

THE WORLDWIDE RISE OF HUMAN RIGHTS EDUCATION\*

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## ABSTRACT

## The Worldwide Rise of Human Rights Education

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In recent decades human rights education has expanded rapidly around the world. This important and unexpected development involves both a shift from national to global conceptions of rights and from a narrowly legal to a broadly educational and participatory concern with human rights. We analyze this worldwide development as reflecting the impact of contemporary political and cultural globalization.

The global rise of human rights education impacts educational policies, curricula, and textbooks in an increasing number of national educational systems. At the world level there is a rapid expansion of organizations, professional associations, and discourse devoted to the subject. Dimensions of political, economic, and cultural globalization help explain the shift in conceptions of human rights from those built on the basis of national citizenship to more universalized global human rights ideas.

At the national level there is a rapid expansion of human rights emphases in national curricula and textbooks. Beyond the standard national-level factors (e.g., development, democracy), national linkages to global society help explain the adoption of global human rights models.

## INTRODUCTION

Human rights education is increasingly emphasized worldwide in organizational, curricular, and discursive developments. (Andreopoulos and Clarke 1997; Elbers 2002). We analyze this expansion, with information on both world- and national-level educational patterns.

Human rights education must be seen as a world-wide movement, rather than principally one located in a few nation-states. The current emphasis on human rights education reflects a growing understanding of the individual person as a member of a global society rather than mainly a national citizen. Cultural and political globalization work as important motors in this process, generating standardized educational models of human competencies (Rychen and Tiana 2004), and of national progress (Ramirez and Meyer, 2002a). The enactment of these models results in increasing uniformities across nation-states over many educational domains, including the new domain of human rights education. Over and above economic changes, cultural and political globalization generate a worldwide movement that a) emphasizes human rights over and above citizenship rights, b) assigns centrality to the individual person over and above nation-states, and c) creates extraordinary rates of educational expansion throughout the world.

Thus a first focus for this paper is the description and analysis of world-level emphases on human rights education in global educational organization and discourse. Dimensions of cultural and political globalization play important predictive roles, in part

mediated by worldwide educational expansion and the rise of a world-level human rights sector.

Our second focus is on human rights education as it appears in the policies, curricula, and educational materials of national educational systems. We consider the factors that affect the rise, in recent decades, of human rights education in national educational systems -- in partial contrast to other and more nation-centered civics and social studies foci. Our core idea is that national developments in the human rights education area reflect ties to world educational and human rights organization and discourse, more than the effects of national developments and human rights experiences.

## BACKGROUND AND THEORY

Human rights education is clearly being advanced on a global scale (Buergenthal and Torney 1976; Claude 1996; Stimmann Branson and Torney-Purta 1982; Suarez and Ramirez 2005). World organizations, professional associations, and international advocacy groups put it forward (HREA 2004; IIHR 2002; United Nations 1994). To a surprising degree, the related principles seem to have penetrated curricular plans, policies, educational materials, and practices in many national societies (IIHR 2002; Council of Europe 2004 a, b). History, civics, and social studies courses are modified to emphasize human rights education, and distinct human rights programs are put in place. We need more evidence on the scale and distribution of these changes, but clearly much change is going on.

The whole phenomenon was little anticipated in educational thought and research a few decades ago. Educational systems were and are so securely in the hands of national states and societies that it seemed obvious that schooling mainly reflects variations in national economic and political systems. It also seemed obvious that schooling emphasizes national history, society, and citizenship. Mindful of the dangers of nationalistic jingoism, progressives favored a civic education that fostered a more liberal and open-minded and tolerant citizenry. But citizenship formation was still linked to the needs of a particular country rather than the “requirements” of human members in a global society.

Thus, explanations for the shift to human rights education are called for. Our core argument, taken directly from sociological institutional theory (see Thomas et al. 1987, and Drori 2003, for examples and parallels) is that the rise of human rights education is linked closely to processes of globalization over the period since World War II, and particularly in the most recent decades. A global society has been constructed, and imagined, during this period. This is a society in which individual persons are both entitled members and proactive agents. Human rights education, we argue, reflects both this developing emphasis on world citizenship and the strong assumption of personal agency required for global citizenship.

Much prior work has involved theoretical and empirical analysis of the rise of a "world society" in the post-War period, and the growing impact of the organizations and rules of this society on educational (and other) policy and practice in particular national states.

The research involved has been extensively reviewed elsewhere (Meyer, et al. 1997; Ramirez and Meyer 2000; Finnemore 1996; Jepperson 2002; Hasse and Kruecken 1999). Two core themes are involved (Meyer and Ramirez 2000). First, models from world society increasingly affect education and other institutions in national societies. As a brief example, schooling systems are much more similar, and try to conform much more to standardized world models, than would be expected on the basis of extreme national diversities in resources, culture, and needs. Second, the models promulgated worldwide are increasingly focused on the values of an imagined world society, rather than as an ideally competitive national state and society. The valued world models for education and society celebrate a world of equality and cooperation, not a world of competition and hierarchy. And they celebrate a world in which the human person is increasingly more central than the national citizen (see also Ramirez and Meyer 1998, 2002a).

These findings and ideas lead directly to explanations for the rise of human rights education. Two main lines of argument are central, one at the global level, and the other at the national level. First, various dimensions of globalization affect the world rise in human rights education, both directly and indirectly. And second, national organizational and discursive linkages to preferred global educational models, more than distinctive national experiences and resources, account for national shifts in policy and practice to human rights education. We discuss these lines of reasoning in turn.

The Global-Level Rise in Human Rights Education:

Political, cultural, and economic globalization create a world of actual and perceived interdependence. In themselves, such changes increase the extent to which schooling efforts try to lead new generations to relate to the greater world society. Combined with the modern dominance, worldwide, of liberal and democratic ideologies (perhaps in principle more than practice), these various sorts of globalization help account for the expansion of human rights education. Two related, but empirically distinguishable, changes reinforce the effect. Comparative research has focused on both of these developments:

#### From Citizen Rights to Human Rights:

The modern shift toward more global conceptions of human society, and away from nationally-centered ones, has led to an important shift in conceptions of the individual and of individual rights. In the classic ideal nation-state models, the standing of the individual was defined in terms of citizenship in the national state and its legal system. In the Anglo-American cases, individual rights were defined as prior to and constitutive of the state; in typical Continental cases, individual rights were defined as guaranteed by the state (Bendix 1964). With modern globalization, a simple shift of this formulation to the world level has been impossible, because the world lacks a state and the associated positive legal tradition. So individual rights have been defined and defended in natural law terms, as rights inherent in being a human being, in the United Nations' several declarations of human rights (Lauren 2000). This contrasts sharply with many traditional

definitions of the rights of national citizenship, as rooted in positive national constitutional law.

So in the last half century, there has been a worldwide explosion in organizations and discourse devoted to ever-expanding conceptions of human rights (for a review see Ramirez and Meyer 2002a). This broad movement has resulted in increases in (a) the number of groups whose human rights are to be protected, such as women, children, gays and lesbians, ethnic minorities, indigenous people, and people with various disabilities (Brysk 2000). It has also produced great increases (b) in the range of topics covered, such as basic due process rights, rights to an elementary and secondary education, rights to health, and rights to one's own language and culture. It has expanded (c) the scope of human rights treaties and the numbers of countries that have ratified them (Tsutsui and Wotipka 2005). It has expanded (d) the density of organizational structures around the world engaged in advocacy, monitoring, and representation (Keck and Sikkink 1998). Finally, it has greatly expanded (e) the obligations of people, groups, and nations everywhere in the world to support the human rights of people anywhere else in the world, entirely over and above the classic boundaries of national sovereignty that formerly blocked much intervention (Krasner 1999; Lauren 2003; Risse and Sikkink 1999). This broad movement has impacted policy and practice throughout much of the world (Ramirez and Meyer 2002a; Wotipka and Ramirez 2003; Hathaway 2002; and many others).



The educational impact of the human rights movement is very great, though not much theorized. Older models of citizenship education, civics instruction, history, or social studies, may now appear to be limited or even jingoistic, if these are solely informed by older conceptions of citizenship rights and obligations. The most traditional forms of civics education, for instance, involved heavy attention to local and national polities and their values and procedures (Butts 1980; Rauner 1998; Torney and Oppenheim 1975; Tyack 2003). With the rise of human rights education, some of the time and attention involved may be shifted to a changed and broadened agenda. The rights of minorities, women, and immigrants are now much more likely to be framed and understood in broad universalistic human rights terms (see Soysal 1994 on the rights of guestworkers in Western Europe, and Berkovitch 1999 on worldwide changes in the status of women), and the more established forms of international education (such as peace education) also now incorporate human rights topics into the discussion (Reardon 1997). The Second IEA Civic Education Study included and discussed human rights items, while none are found in the first (Torney and Oppenheim 1975; Torney-Purta et al 2001). It seems likely that some of the older civics topics receive relatively less attention than they did when the national state and society were the main focus of education for public life.

#### The Expansion of Education and Individual Human Agency:

The post World War II era has been a period of enormous educational growth. Poor countries which had almost no education in 1950 have nearly universal primary enrollments (of varying quality, of course), and came to have greatly expanded secondary

enrollments by the end of the century (see Meyer et al. 1977, 1992a, for cross-national analyses). And university-level education now occurs in every sort of country; less developed countries now routinely show tertiary enrollment rates greater than those found in Britain, France, or Germany in 1960 (Schofer and Meyer 2005). Incredibly, nearly twenty percent of a youth cohort, worldwide, can now expect some post-secondary education (World Bank 2004). Beyond enrollment growth, expanded education has involved an increase in (a) the range of groups, identities, and interests identified within education, such as ethnic, regional, or gender groups (Frank et al. 2000), (b) the range of topics covered in national education and curricula, and (c) the range of national and individual goals education is expected to serve. Virtually every domain of social life is now included in the school system; students learn not only some skills and norms to prepare them for future occupational and political roles, but also identities in terms of ethnicity, gender, and other collective sub-national bases. Naturally, as human rights becomes an important social domain in world and national society, we expect that educational systems incorporate human rights in their curricula.

Post-War educational expansion can be seen as reflecting the broad forces of globalization of the period, and empirical analyses show that expansion is especially characteristic of countries closely linked to the larger world society. Closed models of national society with their preference for fitting individuals into pre-defined occupational and social roles in a fixed national society fell into disrepute. Expanded models of the individual as possessing human capital in an expansive and global society became dominant. Planning was increasingly seen as the property of individuals (Hwang 2003),

not authoritative and authoritarian states and educational systems. This shift to the individual in perceived human agency legitimated and motivated much educational expansion. Broad human capital formation outcompeted narrower manpower planning emphases; the result is a call for broad competencies rather than narrow skills (Rychen and Tiana 2004). In the brave new post-war world, the idea that there could be "over-education" -- a common earlier fear that too much education might generate social conflict and disorder -- dropped out of sight. If education is now seen as generalized human capital, more of it is a good thing (see the striking emphasis on the point in World Bank 2000). So both for the collective good, and for individual benefit, educational expansion lost many of its limits. Its earlier detractors have simply been out competed by an array of educational supporters.

The worldwide expansion of education, and educational entitlements, seems to have had a substantial impact on the rise of human rights education. For one thing, it signifies a world organized around individual development. For another, a most immediate goal of the educational expansion movements going on under the "Education for All" umbrella is to teach individuals around the world about their entitlement to education itself (Chabbott 2003).

Overall Global-Level Effects: Thus, the increasingly integrated, but stateless, character of world society directly and indirectly expands human rights education. There is a huge literature on the growth of hard-wired economic, communications, and political interdependencies. There are also many studies that indicate an expansion of 'soft law'

covering more and more social domains. Human rights education builds on the expansion of 'soft law' by teaching about the United Nations and some of the legal aspects of human rights, but the human rights education movement also moves beyond legal discussions by emphasizing the universal rights of every individual (Martin et al. 1997; Claude 1997). All of the integrating processes take place absent a world centralized command structure. In such a context, social control takes the form of the socialization and social disciplining of individual persons; Tocqueville's (1835) analysis of relatively stateless American sociopolitical life is the locus classicus of the argument. This in turn presupposes a high degree of legitimated human agency that must be nurtured and protected, with social progress linked directly to the development of individual persons. The human capital revolution is global, multi-dimensional, and related to the rise of human rights education.

Thus, we suggest three broad explanatory ideas on the global rise of human rights education. We conceive of this rise, itself, to have several dimensions, as is indicated above. More curricular time is devoted to the subject, and the human rights umbrella expands to cover a wider range of groups, topics, and substantive rights. So from an earlier period in which human rights (and such protagonists as Amnesty International) focused mainly on basic due process rights (Wiseberg and Scoble 1981), the subject expands now to include a wide variety of economic, social, political, educational, medical, and cultural topics (Andreopoulos and Claude 1997, Helfer 1991, Sikkink 1996; Smith 1995). The explanatory themes below apply to the expansion of human rights education on all these dimensions:

Explanatory Themes 1-3: World-level emphases on human rights education result from (1) globalization, and the actualities and perceptions of global cultural, political, and economic interdependence; (2) the expansion of organization and discourse devoted to human rights, over and above standards of citizenship, and (3) the worldwide expansion of education at all levels.

#### World-Level Data:

Figures 1-4 show descriptive data relevant to the discussion above. We put together indicators of world globalization, human rights structuration, and educational expansion, as well as measures of global emphases on human rights education itself. The Figures show the enormous global expansion of the whole “human rights system,” including human rights education in particular.

#### National-Level Incorporation of Human Rights Education

A second main focus of this paper, is on explaining the factors producing national-level adoption of, and emphases on, human rights education and its several dimensions. Previous research on the modern evolution of national educational systems leads us to emphasize, as a main predictive factor, national linkages to global patterns, in contrast to purely national developmental patterns (see Ramirez and Meyer 2000, 2002b, for

reviews). The institutional theories supported in these lines of research contrast sharply with some classic arguments proposing close linkages between expanding modern educational systems and the economic and social particularities of individual societies. There is much empirical support for the thesis that modern educational systems (i.e., enrollment and curricular patterns) arise less to link up to the needs of local society than to produce standardized progress legitimated by transnational authorities. There is also much support for the point that models of the ideal progress-oriented society to be produced are surprisingly homogenous around the world. And finally, it is very clear that preferred models of education (primary, secondary, and tertiary, but also pre-school and adult education) are themselves very directly copied around the world.

It is, thus, clear that foci on human rights education are unlikely to be independently developed over and over in many different countries: rather, standard patterns arise, and are likely to be adopted most effectively by countries with rich linkages to the exogenous patterns. Human rights education is an especially interesting example of the “standard pattern” story because its institutionalization is new and incomplete. There are still multiple models of human rights education, and multiple models of the pedagogical approaches relevant to it. Implementation at the national level may be far removed from the intentions of non-governmental organizations operating at the world level.

These variations occur in a context (and because of the context) in which human rights education is so highly valued. If, as we argue, human rights education receives a global emphasis, core explanatory themes follow:

Explanatory Theme 4: National-level human rights education, in its several dimensions, directly reflects (a) the expansion of the world human rights education movement over time, and (b) national linkages to the world movement.

Explanatory Theme 5. Human rights education expands especially in countries (a) with expanded educational sectors, and (b) with many organizational, professional, and discursive links to world educational structures.

Explanatory Theme 6. Human rights education expands especially in countries (a) with expanded human rights sectors, and (b) with stronger links to the world human rights movement.

Explanatory Theme 7. Human rights education expands especially in countries with much political, social, economic, and cultural global involvement.

In order to make clear the force of our arguments, it may help to contrast them with other common types of hypotheses about the sources of educational change. Thus, as examples:

(a) In the field of comparative education, it is common to argue that educational systems are much affected by the resources and constraints of national socioeconomic development. It is argued that limited resources constrain progressive changes, and in

addition that national weakness and dependence leave educational arrangements in the hands of reactionary and suppressive forces. These arguments seem plausible, but empirical research suggests a counter-hypothesis. Socio-economically weak countries are likely to adopt (at least symbolically) fashionable world patterns -- they have few resources to conform to them, but even fewer resources with which to resist. The whole issue is reviewed effectively in Schriewer (2000; see also Ramirez and Meyer 2002b). (For example, note that Germany is among the countries most able to resist world trends toward 'democratic' comprehensive secondary education, because it has a long tradition of its own of stratified secondary schooling.)

(b) It is also common to suppose that more democratic national societies are most likely to adopt progressive reforms like human rights education (IIHR 2000). This may be true, but note that democratic educational systems also put power in the hands of local groups whose tastes may not run along with world fashions. Note for example, that some of the countries which have most quickly and completely adapted to world fashions prohibiting corporal punishment in schools are by no means democracies. It may be easier for world fashions to impact an eager to please minister or official (Schirmer 1996) than to do the slow business of convincing parents and teachers to violate local traditions.

(c) It is common to suppose that human rights education is most strongly supported in countries with political histories of human rights violation (for an example see Roniger and Sznajder 1999). In such countries, both educators and lay people can readily see the extreme importance of human rights principles and their diffusion throughout society and



state. It seems likely that this is true. Nevertheless, countervailing processes are also at work. In countries with histories of human rights violation, the human rights movements that do rise and take hold may focus on such violations rather than on the slower and long-run project of human rights education.

#### National-Level Data:

Table 1 provides basic descriptive statistics about human rights education at the world level. The International Bureau of Education (IBE) has produced five editions of its national reports on education, and its current database includes information on the curriculum for 160 countries. Of the 160 countries that sent documents to the IBE, 49 mention human rights. This information is presented in summary form in Table 1, indicating the mean number of times that countries within a region mention human rights.

The regions representing “Western Europe and North America” and “Asia and Oceania” differ markedly from the other regions. On average, countries in Sub-Saharan Africa mention human rights nearly 8 times more than countries Asia and Oceania and also nearly 8 times more than countries in Western Europe and North America.

Table 1 also includes information on countries that report activities related to the United Nations Decade for Human Rights Education. 86 countries reported to the United Nations High Commissioner for Human Rights regarding human rights education activities, and this information is presented by region in Table 1. Documents sent to the

IBE reach the curricular level, and mentions of human rights in those documents demonstrate a greater penetration into the education system than reports on human rights education activities sent to the United Nations. In many cases, countries reporting to the United Nations mention that they are just beginning to adopt human rights materials, and some countries even report that they have not developed programs at all. Nevertheless, the documents point to an engagement with human rights education, and comparing these reports to the IBE documents reveal some striking differences. 74 percent of countries in Western Europe and North America report to the United Nations, but as an average, the region mentioned human rights the least in IBE documents. In all regions, over 30 percent of the countries reported human rights education activities, and in 3 of the 6 regions more than half of the countries reported activities. These reports need to be analyzed in greater detail to determine the breadth and depth of engagement with human rights education, but a large number of countries throughout the world are taking steps toward integrating human rights education into the curriculum.

## SUMMARY OF THE ARGUMENT

Figure 5 outlines the core structure of our overall explanatory discussion. It shows our focus on the impact of global change on the world human rights education movement. And it shows our focus on the effects of this movement (and national linkages to it) on the development of human rights education at the national level.

## FUTURE RESEARCH AGENDAS

In order to pursue the full range of ideas developed above, a large-scale investigation would be required. Here, we can lay out the structure of such a study, and provide relevant illustrative materials.

At the Global Level:

In order to track the rise of human rights education, data are needed on organizations and professional groups devoted, at least in part, to the enterprise, in the post-War period. And we need more information on the rise of professional and popular discourse on the subject. Finally, it is important to contrast the human rights education focus with other more traditional foci, such as traditional civics, local and national social studies, or national history, by tracking both organizational structures and discourse patterns.

On the educational discourse side, we propose to make similar measurements, capturing the rise of educational materials and educational advocacy in the area. Data can be obtained from often computerized coding of both academic, policy, and more popular literatures focusing on human rights education. Figures 1-4 exemplify the sorts of data that are really needed, here.

At the National-Level:

Detailed data are needed on the rise of human rights education in recent decades in as many nation-states as possible. We can look at national curricula and textbooks, to see

how human rights education variously penetrates social studies, civics, and history curricula, and to see if other elements (e.g., of traditional civics) tend to be downplayed over time. Detailed information on curricular time allocations for human rights education is needed. It is also important to gather information on national organizations committed to human rights education, and on national-level educational discourse devoted to the subject.

#### A NOTE ON REGIONAL STUDIES

The human rights movement has been structured, not only at the world level, but also in a host of regional organizations. It is strongly emphasized, for example, in Latin America, and also by the Council of Europe (focusing particularly on the countries of the post-Soviet East).

The collections of human rights education data by the Council of Europe provide a strong indication of the force of regional structures. In 1999, the Council of Europe established the Office of the Commissioner for Human Rights. The Commissioner focuses on four activities: the “promotion of the education in and awareness of human rights, the encouragement for the establishment of national human rights structures where they do not exist...the identification of short-comings in the law and practice with regards to human rights and, lastly, the promotion of their effective respect and full enjoyment in all the member States of the Council of Europe” (Council of Europe 2004a). These changes are fairly recent, and the “Activities Database for Human Rights Cooperation and

Awareness” (Council of Europe 2004b) provides a new and developing source of information on activities in particular countries. While the Council of Europe has increased its attention to human rights education in recent years, the organization has promoted the movement since the late 1970s through a variety of resolutions and publications (Council of Europe 1995; Eide and Thee 1983; Osler and Starkey 1994, 1996). These documents provide rich historical information on human rights education in Europe, and they also provide a context for more recent developments in Eastern Europe.

Latin American countries have long, and much less broken, histories of both human rights violation and of educational development, and they thus show distinctive patterns of incorporation of human rights education. As in Europe, however, regional structures mediate and influence the development of human rights education. The Organization of American States (OAS), the largest and most important regional intergovernmental organization in Latin America and the Caribbean, has been active in promoting human rights for decades. In 1988 the OAS created the “Additional Protocol to the American Convention of Human Rights in the Area of Economic, Social and Cultural Rights ‘Protocol of San Salvador.’” Article 13 of the document mentions that “The States parties to this protocol agree that education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace” (Organization of American States 2005).

Support from the OAS contributes to the development of human rights education in Latin America and the Caribbean, but other regional linkages -- particularly through the Inter-American Institute of Human Rights in Costa Rica and ties to the human rights organizations which have grown in the countries throughout the region -- also influence the development of human rights education. Both the global human rights system and its regional linkages, perhaps more than the specialized human rights education carriers, play a strong role in the national-level creation of human rights education (IIDH 2000, 2002, 2003).

Although countries with a history of human rights abuses in Latin America and the Caribbean are slightly more likely than other countries to develop human rights education in the formal curriculum between 1980 and 1990, findings suggest that countries with international linkages and ties to the broader human rights movement are far more likely to develop human rights education than countries without those linkages (Suarez 2005b). For a variety of historical reasons, Latin American countries have been far more involved in world society than Caribbean countries.

These findings are even stronger for the period between 1990 and the present. Table 2 presents three different indicators for engagement with human rights education in Latin America and the Caribbean. Table 1 captures summary statistics by region, and Table 2 provides this data specifically for countries within Latin America and the Caribbean. Moreover, Table 2 includes information on countries that have signed the Protocol of San Salvador, endorsing a regional document that mentions the importance of human rights

education. An increasing number of countries in Latin America and the Caribbean have introduced human rights education into the curriculum, and countries with greater linkages to world society are more likely to develop human rights education. These linkages, measured as general memberships in IGOs and INGOs and as participation in the human rights movement, play an important role in the rise of human rights education (Suarez and Ramirez 2005; Suarez 2005b). In spite of tremendous variation between countries in economic and political development, exposure to global models tends to be a better predictor of the adoption of human rights education than domestic factors.

## CONCLUSION

Human rights education, in recent decades, has spread rapidly. It has spread in organization and discourse at the world level, reflecting a global rather than national vision of human rights and membership. Relevant educational models also flow into national curricula and policy. Detailed information on Latin America, for instance, clearly show this kind of process, which is generated by world cultural globalization and diffused through national links to world society. The overall expansion of education aids in this development. So does the growth of the human rights movement itself, with the principle of the active empowered individual at the center of global, more than national, society. As world standards increasingly impinge on nation-states the earlier and more restricted instruction in national citizenship now confronts and often adapts to a more sweepingly universalized global model of human rights.

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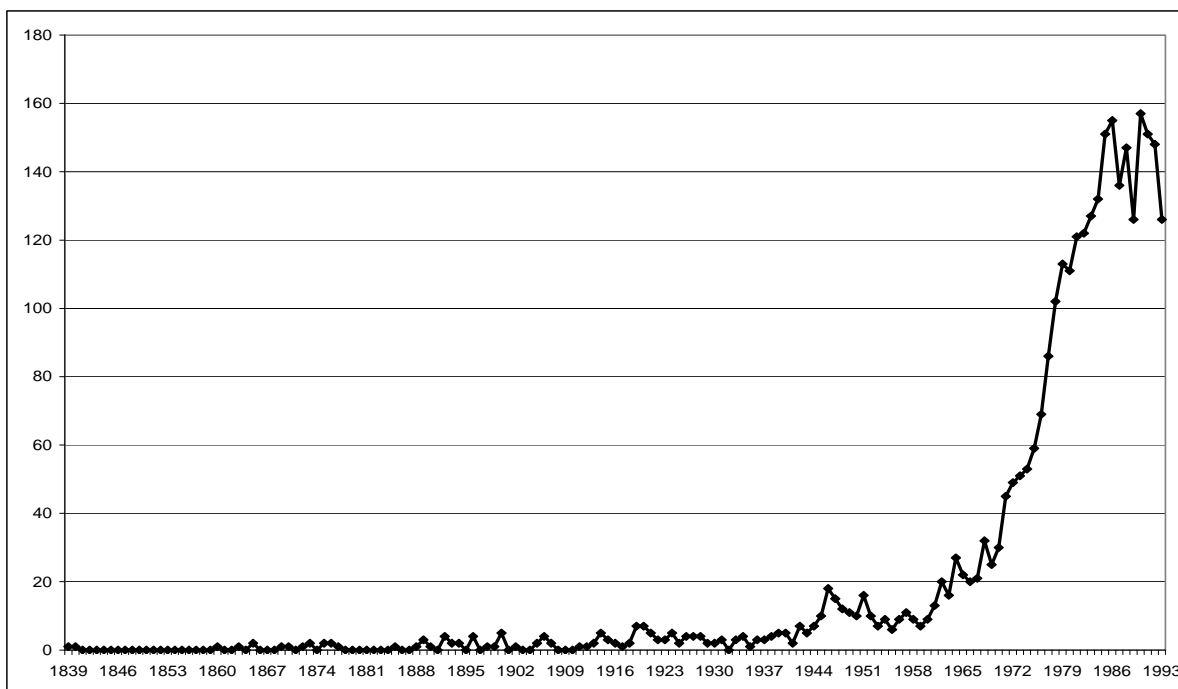


Figure 1: Human Rights Organization Births (N=3,345)

Source: Taken from Suarez and Ramirez (2005)

Notes: Original sources are Human Rights Internet (2000); Union of International Associations (various years). Data from these sources have more omissions in recent years.

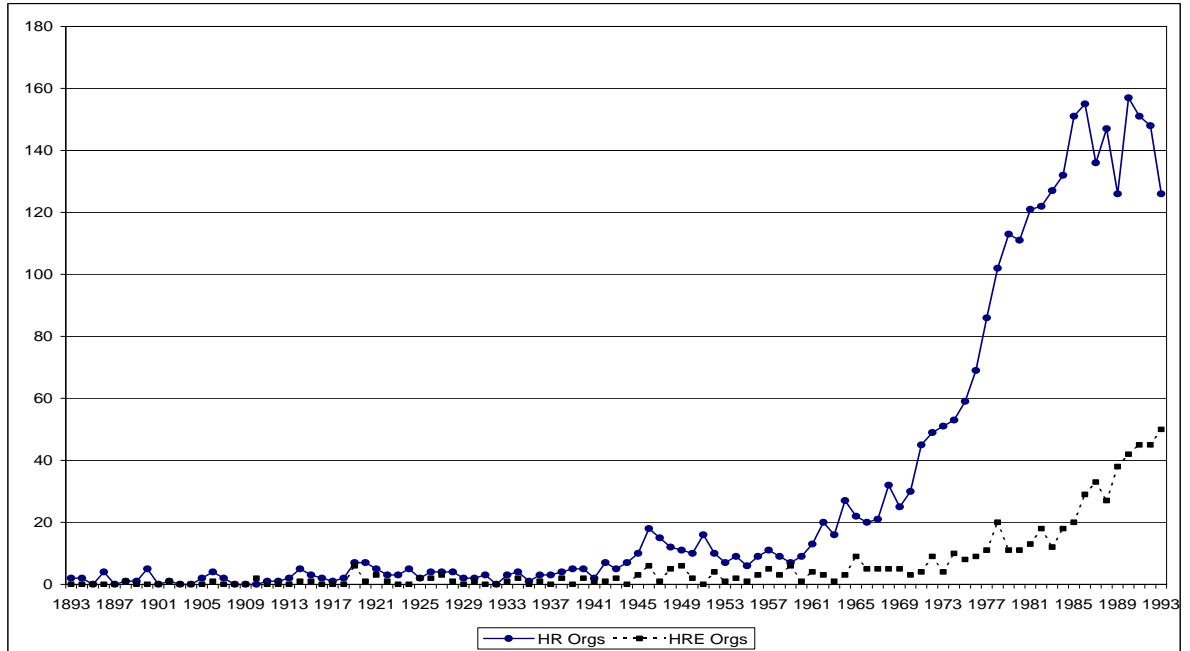


Figure 2: Comparison of Human Rights Organization Foundings and Human Rights Education Organization Foundings, by Year

Source: Taken from Suarez and Ramirez (2005)

Notes: Original sources are Human Rights Internet (2000); Union of International Associations (various years); UNESCO (2003); Elbers (2000); UNHCHR (2003b). Data from these sources have more omissions in recent years.

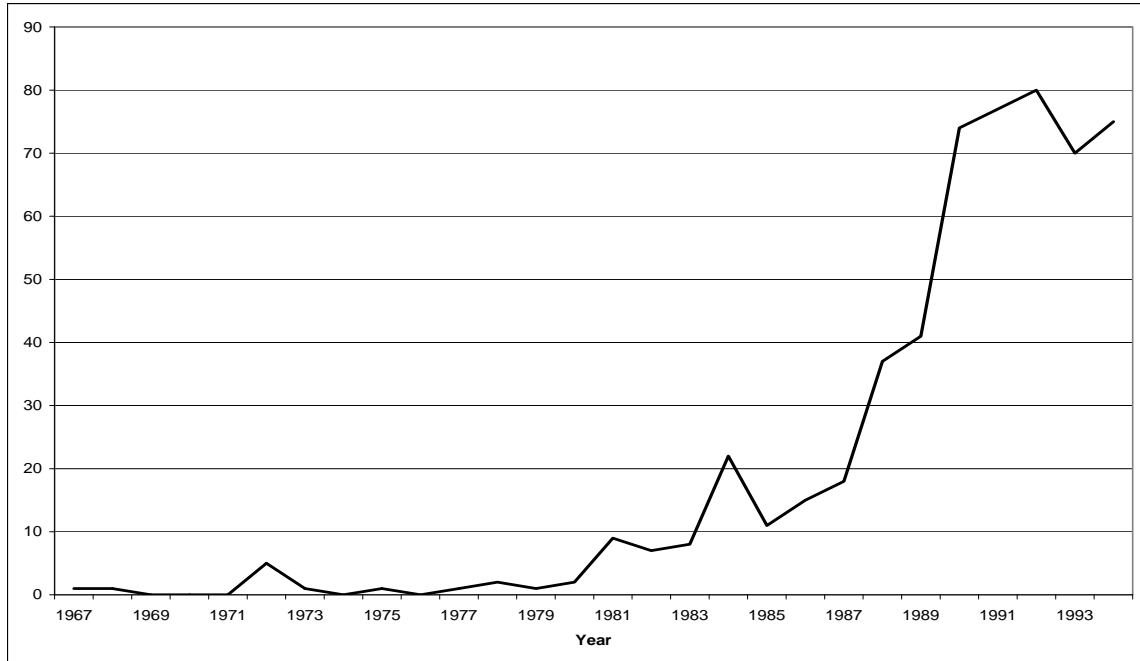


Figure 3. Yearly Number of Publications on Human Rights Education (N=560)

Source: Taken from Suarez (2005a)

Notes: Original sources are Amnesty International (1992, 1993, 1995, 1996, 1997); Elbers (2000); Andreopoulos (1997); UNHCHR (2003b). Data from these sources have more omissions in recent years.

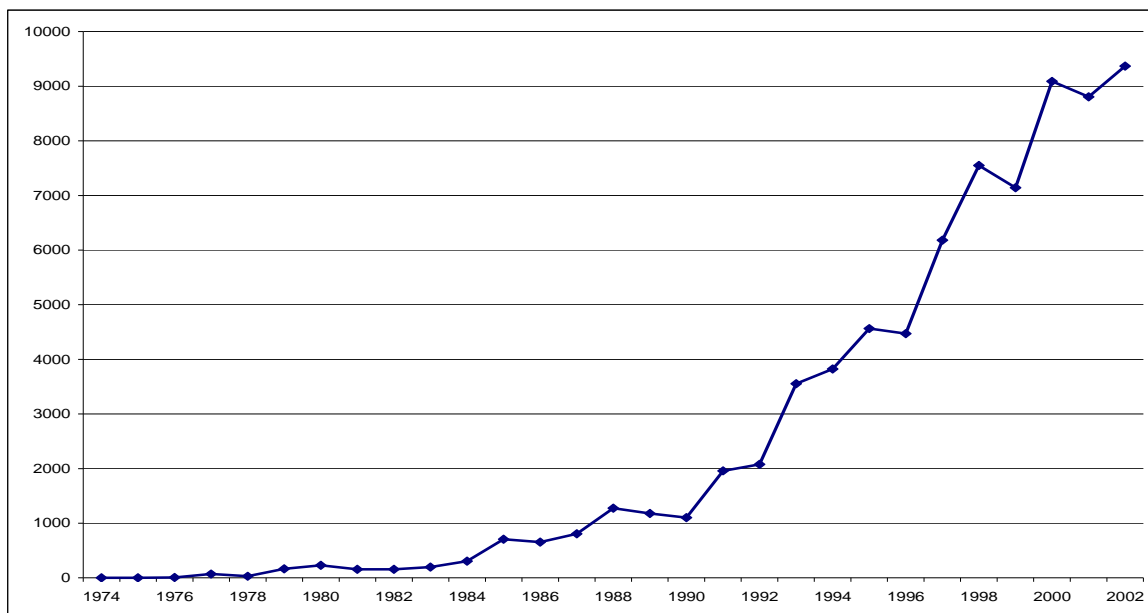


Figure 4: Human Rights Articles in the Popular Press (N=75,632)

Source: Ramirez and Meyer (2004)

Notes: Original source is Lexis Nexis Newspaper Database (2003). The same articles are sometimes published in multiple regions and get counted multiple times.

Table 1: Human Rights in the World, Discourse and Curriculum

	IBE Mean	UN Decade Percentage
Sub-Saharan Africa	.70	36
Asia and Oceania	.11	31
Middle East and North Africa	.32	37
Eastern Europe and former USSR	.82	50
Western Europe and North America	.11	74
Latin America and the Caribbean	.64	52

Source: International Bureau of Education (2003); UNHCHR (2003a)

Note: IBE Mean refers to the average number of times the term “human rights” is mentioned in IBE curriculum documents within a region. UN Decade Percentage refers to the percentage of countries within a region that responded to the United Nations regarding human rights education activities.

Table 2: Human Rights Education in Latin American and the Caribbean by 2004

Country	International Bureau of Education	Protocol of San Salvador	United Nations Decade
<i>Latin America</i>			
Argentina		1	1
Bolivia		1	
Brazil		1	
Chile		1	1
Colombia	1	1	1
Costa Rica	1	1	1
Cuba			1
Dominican Rep.	1	1	
Ecuador	1	1	1
El Salvador	1	1	1
Guatemala	1	1	1
Honduras			
Mexico		1	1
Nicaragua	1	1	1
Panama		1	1
Paraguay		1	
Peru	1	1	1
Uruguay		1	
Venezuela	1	1	1
<i>Caribbean</i>			
Antigua & Barbuda			1
Bahamas			
Barbados			
Belize			
Dominica			
Grenada			
Guyana			1
Haiti		1	1
Jamaica			
St. Kitts			
St. Lucia			
St. Vincent & Gren.			
Suriname		1	
Trinidad & Tobago			1

Source: Taken from Suarez (2005b)

Note: Original sources are International Bureau of Education (2003); UNHCHR (2003a);

Organization of American States (1988).

GLOBAL LEVEL ANALYSES:



NATIONAL LEVEL ANALYSES:

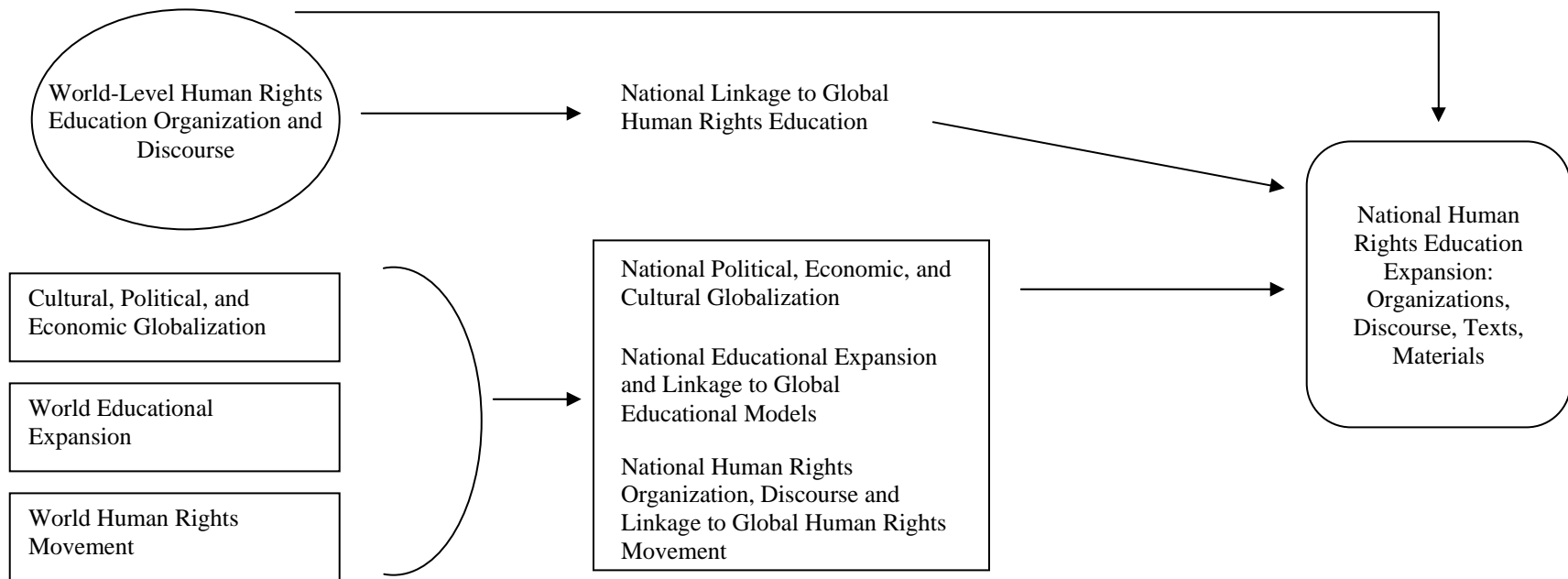


Figure 5: Research Design and Hypotheses

Source: Ramirez and Meyer (2004)

Note: These descriptive models do not include relevant control variables.