

## Human Rights Education Theory of Change for Learners: Value and Awareness-Socialization Plus Model

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### ABSTRACT

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Teaching human rights can raise awareness of fundamental human rights and freedom of students and others. However, the ultimate teaching goal may appear in the Value and Awareness-Socialization Model and the Activism-Transformation Model to decrease human rights violations and transform students into social change agents. This paper investigates the gaps between the contents of international laws and those of Thai national laws on Human Rights Education (HRE). This paper also explores how lecturers apply the HRE models in their human rights education courses to transform their students to be a part of social change. Apart from the literature review on HRE, this paper applies the narrative research approach and semi-structured interviews collected from students to explore the features of the HRE Course. The findings reveal that the Thai laws and policies on HRE are compliant with international human rights standards. Teaching the HRE Course reveals the areas for the model's improvement because its strategy for decreasing the tendency to violate human rights can not produce students as social change agents. Therefore, this paper proposes the Value and Awareness-Socialization Plus Model (the mixture of the abovementioned Models) to mitigate human rights violations and create social change agents.

**Correction:** An unedited version of this article was erroneously published online. The article has now been corrected on November 24, 2022 and January 31, 2023.

## Introduction

The undergraduate Course called *Concepts and Case Studies of Human Rights* (so-called human rights education course: HRE Course) was designed to introduce core human rights principles and concepts as knowledge only. The authors expect students to become social change agents through the class assignments for their "changed behavior" as non-state actors (Tibbitts, 2017). To recheck whether this course is oriented to the activism-transformation model that enables students to effect a social change or not, the authors apply the models of "Human Rights Education (HRE) theory of change for learners" created by Tibbitts (2017).

Over the years in class, the authors have noticed the correlation between human rights and education, the significance of HRE, key human rights norms and mechanisms, and human rights violations. At the outset of the course design, the authors acknowledged the different levels of recognition of HRE. For instance, the General Conference of the United Nations Education, Scientific, and Cultural Organization (UNESCO) evaluated "education" to eliminate discrimination in education according to the Convention against Discrimination in Education. The term "education" was defined in para (a) of its recommendation as "the entire process of social life utilizing which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their capacities, attitudes, aptitudes, and knowledge" (United Nations Office of the High Commissioner for Human Rights [OHCHR], n.d.). At the World Conference on Human Rights, the United Nations inserted "human rights" in its document that "[e]ducation should promote understanding, tolerance, peace and friendly relations between the nations and all racial or religious groups and encourage the development of United Nations activities in pursuance of these objectives" (Binder & Hofbauer, 2017). The Plan of Action of the World Programme for HRE affirmed that human rights are considered interdisciplinary of law, "social studies, history, technical or scientific fields" (United Nations General Assembly [UNGA], 2010; Binder & Hofbauer, 2017). HRE serves as a method to build up human values, namely a "universal human rights culture" and respect for people's rights and dignity, to reinforce and

implement fundamental human rights of all without racial and ethnic discrimination.

The key purpose of HRE is to prevent human rights violations (Tibbitts, 2017), and each government should be responsible for human rights education promotion (United Nations Human Rights Council [UNHRC], 2016; UNHCR, 2015). However, the gap in HRE promotion between the international and national community levels is still widening. The international community has acknowledged HRE since the United Nations General Assembly (UNGA) initiated the World Programme of Human Rights Education to promote human rights education according to the General Assembly's Resolution 59/113 dated 10 December 2004 (UNGA, 2005). The World Programme has classified its framework into different phases. Each phase contained different focus groups for promoting human rights education, such as the primary and secondary school system in the first phase (2005-2009), higher education and training programs for teachers and educators, government authorities (civil servants, law enforcement officials, and military staff) in the second phase (2010-2014), and in the third phase (2015-2019) media professionals and journalists apart from reinforcing the first two phases (UNGA, 2005).

The United Nations Declaration on Human Rights Education and Training (UNGA, 2012a) adopted by the General Assembly, Resolution 66/137, A/RES/66/137, 19 December 2011, underlined the State's obligations to the promotion of human rights education. For instance, Article 1, Article 2, and Article 4 lay out the principles and significance of human rights education. Article 3, Article 5, and Article 7 specify the targets of human rights education, such as all levels of students, vulnerable groups, teachers and educators, law enforcers, judicial officers, and private sectors. Article 8 stipulates the integration of academic institutions and curriculum training creation. Furthermore, the UN State Members adopted human rights education in the 2030 Agenda for Sustainable Development Goal (SDG 4) to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" at the UN Sustainable Development Summit in 2015. SDG 4.7 also guarantees that all students are entitled to knowledge and skills for sustainable development and livelihood, human rights, gender equality, peaceful and non-violent culture, global citizenship, multiculturalism, and the inclusion of culture toward sustainable

development (UNESCO, 2015). Moreover, the Vienna Declaration and Programme of Action (adopted by the World Conference on Human Rights on 25 June 1993) demands HRE in Articles 33 to 34 and Articles 78 to 82 (OHCHR, 1993).

HRE was introduced to the "Roundtable Discussion on Engaging ASEAN Governments on Human Rights Education" at the ASEAN level in 2006 in Thailand on the ASEAN regional stage. This roundtable specified the national goals of HRE, namely the creation of HRE Programs for academic institutes (HURIGHTS OSAKA, 2006). Vanoverbeke and Reiterer (2014) pinpointed that "the ASEAN Charter in its preamble advocates adherence to "the principles of democracy, the rule of law and good governance, respect for and protection of human rights and fundamental freedoms." Article 14 of the Charter mentions the creation of an ASEAN human rights mechanism while the ASEAN Human Rights Declaration aims to promote more than protect human rights (Davies, 2013; Vanoverbeke & Reiterer, 2014).

At the national level in Thailand, HRE was not formally recognized and promoted through academic institutions. The Thai government officially acknowledged human rights by stipulating keywords such as "rights and freedom of the individuals" and "human dignity" in the 1997 Constitution of Thailand. The main goals of HRE of Thailand included the creation of a peaceful and harmonious society and the promotion of sustainable development, human dignity, and development (Suwansathit, 1999; UNESCO & Mahatma Gandhi Institute of Education for Peace and Sustainable Development [MGIEP], 2017). Likewise, the Thai government submitted its report to the Human Rights Council to announce that it promotes HRE in "university departments such as law, political science, education, pharmaceutical science" (UNHRC, 2016). Presently, the cabinet of Thailand led by Prime Minister Prayut Chan-o-cha proclaimed human rights issues in the national development plan called National Agenda: Human rights for Mobilizing Thailand 4.0 Policy for sustainable development between 2017 and 2036 (Ministry of Foreign Affairs, 2018). This policy means that the Thai government shall promote human rights through education in Thai society, including academic institutes such as universities. This study aims to improve HRE in Thailand by applying its new models to create students as social change agents.

## Research Questions

1. What are the gaps between international and Thai national laws on human rights and HRE?
2. How can lecturers apply HRE models in human rights education courses to transform their students to be a part of social change to bridge the legal gaps?

## Research Objectives

1. To investigate the gaps between international and Thai national laws on human rights and HRE.
2. To explore how lecturers apply human rights education models in human rights education courses to transform their students to be a part of social change to bridge the legal gaps.

## Literature Review

*Overview of HRE and Its Application in Other Countries:* Article 2 of the Declaration on Human Rights Education and Training underlines the "human rights education" concept that includes "education about, through and for human rights" (United Nations General Assembly, 2012b). "Education about human rights" means that students build "knowledge and understanding" of human rights norms and mechanisms (United Nations General Assembly, 2012b). "Education through human rights" refers to "learning and teaching in a way that respects the rights of both educators and learners" (United Nations General Assembly, 2012b). "Education for human rights" defines "empowering individuals to enjoy and exercise their rights and to respect and uphold the rights of others" (United Nations General Assembly, 2012b).

The academic institutions of other countries have confirmed that HRE is crucial for undergraduate students to raise awareness of vulnerable people's fundamental human rights. Such acknowledgment can build students' human rights knowledge, skills, and values

and not violate others' rights. For instance, at the undergraduate program level, academic institutions in the United States provide human rights education for students at Bard College, Columbia University, Southern Methodist University, University of Dayton, and Webster University. In contrast, the University of Iowa and Chicago do not provide such lessons. It is noted that HRE is a significant subject for undergraduates to promote students' engagement in global social change (Kingston, 2014; Bajaj, 2011a & 2011b). On the other hand, many universities offer human rights education for graduate students at the graduate program stage, namely Columbia University and Arizona State University (Kingston, 2014).

Likewise, postgraduate female and male students in India had an average level of human rights awareness. Their study concluded that university students should be required to study HRE to understand human rights situations (including human rights violations) and human rights concepts and broaden their human rights knowledge (Padmavathy & Pallai, 2015). Rebecca Cook expressed that universities can formulate "respect" for different cultures and the root causes of human rights infringements (Harvard Law School Human Rights Program, 2004). For instance, universities can specify the origins of human rights violations against marginalized groups. Moreover, universities can also introduce and support students to conduct research related to human rights issues (Harvard Law School Human Rights Program, 2004).

Finally, the Irish Human Rights Commission (IHRC) (2011) cited Tibbitts's work (2006) presented for the Norwegian Human Rights Centre, Oslo, that all institutions should offer a human rights-based learning environment. The IHRC (2011) specified that "policy statements include human rights values and principles, ongoing education and professional development in HRE, mechanisms for sharing good practice, opportunities for students to participate in decision-making at different levels, and to self-organize, the interaction between the Institution and the wider community, and "support from the institution's leadership." The human rights-based approach also enables "weakest citizens" to access to all public services, namely right to education, health care, food, water, and housing (Broberg & Sano, 2018).

*The Effects of HRE on Students:* According to some studies, students view that

everyone should respect human rights even though their knowledge of human rights is not as high as expected. Therefore, some scholars aim to highlight children's human rights knowledge development. Mainly, children should realize their fundamental human rights (Tibbitts & Kirchschlaeger, 2010).

Several scholars exemplify the term "values" as meaning "accepting differences, respecting the rights of others, and taking responsibility for defending the rights of others" (Dupont & Gagliardi, 1999; Matus, 1996; Mihr, 2004; Bernath et al., 1999; Claude & Hick, 2000; Tibbitts & Kirchschlaeger, 2010). Other research (Covel & Howe, 1999; Decoene & De Cock, 1966) has illustrated that children who study a child's rights tend to empathize with ethnic minority children's rights. The U.S. classroom reveals that a human rights-oriented curriculum with case studies of human rights violations and "simulation activities" attract students' sympathy (Gaudelli & Fernekes, 2004; Tibbitts & Kirchschlaeger, 2010). Therefore, some scholars agree that teachers should generate learners' "empathy and multiple perspectives" in order to transform human rights values into their practice (Tibbitts & Kirchschlaeger, 2010).

In terms of the effect of HRE on attitudes and behaviors, Torney-Purta and Richardson (2002) insist that "broad-based student participation," friendly class atmosphere, and the "in-depth" discussion generate students' acute attention to "political participation and tolerance" (Tibbitts & Kirchschlaeger, 2010). Lin (2007) highlighted that "effective" law refers to the change of "social attitude," including teachers and school officials. The school policy should promote equality in education, gender equality, non-discrimination, non-corporal punishment, and the right to education for pregnant students.

Similarly, Selvam (2018) studied students' perspectives on human rights courses; he believed that HRE could "empower" all community members to respect each other because it built their human rights knowledge, skills, and values. Parish (2015) persuaded all academic institutions to integrate the HRE into the curriculum. The interesting key question of his research project included whether the students aim to study human rights for "knowledge and practice." Selvam (2018) shows that human rights were formally taught in India's Faculties of Law and Political Sciences. However, since 1978, the University Grants

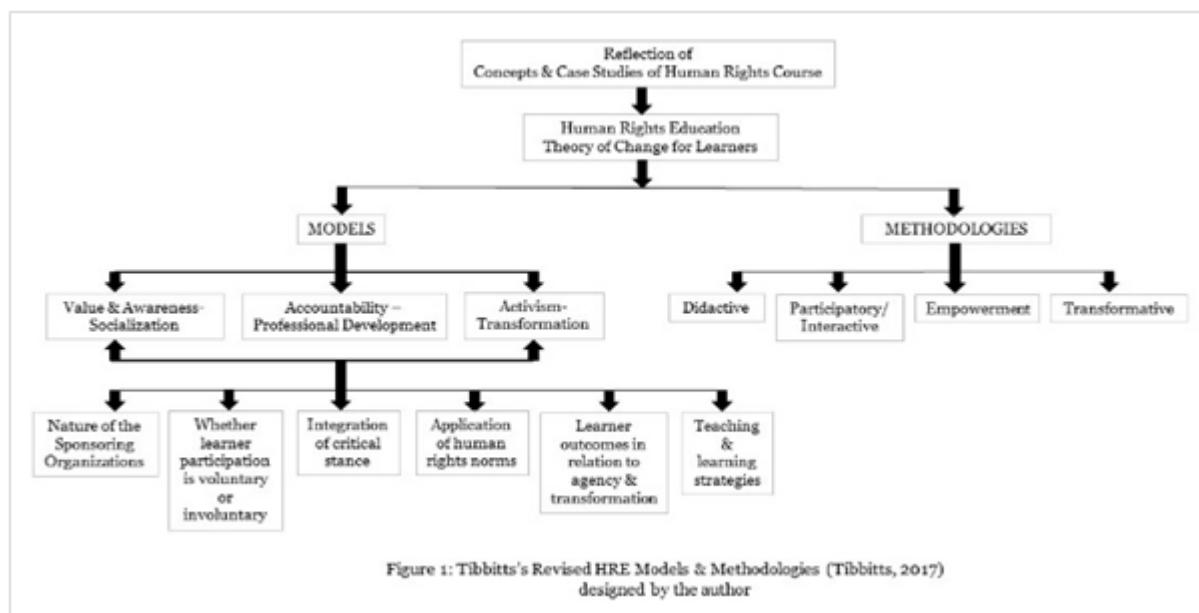
Commission (UGC) has urged universities to offer compulsory and elective human rights courses. Also, all human rights activities, such as seminars, workshops, conferences, etc., have been held to introduce HRE. More importantly, the findings of Selvam (2018) showed that approximately 40 percent of the postgraduate students (who study human rights) transform human rights lessons into practices in their daily life "at a high level," while about 60 percent demonstrate their human rights practice "at a moderate level." Selvam (2018) concluded that a world society without human rights violations is required for its members' human rights comprehension.

Furthermore, Kingston (2014) stated that "HRE creates a universal culture of human rights through the sharing of knowledge, imparting of skills and molding of attitudes." These elements lead to several purposes: "(1) the strengthening of respect for human rights and fundamental freedoms, (2) the full development of the human personality and the sense of its dignity, (3) the promotion of understanding, tolerance, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups, (4) the enabling of all persons to participate effectively in a free and democratic society governed by the rule of law, (5) the building and maintenance of peace, and (6) the promotion of people-centered sustainable development and social justice" (Kingston, 2014; Bajaj, 2011a & 2011b).

*Discussion on HRE Characteristics and Theory of Change:* "Why should human rights education (HRE) be included in the undergraduate curriculum? How can undergraduate students adapt it to their lives?" According to the work of Brown (2015), who posited that HRE has transformed into "capital rights education," HRE is extinct. However, Keet (2017) argued that HRE still exists for educational purposes. The Irish Human Rights Commission (IHRC) (2011) referred to the statement of the World Programme for Human Rights Education (WPHRE) that "Higher education institutions not only have the social responsibility to educate citizens committed to ... human rights ... but also to generate global knowledge to meet current human rights challenges." This sentence supports the argument that all "universities, institutes of technology and colleges of education" need to offer human rights education for undergraduate students.

According to the thesis of Keet (2006), the classification of theoretical orientation reflected the nature of HRE. First, in term of "positivism," human rights originated from the law only as HRE conforms to the legal aspect. Second, in the form of "interpretivism," human rights are initiated from the interpretation of human rights perspectives of persons. At the same time, HRE relates to those experiences interpreted to understand their human rights experiences. Third, based on "critical theory," HRE highlights critical human rights terms: equality, non-discrimination, justice, empowerment, etc. Fourth, human rights are not imperative under "postmodernism," while HRE underscores the acceptance of different opinions.

Moreover, Tibbitts (2017) claims that the HRE theory of change is that HRE enables learners to apply its principles and transform their practices that respect other people's rights. It decreases the number of human rights violations. Furthermore, "the theory of change for learners within the Accountability and Transformation Model" leads to personal and professional development in human rights (Tibbitts, 2017). On the other hand, the values and awareness-socialization model are oriented to information transmission (Tibbitts, 2017).



The abovementioned review confirms that the study on the application of HRE of undergraduate students is substantial. Human rights learning dimensions can serve as a

pedagogy for instructors to guide students in "human rights values of dignity, respect, inclusion and equality" (United Nations General Assembly, 2012b). Moreover, different HRE theories of change for learner models provide dissimilar features such as value and awareness-socialization, accountability-professional development, and activism-transformation (Tibbitts, 2017). These models enable lecturers to posit the areas for improvement in our HRE course.

This paper adopts Tibbitts' (2017) underlining that HRE is considered "a learning process" that persuades the respect of other people's "values" and encourages "local agency for personal and social change" (Tibbitts, 2017, p. 2). In other words, HRE aims to "prevent" human rights violations through "human rights activism" (or "collective action" to change the governments' and their representatives' behaviors) and "social change" (or "a long-term process to influence "belief and behaviors of both state and non-state actors") (Tibbitts, 2017, pp. 5 - 6). This idea generates the creation of "HRE theory and practice" and three models, including "Value and Awareness, Accountability and Transformation" (Tibbitts, 2017, p. 2). However, the "Value and Awareness" model does not respond to social change because of the dearth of action taken. The other two models play key roles in "professional development and changes in the personal and public domains" for human rights violation prevention (Tibbitts, 2017, p. 13). Therefore, this paper aims to explore the contents of this HRE Course based on the revised HRE Models of Tibbitts, namely "Values and Awareness-Socialization, Accountability-Professional Development, and Activism-Transformation" Model (Tibbitts, 2017, pp. 14-16) for better improvement of this course. Their core features encapsulate the components such as "the nature of the sponsoring organizations, whether learner participation is voluntary or involuntary, integration of critical stance, application of human rights norms, learner outcomes to agency and transformation, and teaching and learning strategies" (Tibbitts, 2017, pp. 14-16). This paper also explores which teaching and learning strategies (namely didactic, participatory/interactive, empowerment, and transformative methodologies) should be applied for better course development.

## Methods

As a qualitative research work, this paper used both primary and secondary data for the data analysis. The primary data sources included the author's eight-year experience of human rights teaching and the interview statements of 11 undergraduate students who voluntarily took this HRE course and whose majors were both social science and natural science (namely religious studies, business administration, engineering, and veterinary science). This paper selected these students as participants because they actively intended to "learn about human rights" in order to gain knowledge about and understand human rights norms and mechanisms. They also agreed to "learn through human rights" that both learner and lecturer are required to respect each other's rights. These students studied international and national human rights laws, and human rights violations against vulnerable and marginalized groups of people. Therefore, they were required to apply human rights principles and laws to solve the case studies. This paper applied the narrative research approach for the data collection and semi-structured interview as a research tool.

The following interview questions are included:

1. Interview Items Set #1: Why should undergraduate students be required to study human rights? These questions will answer if HRE is considered a significant subject for university students. The following questions are included:

- 1.1. What does "human rights" mean?
- 1.2. How do students apply human rights education with their study major?
- 1.3. How do students apply human rights education to their daily life?
- 1.4. How will students promote human rights in Thai society?

2. Interview Items Set #2: Which is the vulnerable group that Thai people have not realized? The following questions are included:

- 2.1. Which is the vulnerable group that Thai people have not realized?
- 2.2. Why have Thai people not realized human rights violations against such groups?
- 2.3. How will students suggest Thai people realize the human rights of such a group?

3. Interview Items Set #3: Which is the vulnerable group that Thai people have not realized? The following questions are included:

3.1. Which human rights violation should the Thai government urgently tackle?

3.2. Why?

Presumably, the participants' input represented various perspectives of undergraduates because they freely shared their personal views without any forms of interference. For the right to privacy and security, their names were confidential based on the ethical conduct of research. These individual students allowed this research team to write their statements during the interviews. For coherence in presentation style, all the direct quotes from interviews are presented in indirect quotations.

In addition, the secondary data sources comprised the United Nations human rights legal instruments and documents, textbooks and teaching materials on human rights education in Thailand, concerned official documents (namely reports on HRE produced by the National Human Rights Commission Institute of Thailand, international and Thai academic scholars, and other related research papers), and other scholarly articles on HRE theories, models and methodologies.

Regarding the data analysis, this paper applies a narrative inquiry by initially reviewing and analyzing all secondary data sources to understand current HRE models. The preliminary findings from secondary data sources were crucial for the field research data collection. This paper also revisits the evolution of this course syllabus and the models the authors have designed for this HRE course. This observation simply helps the research to examine the features of the HRE models of this HRE course that reflect the areas for this course improvement in the future.

## Findings and Discussion

### *1) Gaps between international laws and Thai national laws on human rights and HRE:*

Even though Thailand has not ratified several international legal norms concerning HRE,

various international laws bind its government. The international laws that Thailand has not ratified include the adoption of "immediate and effective measures" through education to non-racial discrimination imposed in Article 7 of the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD), the religious and moral education of migrant children based on their faithfulness provided under Article 12.4, and the right to education of migrant children without limitations of irregular situation enumerated in Article 30 of International Convention on the Protection of the Rights of Migrant Workers and Their Families (ICMWC) (UNGA, 1990).

Thailand has been bound by many international laws related to HRE to demonstrate its acknowledgment. For instance, the right to access to education at the elementary and fundamental levels identified in Article 26 of Universal Declaration on Human Rights (UDHR), the right to education at all stages specified in Article 13 of International Covenant on Economic, Social, Cultural Rights (ICESCR), the education on the prohibition of torture embedded in the training of law enforcers and other practitioners enshrined in Article 10 of International Convention on Torture (CAT), the assurance of gender equality in education prescribed in Article 10 of International Convention on the Elimination of Discrimination against Women (CEDAW), the significance of education for children described in Article 29 of International Convention on the Rights of a Child (CRC), and the acknowledgment of human rights of persons with disabilities provided by Article 4 and the adoption of "immediate, effective and appropriate measures" to awareness-raising of persons with disabilities rights to society highlighted in Article 8 of the International Convention on the Rights of Persons with Disabilities (ICRPD). Consequently, Thailand is required to implement these international laws.

Moreover, Thailand has specified HRE in the Thai Constitution Law B.E. 2560 (2017) and several national plans. Article 274 (5) of the constitution law provides duty and authority that underscore human rights awareness-raising of all sectors in society. The Thai National Plan of Human Rights No. 3 B.E. 2557-2561 (2014-2018) in education has highlighted the development of curriculum and educational structure (according to human rights principles, local context, and the right to education of vulnerable groups of people), the creation of

the curriculum on civic education, survival skills, respect of others, the fundamental laws, and human rights awareness-raising. Furthermore, this plan for upholding justice underlines the promotion of knowledge and the accessibility of justice for citizens, human rights of persons with disabilities, and other marginalized people, as well as the rule of law of practitioners (Ministry of Justice, 2014).

The Thai National Economic and Social Plan No. 12 B.E. 2560-2564 (2017-2021) addressed human rights through several strategies. For instance, Strategy #1 on establishing and developing human capital competence motivates academic institutions to ensure access to education. Strategy #2 on the formulation of justice and the mitigation of inequality in society expands the educational accessibility of marginalized children and youths. Strategy #4 on a substantial growth toward the environment for sustainable development emphasizes the development of administrative management and mechanism to conflict resolution in natural resources and the setting through the collaboration between the private sector and community. Furthermore, Strategy #6 on the administrative management of the public sector, the anti-corruption, and good governance in Thai society addresses the reform of the justice process, the development of the rights and freedom protection mechanism in the cases of conflict among the public, private and community sectors (Office of National Economic and Social Development Board, 2020).

Moreover, the Strategic Plan of the National Human Rights Commissioner B.E. 2560-2565 (2017-2022) has been identified in Strategies #3 and #4. Strategy #3 enhances local academic institutions to promote human rights and redress human rights violations, while Strategy #4 identifies promoting human rights knowledge (Office of National Economic and Social Development Board, 2020). Recently, the Thai Cabinet Resolution of 26 May 2020 announced its approval of HRE promotion in all levels of academic institutes, including universities, and government agencies, to raise awareness of human rights and transform them into practice (Manager Online, 2020).

Thailand has officially modified and codified its national laws under the international laws on HRE. HRE has been a vital part of their daily lives by not violating but promoting and respecting other people's rights, freedom, and opinions enshrined in the 1997 Constitution of

Thailand (Suwansathit, 1999). Teachers may need to highlight migrant workers' rights to employment, family, religion, and others to students in other subjects. Students will be able to apply human rights in their daily life in two aspects. First, the findings reveal that teachers can help students with their attitudinal improvement. Students confessed that they used to have biases against Burmese migrant workers because they thought these migrant workers stole jobs from Thai people. Their attitudes changed positively after they studied the human rights course. The class offered a trip to Samut Sakhon province, where many migrant workers have worked. These students learned about human rights violations against these workers. Second, these students learned to respect others' human rights regardless of race, nationality, religion, political opinion, or gender. Specifically, LGBTQ (lesbian, gay, bisexual, transgender, intersex, and queer) are entitled to their fundamental human rights like others, regardless of gender. Lundy and Sainz (2018) agreed that students' lived experiences reinforce their understanding of HRE.

Furthermore, Thailand has endeavored to promote human rights and peace education at the regional and national stages. The Ministry of Education of Thailand announced the new Higher Standards and Quality enforced on 18 August 2018, to strengthen its standards by following the national education standards. Its standards emphasize five aspects: students' learning outcome, research and innovation, academic services for society, cultural arts and Thainess, and administrative management (Ministry of Education, 2018). However, most universities have offered human rights education courses as elective courses of several universities, and only some universities have provided human rights education in their general education curriculum (Institute of Human Rights and Peace Studies [IHRP] & ASEAN University Network [AUN], 2013). Furthermore, many government agencies have provided training on HRE to their agents of the Ministry of Foreign Affairs, Ministry of Social Development and Human Security, Ministry of Defense, Ministry of Justice, and Office of the Judiciary (Ministry of Foreign Affairs, 2016).

Fortunately, in Thailand, three key universities (Mahasarakham University, Khon Kaen University, and Mahidol University) have offered human rights courses for undergraduate students. In contrast, Thammasat University has provided individual training for government

authorities and other Thai people interested in human rights issues. It is imperative to note that Khon Kaen University and Thammasat University have offered such courses and training under the Faculty of Law. Mahasarakham University provides human rights courses under the College of Politics and Administration. Mahidol University has taught human rights and peace at the IHRP to undergraduate, graduate, and doctoral students. Also, Mahidol University International College announced that two of its students had won the final round in the Youth Debate Training and AICHR Human Rights Debate organized by the National Human Rights Commission of Thailand, the Department of ASEAN Affairs of the Ministry of Foreign Affairs, and the ASEAN Intergovernmental Commission on Human Rights in 2016. Nevertheless, the human rights subject has been given only as an elective course (Mahidol University International College Newsletter, 2016).

However, these students critically notice that migrant workers, minority groups, persons with disabilities, women, stateless people, the homeless, and children are the vulnerable groups that the Thai government and people have not accepted. Specifically, migrant workers are considered a low class of society in Thailand; minority groups live in remote areas, and children are still immature. Even though their human rights have been violated, Thai people have never understood it. Therefore, these concerned students would disseminate such vulnerable groups of people's human rights to other Thai people, including government authorities, the business sector, and other vulnerable groups. Similarly, the Thai government has not appropriately resolved human rights violations against children, women, the elderly, beggars, or poor people. These students viewed the Thai government's insufficient awareness of the right to access fundamental human rights and freedom of all marginalized groups of people. Lastly, freedom of expression and academic freedom have been the hottest issues concerning which the Thai government has deprived its people.

*2) The application of HRE models in HRE courses to transform their students to be a part of social change:* This HRE course, *Concepts and Case Studies of Human Rights*, was mainly oriented to the *Value and Awareness-Socialization Model* to initiate respect for others' human rights, although the authors wished to persuade the undergraduate students to serve also as social change agents. This HRE course has been offered as an elective

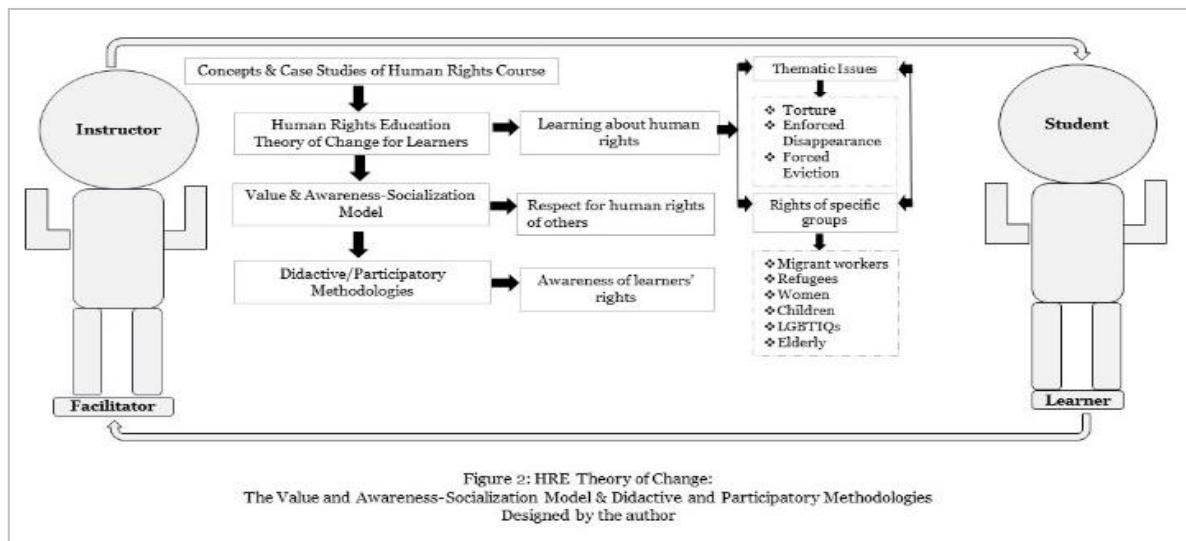
course by Mahidol University for undergraduate students. They voluntarily enrolled in it as learners did in the *Activism-Transformation Model*. The fundamental human rights knowledge on thematic issues of human rights violations (such as torture, enforced disappearance, enforced eviction, etc.), international and national human rights laws, and rights of vulnerable groups (migrant workers, refugees, women, children, social orientation and gender identity [SOGI] groups, elderly, etc.) were substantive contents as learning about human rights. The didactic aspects of participatory methodologies were practically applied to raise students' awareness of other people's rights. This paper also highlighted the State's obligations of respect, protection, and fulfillment to enable people to access their rights and freedom. The authors urged students to apply the laws to the cases and interactively share their views on human rights violations for their skill-building. For instance, students

Table 1: HRE Theory of Change for Learners: The Value and Awareness-Socialization Plus Model (Tibbitts 2017).

Features of HRE course	Models	
	Value and Awareness Socialization	Activism-Transformation
Sponsor	Mahidol University	x
Common target audiences	Students	x
Kind of learner participation	x	Usually voluntary
Education sector	Formal education	x
Incorporation of critical stance	Non-critical stance	x
Orientation	Transformation of information	Personal transformation
Key content	History and content with some attention to learner's rights	Human rights content relevant for the learner, with a strong focus on learner's rights and contemporary, local human rights violations
Teaching and learning strategies	Didactic to participatory	x
Strategy for reducing human rights violations	Passive: Socialization and legitimization of human rights discourse	Creation of social change agents

were encouraged to discuss their right to freedom of expression in politics during *coup d'état*. They agreed that people should be aware to have such freedom to promote democracy. According to the ICCPR, people have their right to voice their democratic inspirations or to vote for leaders they want without fear of getting shot at. However, their skills were not at the level of a "critical stance towards one's values, society or the human rights framework itself" (Tibbitts, 2017). Therefore, the strategy for reducing human rights violations was sole "socialization and legitimization of human rights discourse" (Tibbitts, 2017). Students were not involved in any human rights activism or social change as *Activism-Transformation Model* is oriented to lessen human rights violations.

The two findings presented the areas for improvement in this HRE course. Consequently, this paper suggested the mixture between the Value and Awareness-Socialization and Activism-Transformation. Because this HRE course is mainly oriented to the Value and Awareness-Socialization Model, this paper proposed to move toward the Value and Awareness-Socialization Plus Model (see Table 1: HRE Theory of Change for Learners: The Value and Awareness-Socialization Plus Model), which is the combination between the Value and Awareness-Socialization and Activism-Transformation Model. The reason behind this idea is that HRE could serve as a powerful message of respect for all human beings because students realize that human rights are fundamental and inherent rights of everyone. They also learned and understood the effect of human rights violations against vulnerable groups. The government has an obligation to respect people's rights by not violating them, to protect people from others' violations, and to fulfill people's rights by ensuring everyone's accessibility of rights. Moreover, human rights apply to all regardless of race, religion, color, sex, nationality, political or other views, economic, social, cultural, status, etc. Monaghan et al. (2017) viewed that a transformative orientation approach to HRE by assigning reading materials and designing activities can help students learn about various human rights violations.



Apart from the contents of general rights offered in this HRE course, this paper suggests that teachers of HRE should ensure which specific human rights issues students are involved in concerning their rights and contemporary experiences, local human rights violations, namely, various forms of bullying, freedom of opinion and expression, freedom of assembly, and trafficking in migrant workers. These contents will raise students' awareness and orient them to personal transformation, including behavioral change. For instance, they perhaps stop or mitigate their bullying behavior against others after learning its impact. Also, this paper recommends that teachers should encourage the students to serve as social change makers by designing and sharing an anti-bullying lesson in the form of an infographic on social media such as Facebook, Instagram, and other communication platforms with other online users to be aware of its physical and psychological impact towards the victims. Lastly, teachers should offer "intercultural learning, critical thinking, and attentive civic engagement/action" (Monaghan et al., 2017). Such orientation, key content, and strategy for reducing human rights violations will be applicable for this HRE course that can integrate the Value and Awareness-Socialization and Activism-Transformation Models that possibly prevent human rights violations and create additional social change agents (students) in their communities.

Furthermore, this paper expects that HRE in Thailand may be of "the utmost

importance in the facilitation of social unity" because HRE offers students an essential duty and responsibility as "responsible citizens" of a nation that respects all people's human dignity and the rule of law. Moreover, HRE can persuade students to engage in politics and monitor good governance (Nordin et al., 2012). Cassidy et al. (2014) underscored that teachers should be "confident in their knowledge and abilities in the teaching of human rights" because it will be difficult for them to design their "pedagogy" and guide students to transform HRE into practice without content" (Cassidy et al., 2014). Therefore, teachers can promote human rights to students and community members by motivating them to discuss numerous critical human rights abuses. People and governments have "duties" to moral, social, and legal development and human rights promotion (Bajaj et al., 2016). Well-trained teachers can also persuade students to discuss critical human rights issues (Kohli, 2019). They include the linkage among global human rights matters. These HRE topics will expand students' knowledge, skills, and values development. At the same time, teachers would have crucial opportunities for career advancement and "critical professional development (CPD)" in HRE (Kohli, 2019).

Teachers as role models and human rights defenders can inspire students. They are interested in learning about human rights defenders' performance, speech, and mobilization to promote human rights (Westheimer and Kahne, 2004). According to their lens, human rights defenders/advocates have dedicated their lives to society and the nation and been influential in our Thai society. Students appreciated these defenders for invoking the fundamental human rights of marginalized people, such as refugees/asylum-seekers and other migrants. These concerned students viewed refugees/asylum-seekers are human beings who have dignity like us. These vulnerable groups deserve their fundamental human rights. Therefore, teachers should design human rights courses for undergraduate students to become justice-oriented citizens for a democracy that can better analyze and discuss political perspectives (Bajaj, 2011a & 2011b).

## Conclusion

This paper confirms that the Thai national laws on HRE are considerably consistent with international legal instruments. However, these instruments have not been transformed into practice at the academic institutional level because the HRE course remains an elective course. Therefore, this paper recommended that the universities in Thailand integrate HRE in different courses so that undergraduate students can learn key human rights principles to raise awareness of students' rights. Nevertheless, this HRE course exemplified that the Value and Awareness-Socialization Model may not be adequate to reduce human rights violations. As a result, this paper proposed to combine the Value and Awareness-Socialization and Activism-Transformation Models to lessen the number of human rights violations and transform students into social change agents.

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