

World Educational Research Association

International Research Network on Human Rights Education

First annual report 2019/2020

The International Research Network (IRN) on Human Rights Education (IRN HRE) was launched in June 2019 with a broad international membership. The Network has progressed its ambitious agenda despite the restrictions resulting from the COVID-19 pandemic.

Co-ordinators

Professor Dr Audrey Osler. Professor of Education University of South-Eastern Norway; Professor Emerita University of Leeds, UK a.h.osler@leeds.ac.uk
Member of (Nordic Educational Research Association) NERA and the European Educational Research Association (EERA)
Co-director [*International Conference on Education and Democratic Citizenship*](#) (ICEDC)
Editor-in-chief: [*Human Rights Education Review*](#)

Professor Dr Hugh Starkey, Professor of Citizenship and Human Rights Education, Department of Curriculum, Pedagogy and Assessment, UCL Institute of Education, London UK h.starkey@ucl.ac.uk
Member of British Educational Research Association (BERA) and EERA
Founding co-director [*International Conference on Education and Democratic Citizenship*](#) (ICEDC)
Editor [*London Review of Education*](#)

Founding members of the network

Botswana

Dr Agreement Jotia, Associate Professor, University of Botswana

China

Dr Gao Fang, Assistant Professor, Education University of Hong Kong

Croatia

Professor Dr Vedrana Spajić-Vrkaš, Professor, University of Zagreb

Japan

Professor Kazuhiro Kusahara, Professor of Social Studies Education, Hiroshima University Graduate School of Education

Jeff Plantilla, Chief Researcher, Asia-Pacific Human Rights Information Center, Osaka

Mexico

Dr Leonel Perez Exposito, Associate Professor, Department of Social Relations, Metropolitan Autonomous University, Mexico City.

Norway

Dr Hadi Lile, Associate Professor, Østfold University College

South Africa

Professor Dr André Keet, Chair of Critical Studies in Higher Education Transformation, Nelson Mandela University, Port Elizabeth

UK

Professor Dr Laura Lundy, Professor of Education Law and Children's Rights, and Co-Director of the Centre for Children's Rights at Queen's University Belfast.

Professor Dr Farzana Shain, George Wood Professor in Education, Goldsmiths, University of London

USA

Dr Judith Dunkerly-Bean, Assistant Professor of Literacy Education, Darden College of Education, Old Dominion University, Norfolk, Virginia

Dr Anatoli Rapaport, Associate Professor of Curriculum and Instruction, College of Education, Purdue University, Indiana

Scholars who have also participated in network activities include:

Professor Rebecca Adami, Stockholm University

Professor Felisa Tibbitts, Chair in Human Rights Education, Utrecht University

Professor Michalinos Zembylas, Open University of Cyprus

Rationale and background

Although promoted by the United Nations since the 1970s, **Human Rights Education** (HRE) is a rapidly emerging interdisciplinary field of research and scholarship across the world seeing the launch of two specialised academic journals since 2017. The co-ordinators initially invited 12 leading and emerging scholars from 9 countries and 4 continents to constitute our network. All are members of the international editorial board of [Human Rights Education Review](#).

Based on a commitment to respect, protect and fulfil the *Universal Declaration of Human Rights* and subsequent conventions on children's rights and against discrimination on the grounds of race, gender or disability, **Human Rights Education** (HRE) is a field of interdisciplinary research that by definition requires a global or cosmopolitan perspective and lends itself naturally to international research collaboration. The first objective of the IRN is to develop a community and draw on each other's work.

The WERA IRN HRE network builds on two existing informal networks, namely, membership of the International Editorial Advisory Board of the recently established (2018) open access journal [Human Rights Education Review](#), based in Norway (Editor-in-Chief, Audrey Osler) and secondly participation in the mailing list and annual

conference of the [International Conference for Education and Democratic Citizenship](#) (ICEDC) (founding director Hugh Starkey), based at UCL Institute of Education, London. These two pillars provide opportunities for interaction, meeting and for dissemination of research findings.

Research Topic and Plan

The IRN's initial goal is to develop a research and scholarly community and draw on each other's work. The main project of the IRN is to develop a **state-of-the-art review** in the form of a global **annotated bibliography** of human rights education. This will also help to identify gaps in the literature and opportunities for collaborative fundable research. The co-ordinators will propose a framework for contributions to this joint effort based on members' specialised topics (e.g. the law; children's rights; minority perspectives; post-conflict education; social studies) and possibly on a geographical perspective (e.g. Europe, East Asia, America, Southern Africa).

Developing the IRN community will also be achieved through opportunities for some members to meet face to face such as board meetings of **Human Rights Education Review**; gatherings such as AERA, WERA focal meeting, CIES, and the annual ICEDC research conference held at UCL IOE in London.

Our research plan also includes arranging a series of **webinars** studying texts by our members, who will be invited to identify or record specially a simple presentation based on one of their key publications. Given time differences, we planned that initially webinars will be asynchronous but time limited events.

A steering group, consisting of the founding members, advises the co-ordinators.

Outcomes from Year 1 of the IRN HRE

1. The initial meeting of the IRN was held at UCL IOE, London on Thursday 13 June 2019, coinciding with a meeting of the editorial board of **Human Rights Education Review**. It was attended by 9 members in person and 6 by videolink. See **Appendix 1**. The main item of business was to agree the plan for the IRN set out in **Appendix 2**.
2. Panels at conferences. One of the main achievements of the year was the convening of panels for international conferences as follows:

International Conference for Education and Democratic Citizenship (ICEDC) at UCL IOE London **14 June 2019**. Theme: Education for Human Rights and Democratic Citizenship. 6 network members presented individual papers as follows:

Dr Hadi Strømme Lile, Østfold University College, Norway. *A Declaration out of Touch with the Spirit of Human Rights Education*

Professor Hugh Starkey, UCL Institute of Education, London *Addressing failed citizenship: human rights and multicultural education*

Professor Dr Carole Hahn, Professor Emerita, Emory University USA *Teaching Human Rights and Global Citizenship: A Comparative Study in Four European Societies*

Dr Alison Struthers, University of Warwick, School of Law *Overcoming the Barriers to Educating About, Through and For Human Rights*

Professor Audrey Osler, University of South-Eastern Norway *The Rhetoric and Realities of Human Rights: policy frameworks and teacher perspectives*

Professor Laura Lundy, Co-Director of the Centre for Children's Rights and Professor in the School of Social Sciences, Education and Social Work, Queen's University, Belfast. *Children as Human Rights Defenders*

NERA 2020: Rethinking the futures of education in the Nordic countries.
4-6 March, University of Turku, Finland

Panel Theme: **Rethinking the future of human rights education in the Nordic region**

Panel presentations (all members of University of South-Eastern Norway):

Bjørn Flatås: *Human rights education and the right to an open future*

Audrey Osler: *The future of human rights education and challenges posed by postcolonial and decolonial scholarship*

Christian Stokke: *Decolonizing religious education: a student-centered approach for empowerment*

Marta Stachurska-Kounta: *Representations of Europe in Norwegian history textbooks*

Respondent: Gunilla Holm, University of Helsinki

The following panels were planned but the conferences were postponed:

CIES, Miami Florida, USA 22 – 26 March 2020

Panel: *International Human rights education, power relations and the global challenges of the 21st century*

Papers: Audrey OSLER, University of South-Eastern Norway *Human rights education and challenges posed by postcolonial and decolonial scholarship*

Anatoli RAPOPORT, College of Education, Purdue University, Indiana *Human Rights Education and the challenges of global and cosmopolitan citizenship*

Hugh STARKEY, UCL IOE, London The role of international organisations in developing frameworks and policies for Human Rights Education: a critical examination

Susan E. GOLLIFER and Brynja E. HALLDÓRSDÓTTIR School of Education, University of Iceland Availability, Accessibility, Acceptability and Adaptability: Applying a human rights lens to examine international students' experiences of higher education in Iceland

Discussant: Dr Judith DUNKERLEY-BEAN (Old Dominion University, Norfolk VA, USA)

Paper presenters from this conference have been invited to contribute to a special edition of *Human Rights Education Review*.

WERA Santiago de Compostella, 1 – 3 July 2020

Invited panel symposium: *Rethinking the future of human rights education*

Chair: Audrey Osler, University of South-Eastern Norway, Norway and University of Leeds, UK
Respondent: Dr Alicia Muñoz Ramírez, University of Salamanca, Spain

Papers

Marta STACHURSKA-KOUNTA, University of South-Eastern Norway, Norway
Early twentieth century antecedents to human rights education

Rebecca ADAMI, Department of Education, Stockholm University, Sweden *Revisiting the Past: Human Rights Education and Epistemic Justice*

Yuka KITAYAMA, Osaka University, Japan and Yoriko HASHIZAKI, Nara University of Education, Japan *Human rights education and the ethics of care in Japan*

Audrey OSLER University of Leeds, UK and University of South-Eastern Norway, Norway *The future of human rights education and challenges posed by postcolonial and decolonial scholarship*

Hugh STARKEY, University College London, Institute of Education, UK *Reimagining human rights education in the face of global challenges to democracy and human rights*

3. State-of-the-art review

We initiated this a by requesting IRN members and sympathisers to offer a list of their relevant publications with annotations or abstracts where possible. We received responses from colleagues and have started the process of collating these into a single, usable document.

We are in discussion with the Library of University of South-Eastern Norway to see if these publications can form the basis of a sustainable open access digital database on Human Rights Education.

4. Publication of special issue of *Human Rights Education Review*. Nearly half of the invited presenters at the postponed ICEDC 2020 are preparing articles for the journal to be published in late 2020. We expect an initial collection of these to be published in Volume 4(1) January/February 2020 and others to be included in further editions in 2021.

Future plans

Two of the three panels planned for conferences in 2020 (ICEDC, CIES, WERA) will be reconvened in 2021.

We will continue to work on the state-of-the-art review which will form the basis of an application to present at AERA 2022.

We are seeking funding for a sustainable digital database of human rights education research.

Audrey Osler
Hugh Starkey
October 2020

Appendix 1

WERA IRN on Human Rights Education

First meeting to be held at UCL Institute of Education Room 739 at 15.00 UK time (GMT +1)

Participants:

Audrey Osler, Hugh Starkey (coordinators)

Network members attending in person:

Vedrana Spajić-Vrkaš, Kazuhiro Kusahara, Laura Lundy, Hadi Strømme Lile

Network members attending online:

André Keet, Leonel Perez Exposito, Gao Fang, Anatoli Rapoport, Judith M. Dunkerly-Bean, Jeff Plantilla

Observers (in person):

Carole Hahn, Angela Vemic, Mikkel Schmidt-Hansen, Tristan McCowan

AGENDA

1. **Welcome and introduction** to the IRN.
HRER and ICEDC as pillars
Scope of HRE as defined for this IRN
Suggestion for working definition:
For the purposes of the IRN, human rights education is defined as those research publications that explicitly address human rights including children's human rights. These publications reference human rights instruments when dealing with issues such as discrimination, social justice, schooling or curriculum.
2. Planning a **state-of-the-art review** (discussion paper attached)
3. **Communication.** Email list. Possible Moodle or other VLE site. Promotion on social media.
4. Proposal for a 3 day credit bearing course for **doctoral students** *Education for Social Justice: human rights and intersectionality* at **USN (Drammen, Norway)** combined with a one day **seminar for IRN members September 2020**
5. **Webinars and seminars** from 2020
6. **Proposed Timetable**
13 June 2019 London. IRN HRE steering group meeting.
14 June 2019 London International Conference on Education and Democratic Citizenship (ICEDC).
17 August 2019 bibliography of members' own work
17 October 2019 annotated personal bibliography
October 2019 Submit one or more symposium proposals to Comparative and International Education Society (CIES) and NERA (March 2020)
11 – 13 December 2019 Kathmandu, Nepal: 10th *International Conference on Human Rights Education*

17 December 2019 extended bibliographies
January 2020 meeting to share out writing task
March 4 – 6 2020 Turku, Finland NERA conference panel
March 22 – 26 2020 symposium at Comparative and International Education Society (CIES) Miami, USA
7 April 2020 peer reviews completed
15 May 2020 state-of-the-art review delivered to WERA
12 June 2020 London. International Conference on Education and Democratic Citizenship (ICEDC) will feature WERA IRN
July 2020 Submit a symposium proposal to AERA 2021
August 2020 (tbc) WERA focal meeting to include IRN HRE researchers reporting on interim findings
AERA 2021 panel presentation by IRN members.

7. Any other business

Appendix 2

WERA IRN Inaugural meeting UCL IOE 13 June 2019

Agenda item 2: Discussion paper on how we achieve a global review of human rights education

The central goal of the IRN for 2019/2020 is to produce a **state-of-the-art review** of Human Rights Education (HRE). In this paper I propose how we might achieve this in a timely and effective way, given our limited time and resources. I've tried to break down the task and provide deadlines. I think it ambitious to provide a fully comprehensive global state-of-the-art review. Is this plan sound? How can it be adapted / strengthened? Are these deadlines feasible?

We need to be able to present our review to WERA by 31 May 2020.

Phase 1: build a bibliography of members' own work: 17 June- 17 August 2019

- Network members invited to submit **list** of all their own research-based books, peer reviewed journal articles and book chapters published 2000-2019.
- Code each item by its focus and features (e.g. child rights education, minority rights, LGBTQ+, etc. geographical region(s), phase of education, language etc.)
- Use standard reference system (APA)
- Submit by 17 August

Who will prepare codes?

Who will coordinate and merge the submissions?

Who will send out reminders two weeks before deadline?

Phase 2: annotate personal bibliography 17 August – 17 October 2019

Compile composite list and share across network by 31 August 2019

- All network members invited to **annotated list** of their own publications, above, using published abstracts for journal papers and devising abstracts (maximum 75 words) for books and chapters, retaining codes and adding keywords.
- Abstracts should be in English (and original language of the paper, if available)

Who will coordinate and merge the submissions?

Who will send out reminders two weeks before deadline?

Phase 3: extend bibliographies beyond members own work 17 October -17 December 2019

- Extend annotated list by drawing on sources with which we are familiar, have drawn on in our published work
- Invite graduate students to add to this process

Who will coordinate and merge the submissions?

Make publication and dissemination plans >

Who will send out reminders two weeks before deadline?

Phase 4: Meeting and action to identify small teams to share out writing task relating to the review: 15 January 15 March 2020

Plan meeting January 2020

- Suggest total length of literature review 15,000 words
- Identify teams and tasks (3,000-word reviews of specific topics, regions)

How do we strengthen review beyond our work and that we are familiar with?

Identify peer reviewers for each team (at January meeting?)

Phase 5: peer review, feedback and revisions of draft team papers from phase 4: 15 March- 30 April 2020

- Peer reviews completed by 7 April 2020
- Lead author or team to revise papers by 30 April 2020

Who will manage this process and ensure papers in on time?

Phase 6: prepare for submission to WERA by 15 May 2020

Responsibility: IRN coordinators with support from lead authors of sections

Identify if there is publishable work (for possible inclusion in HRER?)

Audrey Osler
10 June 2019