and social justice issues (Fred Hollows Foundation 2014a).

Organisation	Sample resources and activities supporting human rights education in schools
The Global Education (GE) project	The Global Education project worked with Education Services Australia to produce educational resources and teacher support materials around a range of global development issues such as food security, water security, rights for women and social justice. For example, the booklet <i>Global Perspectives: A framework for global education in Australian schools</i> (Commonwealth of Australia 2008) supports the teaching of issues around global citizenship.
Oxfam Australia	Oxfam Australia provides material on human rights issues, including addressing famine and hunger and growing food sustainably through its programs <i>GROW</i> (Oxfam Australia n.d.-c); Indigenous health through the <i>Close the Gap</i> program (Oxfam Australia n.d.-b).
Reconciliation Australia	Reconciliation Australia organises a number of events which seek to engage and educate schoolchildren, such as National Reconciliation Week (Reconciliation Australia n.d.-b). They also provide resources for teachers through the website <i>Narragunnawali: Reconciliation in schools and early learning</i> (Reconciliation Australia n.d.-c).
Red Cross	The Young Humanitarians program (Australian Red Cross 2015b) encourages young people to volunteer and participate in Red Cross actions. The Schools Resources site (Australian Red Cross 2015a) provides educators with material to facilitate learning about human rights.
Save the Children	Save the Children aims to ensure school students learn about children's rights and human rights from their early school years. Their school initiatives include programs exploring child rights, child labour and child soldiers and the Global Peace program (Save the Children n.d.-b) for secondary schools.
World Vision	The Child Sponsorships program (World Vision Australia 2014) encourages young people to make a commitment to financially sponsor a child in a developing country to help meet their basic needs. The Global Leadership Convention designed to inspire and empower senior secondary students to be a voice for justice in the world (World Vision Australia n.d.-b). The Get Connected series (World Vision Australia n.d.-a) provides resources for teaching about issues with water supply, the global food crisis, child rights, migration, climate change, global inequalities, disasters and global citizenship.

Source: Adapted from Torstonson 2014.

Table 2 Government-Supported Organisations

Organisation	Human rights education activities
The Museum of Australian Democracy	The Museum of Australian Democracy is a museum of social and political history (Museum of Australian Democracy n.d.-a) which supports an onsite schools program of visits by Year 5 to 7 students and teaching resources about the development of democracy in Australia with links to History and Civics and Citizenship subjects. Resources include: <i>Who's the Boss; We Can Make a Difference; Our Voices, Our Choices; 1975 Prime Minister Dismissed!</i> (Museum of Australian Democracy n.d.-b).
Refugee Council of Australia	The <i>Refugee Week Resource Kit</i> (Refugee Council of Australia n.d.) is a set of background information on refugees, myths and facts about refugees and asylum seekers. Teacher resources are also included.
The State Library of New South Wales	The State Library of New South Wales produces a series of plain language booklets titled <i>Hot Topics</i> (State Library of New South Wales 2015), including issues addressing human rights; for example, <i>International Humanitarian Law</i> (State Library of New South Wales 2012); <i>Refugees</i> (State Library of New South Wales 2011); <i>First Australians</i> (State Library of New South Wales 2013b); and <i>Human Rights</i> (State Library of New South Wales 2013a).
United Nations Global Peace School program	The United Nations Global Peace School program seeks to integrate child rights education, peace building, global awareness and social inclusion concepts across school curriculum (Save the Children n.d.-b). A number of Australian schools have taken part and gained accreditation as a Global Peace Schools. One aspect of the project enables schools to use technologies to link up with other schools internationally, in order to work on issues related to child rights, ending armed conflict and peace building, global awareness, and social inclusion concepts across the curriculum.

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