Contents

Preface Acknowledg	ements		i iii	
PART I-	LAYING	G THE FOUNDATION		
Chapter 1	Introduction			
	1.1	Research Questions	2	
	1.2	Socio-Legal Nature of the Research	7	
	1.3	Book Structure	10	
	1.4	Literature Review	14	
Chapter 2	Theoretical Framework			
	2.1	Introduction	42	
	2.2 2.3	Rational Actor Models	44 55	
	2.3	Normative Models Hybrid Model	70	
	2.5	Conclusion	72	
Chapter 3		an Rights Education: A Slogan In Search of Definition?	75 76	
	3.1 3.2	Introduction How the Committee on the Rights of the Child and	76	
	5.2	UN General Assembly Define HRE	77	
	3.3	How Governments Understand HRE	89	
	3.4	How Human Rights NGOs Understand HRE	104	
	3.5	Conclusion	111	
Chapter 4	Metho	odology	115	
	4.1	Introduction	116	
	4.2	Research Approach	117	
	4.3	Research Design	119	
	4.4	Qualitative Research	120	
	4.5	Comparative Research	121	
	4.6 4.7	Surveys Interviews	125 131	
	4.8	Conclusion	135	
			100	
PART II - I	DATA (COLLECTED AND ANALYSED		
Chapter 5	Measi	uring Commitment: Australia and the United States	137	
Jiiaptei J	Measuring Commitment: Australia and the United States' Involvement with the Drafting of Article 29(1) of CROC			
	and o	ther International Human Rights Education Initiatives		
	5.1	Introduction	138	
	5.2	The Emergence of HRE as a Norm in International	139	
	5.3	Law Australia's Involvement in International HRE		
	5.5	Australia's involvement in international HRE	146	

		Initiatives			
	5.4	United States' Involvement in International HRE	151		
	5.5	Initiatives Conclusion	154 158		
	5.5	Conduction	150		
Chapter 6		ing the Terrain: Australia and the United States'	161		
	Commitment to Article 29(1) of CROC and Human Rights				
		ation at the Domestic level			
	6.1	Introduction	163		
	6.2	General Comment No. 5 – The Standard for			
		Evaluating Implementation of CROC	164		
	6.3	The Ratification Process - Australia	167		
	6.4	Australian Federal Government's Initiatives Relating			
		to HRE	171		
	6.5	Victorian Government's Initiatives Relating to Article	000000000000000000000000000000000000000		
		29(1) of CROC and HRE	193		
	6.6	The Non-ratification of CROC by the United States	203		
	6.7	United States Federal Government's Initiatives			
	20.12	Relating to HRE	209		
	6.8	Massachusetts Government's Initiatives Regarding	214		
		HRE	2020		
	6.9	Conclusion	221		
Chapter 7	Takino	g the Temperature of Human Rights Education in Schools	225		
	7.1	Introduction	226		
	7.2	Response Rate for Surveys	227		
	7.3	Nature and Extent of HRE in Schools	231		
	7.4	Main Themes to Emerge from Data	239		
	7.5	Conclusion	262		
DADT III	MDI K	CATIONS & CONCLUSION			
PARI III -	INPLIC	CATIONS & CONCLUSION			
Chapter 8	Theor	etical Implications: What are the Ramifications of this			
p		Study for Existing Theories?	265		
	8.1	Introduction	266		
	8.2	Summary of Empirical Findings	267		
	8.3	Do Rational Actor Theories Explain Australia and			
	0.0	the United States' Conduct Pertaining to Article			
, 6		29(1) of CROC?	270		
	8.4	Do Normative Theories Explain Australia and the	_, _		
	0.4	United States' Conduct Pertaining to Article 29(1) of			
		CROC?	289		
	8.5	Does the Hybrid Model Explain Australia and the	200		
	0.0	United States' Conduct Pertaining to Article 29(1) of			
		CROC?	314		
	8.6	Evaluating the Overall Utility of Existing theories for	U 1-7		
	5.0	Explaining States behaviour vis-à-vis compliance			
63		with Article 29(1) of CROC	317		
			017		

Chapter 9	9.1 9.2 9.3 9.4	usion: The End of the Journey Introduction Summary of Findings Wider Significance of the Study Conclusion	321 322 323 328 330
Appendices			
1		Survey Sent to Teachers in Melbourne and Boston	333
2		Sample Guide for Semi-structured Interviews with Teachers	339
3		Responses to Survey Question 1 – Teachers' Understanding of HRE	345
References			355