



Championing Education on Human Rights and Democratisation in Times of Uncertainty

The vision of the Global Campus of Human Rights is to foster new generations of human rights defenders able to contribute to a world in which human dignity, equality, freedom, human security, sustainable development, democracy, the rule of law and respect for all human rights are realised.

The Global Campus and the SDGs

Our work focuses primarily on the achievement of



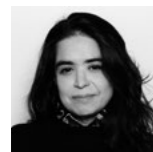


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Welcome



By **Veronica Gomez** — President

The Global Campus of Human Rights takes great pleasure in presenting its inaugural Annual Report, sharing our results and achievements with partners, stakeholders and the general public in this format for the first time. This symbolic release coincides not only with the first full year of activities following the introduction of our statute in 2019 but unprecedented worldwide challenges due to COVID-19.

Thanks to the resilience of staff and governing bodies in our Venice headquarters and regional hubs in Sarajevo, Pretoria, Bangkok, Yerevan, Buenos Aires and Beirut, our special project in East Timor, and our partner universities around the world, the Global Campus adapted well. We achieved our main goals for 2019/2020 with regional approaches, interdisciplinary insights, innovative thinking, cross-cultural exchanges and network opportunities, adding almost 200 graduates to the 4,000-plus worldwide alumni community.

Aside from our seven hallmark regional Master's programmes, highlights included exciting new projects to promote children's rights through education and research; launching the Human Rights Preparedness forum; and ongoing activities to build capacity and raise awareness of human rights and democracy around the world. We reached more than 4,000 participants through open

access MOOCs; hundreds of state officials and practitioners undertook our specialised training courses; and we continued to offer unique learning and exchange opportunities fostering the relationship between human rights and the arts.

This Annual Report invited contributions by prominent figures from international agencies, politics, philanthropy, and the arts, all committed to the promotion and protection of human rights. We are especially grateful for the collaboration of Michelle Bachelet, Eamon Gilmore, Jutta Urpilainen, Michael O'Flaherty, Ole von Uexküll, Vandana Shiva, Julian Fifer and Koen Vanmechelen.

None of these efforts would be possible without European Union financial support, our partnership with the Right Livelihood Foundation and many other donors to our headquarters and seven regional hubs. What brings the Global Campus to life is the dedication of the co-founding, co-ordinating and partner universities, and staff in Venice and around the world.

As the first elected President of the Global Campus in this new phase of its institutional life –and on behalf of our network of nearly 100 universities promoting human rights education— it is an honour for me to welcome our readers to our first Annual Report.

Foreword



By **Dżidek Kędzia** — Honorary President

Thirty years ago, many had begun to believe that even if the transition to democracy, the rule of law and human rights in many regions of the world would not be a straightforward process, these values would at least firmly settle in people's hearts and minds. The end of the Cold War and the collapse of apartheid in South Africa were significant optimism and trust agents. However, the picture we have before our eyes today does not contain a clear message. Many speak of the crisis of human rights, democracy, and the rule of law. The former leaders of the process among states are becoming outsiders, including some European Union members. The symptoms of this crisis are also visible at the societal level.

What determined the progress, and what went wrong? Why do populist arguments gain much more attention than we could assume? Why are the undoubted achievements of democratic transformation denied and sometimes even mocked as an expression of elite complacency? What about the legitimacy of governments and international organisations? Answers to these and similar questions can be found in various areas, but one of them deserves special attention in the context of this Annual Report.

Human rights education has been one of the main drivers of change since the beginning of the democratisation wave. Indeed, it is hard to imagine that it would be possible to protect human rights without internalising them. For this purpose, at least two interrelated elements are needed: an adequate level of knowledge and the ability to operationalise it under specific social conditions. In other words, teaching and the development of professional

skills are necessary. While the first aims at disseminating knowledge, skills and attitudes among various sectors of society and relevant professions, the second requires postgraduate education and training. To respond to these interrelated needs at the university level, the European Union decided more than 20 years ago to support the training of young human rights professionals, first in Europe, then in other world regions. It was the will of these co-operating regional partners to formally establish the Global Campus of Human Rights in 2019, which is now celebrating its first anniversary.

Thus emerged a globally unique academic partnership for education, professional preparation and advocacy in the field of human rights. The network's exceptional experience has commonalities but is culturally, legally and practically diverse. Thus, the Global Campus is capable of addressing many issues that are central to modern societies. It is a success story that must be continued and developed in the future. It offers an important contribution to an effective response, tailored to local needs, to the challenges mentioned above in the field of human rights, democracy, and the rule of law at national and international levels. I am convinced that the Global Campus will not only continue to teach students at an advanced level about human rights and prepare them to advocate for the victims of human rights violations, but will also train them to make human rights operational for national development programmes and related international co-operation, including the implementation of the Sustainable Development Goals.

The biggest network of human rights educators worldwide



By **Manfred Nowak**
Secretary General

Almost 100 member universities organised in regional hubs; seven Master's programmes; dozens of professional training programmes, including free online courses (MOOCs); hundreds of internships, seminars, workshops, partners, events across the different regions that host our decentralised network; thousands of alumni-ambassadors... The list of achievements could continue despite the fact that it has been a very difficult year, and not only because COVID-19 struck. Our colleagues in Beirut suffered from a deep economic and political crisis which culminated in a devastating blast in the port of Beirut on 4 August 2020. Shortly thereafter, war

broke out in Nagorno Karabakh, which had a highly demoralising effect on our colleagues in Armenia and beyond. Academic life in Thailand was deeply affected by mass student demonstrations and violent encounters with the police. Argentina, South Africa, Bosnia and Herzegovina and Italy were among the countries most severely struck by the pandemic.

This was definitely the most challenging year since we started our joint adventure; at the same time, a year during which our resilience, mutual support and interconnectedness grew.



| | |
|------|---|
| 1997 | • EMA / GC Europe |
| 1999 | • HRDA / GC Africa |
| 2000 | • ERMA / GC South East Europe |
| 2002 | • EIUC (European Inter-University Centre for Human Rights and Democratisation) |
| 2010 | • International Conferences and Seminars |
| 2012 | • APMA / GC Asia-Pacific • CES / GC Caucasus Training Programmes |
| 2013 | • 1st Global Classroom |
| 2014 | • LATMA / GC Latin American & the Caribbean • GCA / Alumni Association |
| 2015 | • ARMA / GC Arab World |
| 2016 | • MOOCs / Open Education Programme |
| 2019 | • Formal transformation of EIUC into the Global Campus of Human Rights • Partnership with the Right Livelihood Foundation • Human Rights Centre in Timor-Leste |

How the Global Campus came into being

The Global Campus of Human Rights was formally established in 2019, but we can look back on a history of more than 20 years. It all started in 1996, when the European Commission approached the late Antonio Papisca at the University of Padua and asked him whether he could organise a one-year professional inter-university, pan-European and trans-disciplinary Master's programme with the aim of educating postgraduate students from all EU Member States in the theory and practice of human rights and democratisation. The rationale was the 1990s demand for well-educated human rights professionals from governments, inter-governmental and non-governmental organisations.

These professionals would work in the field of humanitarian assistance, co-operation and development, as well as in multi-dimensional peacebuilding missions in post-conflict countries. With the support of 10 universities, the first European Master's programme in Human Rights and Democratisation (EMA) was born. In 2002, this first network of universities established the European Inter-University Centre for Human Rights and Democratisation (EIUC), a non-profit association under Italian law based in Venice, to where EMA's leadership was moved.

In parallel, similar Master's programmes based on the same inter-university philosophy and similarly funded by the European Union were established in six other regions. In each programme one university took on the overall co-ordination and provided teaching in the first semester, while the partner universities in the region hosted the students in the second semester. Over the years, the Venice hub was energised by new regional 'sister hubs'.

In 2012, the European Commission requested EIUC to become the umbrella organisation for all regional Master's programmes in partnership with the co-ordinating universities. This was the beginning of a gradual transformation that led to the Global Campus of Human Rights, the name formally adopted by our Assembly in February 2019.

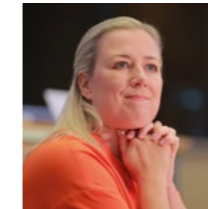
Most participating universities from the regional hubs formally joined this new global network. In December 2019, the first Global Campus Assembly in Pretoria elected the members of the Global Campus Council, our main governing body; this consists of the representatives of the seven Master's programmes, as well as eight additional professors elected by the Assembly from all member universities.



The Global Campus is mentioned as Action 10 in the Multi-Annual Action Programme 2018-2020 of the European Instrument for Democracy and Human Rights. EIDHR has been called *the concrete expression of the EU commitment to support and promote democracy and human rights in third countries*; the mid-term evaluation labelled EIDHR a 'niche' instrument which is able to act on sensitive issues and in difficult situations where others do not or cannot.

In addition to the Commission's Directorate-General for International Partnerships (INTPA; previously Directorate-General for Development Cooperation), responsible for managing EIDHR, we closely co-operate with the European External Action Service (EEAS), the Special Representative for Human Rights, and the Council Working Party on Human Rights (COHOM). We recently signed a Memorandum of Understanding with the European Parliament (EP); among various joint initiatives, we will be more actively involved in the EP election observation activities.

We also maintain close co-operation with the EU Fundamental Rights Agency (FRA), the Council of Europe, the OSCE, the UN High Commissioner for Human Rights, UNESCO, the Right Livelihood Foundation (RLF) and many other partners around the world.



Jutta Urpilainen

European Commissioner
for International Partnerships

A community of human rights ambassadors and defenders

One of my personal priorities is to have more young people involved in shaping and implementing EU external action. Young people are the change makers. My aim is to equip as many young people as possible with 21st century skills and motivate them to seek leadership roles, especially girls. We want to inspire them to get involved, exercise their rights, and uphold the rights of others.

The Global Campus offers a unique opportunity to build a community of true human rights ambassadors and defenders who, in turn, will inform and educate people in their own countries. They know that they can rely on a strong network with whom to discuss and challenge ideas.

I would invite the Global Campus to further reach out to young people in countries where civic and political

space is closing. We know there are technical and political risks and challenges involved in providing human rights education and in fighting for academic freedom in such countries. Know that you can count on our unwavering support in that endeavour.



The Global Campus organises an intensive annual training programme: International Electoral Observation. In 2021, this training course will be held fully online.

A year in review



By **Elisabetta Noli**
Administrative
Director

Preparing our students for the challenges of uncertain times

Our first Annual Report covers the journey throughout this challenging 2020 – a year of flexibility, creativity and risk-taking. The report also showcases some important programmes and activities that took place in 2019 – a time of deep transformation for our network.

Our regional programmes started the academic year 2019/2020 as usual; early in the spring 2020, we quickly moved to online mode. When the COVID-19 curve looked like it was starting to fall, some campuses opened up again, then reversed into lockdown. In some regions, our member universities had to care for stranded students and liaise with embassies to let them return home; some had to support students who had serious health issues. With the beginning of the academic year 2020/2021, it was a joy to see the monastery's courtyard of the Venice headquarters populated with students; unfortunately, most of our sister hubs could not allow themselves this luxury. Like in the rest of the world, mask wearing, social distancing, ongoing hygienisation and COVID-19 anxiety have become the new norm.

In addition to our postgraduate education, we have demonstrated our ability to expand our audience by reaching out to civil society at a global level. Just to mention a few of our specialised training programmes and non-degree activities organised in 2019/2020: the 15th Summer School on Cinema, Human Rights and Advocacy, which we had the good luck to host in person in collaboration with the 77th Venice Film Festival; the webinar on *Facial Recognition and Implications for Human Rights*, organised by our hub in South East Europe; the development of a COVID-19 database to map out laws and policies adopted by African countries to respond to the pandemic; a panel discussion organised by the Mahidol University's Institute of Human Rights and Peace Studies on the 2020 student protests and the prospects for democracy in Thailand; the 10th Venice School devoted to strengthening the work of human rights defenders, in co-operation with the European Parliament and the participation of 14 Sakharov Fellows; the very successful Global Classroom and MOOC on *Children Deprived of Liberty: Learning from the UN Global Study*, stemming from UN-commissioned research you will read more about later.



1. Prof. Heintze with a student at the EMA graduation ceremony AY 2019/2020, October 2020, Venice.

2. Bencharat Chua (Assistant Programme Director, GC Asia-Pacific) during the AY 2019/2020 thesis defence, September 2020, Mahidol University, Bangkok.

Milestones: a sample

| | 2019 | 2020 |
|------------------|--|---|
| FEBRUARY | <ul style="list-style-type: none"> • Global Campus Assembly | <ul style="list-style-type: none"> • Conference <i>Connecting Activism and Academia</i> organised by RLF, Bangkok |
| APRIL | <ul style="list-style-type: none"> • Venice School of Human Rights, Venice | <ul style="list-style-type: none"> • First meeting of the GC-RLF Steering Group |
| MAY | <ul style="list-style-type: none"> • Global Classroom on human rights and new technology, Buenos Aires | |
| JUNE | <ul style="list-style-type: none"> • Co-operation Global Campus - Right Livelihood Foundation (RLF) | <ul style="list-style-type: none"> • Human Rights Preparedness Initiative • MOOC <i>Promoting and Protecting Human Rights: a Global Overview</i> |
| JULY | | <ul style="list-style-type: none"> • Webinar <i>Not in My Face! Facial Recognition and Implications for Human Rights</i> in connection with the Policy Observatory 2019/2020 on Human Rights & New Technologies • Online training <i>E-Learning Preparedness: Flexible Solutions for Quality Education</i> University of Padua and GC Europe for GC members |
| AUGUST | <ul style="list-style-type: none"> • Inauguration of the Human Rights Centre in Timor-Leste | <ul style="list-style-type: none"> • Global Classroom on the UN Global Study on Children Deprived of Liberty, online |
| SEPTEMBER | <ul style="list-style-type: none"> • Regional training for National Human Rights Institutes in the Arab region, in collaboration with the Danish Institute for Human Rights GC Arab World, Beirut | <ul style="list-style-type: none"> • Summer School on Cinema, Human Rights & Advocacy, Venice |
| OCTOBER | <ul style="list-style-type: none"> • Launch of the UN Global Study on Children Deprived of Liberty, New York & Geneva | |
| NOVEMBER | <ul style="list-style-type: none"> • Panel discussion on child protection in Armenia GC Caucasus, Yerevan • Human Rights campaign project students of GC Asia-Pacific | <ul style="list-style-type: none"> • Venice School of Human Rights, online • International conference <i>Bosnia and Herzegovina 25 Years after the Dayton Peace Accords</i> GC South East Europe |
| DECEMBER | <ul style="list-style-type: none"> • International Conference and new GC Council in Pretoria in collaboration with GC Africa • Human Rights Film Festival, Venice students of GC Europe | <ul style="list-style-type: none"> • Nelson Mandela World Human Rights Moot Court, online GC Africa |

The alumni from our many programmes, whom we survey regularly, keep on reminding us of the potential for transformation and impact we offer. Our audience is very aware of the importance of learning about intersectionality, cultural traditions and regional interpretation. This is something that few educational institutions can offer; we do it thanks to our truly global faculty of over 500 professors and lecturers from all over the world.

As we continue to train new leaders in human rights and democratisation and consolidate our inter-university global structure, we have been accompanied by a new partner: the Right Livelihood Foundation. This Stockholm-based private foundation is better known for awarding the 'Alternative Nobel Prize' (the Right

Livelihood Award) to outstanding grassroots activists, who courageously strive to solve global problems in the fields of sustainable development, healthy environment, peace and human rights. Our partnership focuses specifically on children's rights and has already produced many results, both in terms of strategy and projects. More in the following pages. Last but not least, in 2019 we reaped the rewards of our work in capacity building: thanks to EU funding, we started the development of the Human Rights Centre at the National University of Timor-Leste in Dili. This achievement would not have been possible without the experience of setting up our seven regional Master's programmes and the related institution-building work.



In December 2019 the Swedish environmental activist Greta Thunberg was celebrated as a Laureate of the 2019 Right Livelihood Award. Children's rights and children participation are at the core of our partnership with the Right Livelihood Foundation.



Eamon Gilmore

European Union Special Representative for Human Rights

Connecting key resources and expertise

At this time of global crisis and backsliding on democracy, human rights must remain at the heart of all our actions, at national, regional and global level. All human rights are universal, indivisible, interdependent and interrelated. For the EU, protecting and promoting human rights, democracy and the rule of law reflects its own values and its vision for a stable world.

Human rights education is a vital instrument for achieving these goals. It is key to foster knowledge, awareness, inclusion and values. It prevents violations by encouraging individuals to not only claim and uphold their own rights, but also the rights of others. It empowers us all.

I am proud that the EU has supported, for more than 20 years,

regional Master's programmes in human rights and democracy, now embedded in the Global Campus of Human Rights, and based on the founding values and principles of the EU: dignity, freedom, democracy, equality, rule of law and respect for human rights.

The Global Campus is a unique network of universities advancing human rights and democracy education worldwide, with now more than 4,000 graduates. But it is more than that: it is a strategic hub connecting key resources and expertise in the area of human rights. With its new initiative - GC Human Rights Preparedness, the Global Campus plays a key role in developing and promoting a rights-based approach to pandemics and other emergencies; it harnesses its

unique reach and multi-disciplinary approach to create a resource of enduring value.

Now more than ever human rights must remain at the forefront of our actions at all levels.

A more human rights-inspired society should come out of this crisis with a strengthened belief in the importance of its fundamental civil, political, social, economic and cultural values and freedoms. It should turn into a moment of renewal and help us build better and more resilient models of governance, guided by democracy and rule of law, with the support of our Global Campus ambassadors around the world.

From education to capacity building: the Human Rights Centre at the National University of Timor-Leste

In January 2019 the Global Campus was entrusted by the EU with the task of creating a centre to train Timorese defenders, lecturers and students in democracy and human rights, and to develop initiatives with key local and international stakeholders. Hosted by the National University of Timor-Leste in Dili and developed in co-operation with the GC Asia-Pacific hub at Mahidol University (Thailand) and the EU Delegation in Timor-Leste, the Centre can already celebrate a major achievement: on 15 July 2020 the National University unanimously approved the syllabus of the new Introduction to Human Rights and Democratisation course and agreed it will be adopted as a new transversal mandatory

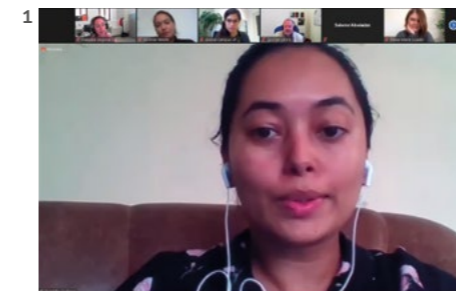
discipline in all undergraduate programmes of the university's nine faculties.

The mainstreaming of human rights education in a country where nearly half of the population is under the age of 18, is of great significance in terms of contribution to societal transformation.

Co-ordinating a project in Dili was no simple matter; however, we overcame political and practical challenges (infrastructure, language, health system, etc.) and the new Centre was mentioned as an outstanding project in the recent EU Annual Human Rights Report 2019.



Students at the National University of Timor-Leste, Human Rights Centre, 2019



1. Many of our activities planned for 2020 had to be moved online. Students showed great understanding; however, issues such as anxiety management and special student support became prominent for many Global Campus member universities.



2. Our headquarters, located in the beautiful Monastery of San Nicolò in Venice Lido, is generously loaned for free by the City of Venice. The monastery suffered some damage during the exceptional floods that devastated Venice in November 2019.

3. Illustrations of famous human rights defenders by Italian artist and activist Gianluca Costantini, exhibited during the graduation ceremony of the GC Europe Master's programme, Venice, October 2020.



Introducing our academic community



By George Ulrich
Academic Director

A network of outstanding universities in seven regions

In December 2019, the Global Campus established the Academic Affairs Committee, a new body aimed at strengthening internal academic co-operation and creating common guidelines for good practice and quality assurance. Formal and informal exchanges of information, and personal and professional co-operation within the network, had already occurred in previous years but are now being structurally reinforced in a spirit of mutual learning, treasured diversity and inclusiveness.

Our 'family' is a big international network composed of seven smaller regional networks – a family consisting of universities of different sizes, resources, visibility and experience. Our co-ordinating members in Latin America and the Caribbean, Africa, Arab World, Europe, South East Europe, Caucasus and Asia-Pacific are devoted to ensuring that effective collaboration is maintained among the member universities of the region; at the same time, these committed co-ordinators are strongly connected with the Global Campus headquarters.

During the challenging year 2020, we have been reminded how important these connections are and how much the participating universities continue to draw support and inspiration from one another. This has been essential to keep our academic programmes going and motivation high. COVID-19 gave us an impetus to organise frequent online meetings and even provided an opportunity, in defiance of extensive travel restrictions, to increase the number of virtual exchanges of professors. Overall, the creativity demonstrated in adapting to unprecedented organisational challenges in delivering courses, providing thesis supervision and organising virtual field visits and internships, just to mention a few examples, has been truly remarkable.

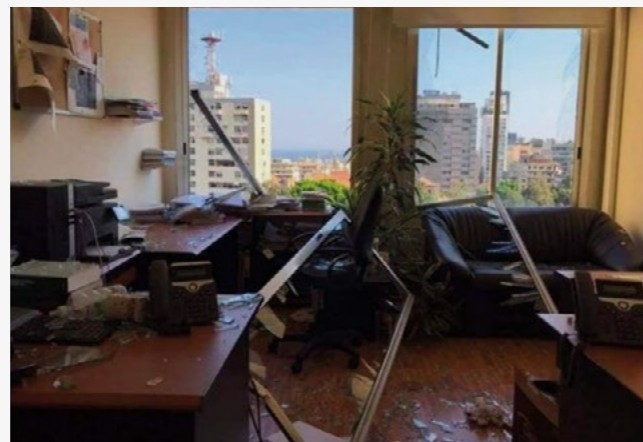
Almost 100 universities have contributed to the success of the past and current academic years. We are deeply grateful to all of them for what we have achieved together.

L'Orient-Le Jour

L'Université Saint-Joseph fait partie intégrante de cette Beyrouth traditionnelle et irremplaçable que la déflagration a failli emporter.

23 octobre 2020

Un bureau du campus des sciences sociales, rue Huvelin. Photo USJ

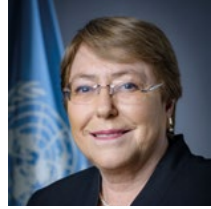


Some of the campuses of Saint Joseph University, one of our regional co-ordinators, were badly damaged by the Beirut blast that killed over 200 people on 4 August 2020. Half an hour before the explosion, our colleague from Beirut had joined the Academic Affairs monthly meeting. The Global Campus has contributed to the repair of the university's buildings.



1. This year the GC Asia-Pacific programme included six human rights defenders from Timor-Leste, as part of the project to develop a Human Rights Centre in Dili. One of them, Celso, works on disability rights.

2. Lorent Saleh, 2017 Sakharov Prize Laureate, at the Global Campus HQ for the Venice School of Human Rights, October 2019. In the background, Collective Memory by artist Koen Vanmechelen.



Michelle Bachelet

UN High Commissioner
for Human Rights

Nurturing agents of change and engaging with all sectors of society

In the current climate in which serious challenges are undermining the basic fabric of our societies, fostering human rights education is a particularly crucial undertaking, as it leads to responses and solutions that are consistent with human rights standards and promote social cohesion. The United Nations has highlighted the role and responsibility of higher education institutions in equipping young

generations with the necessary knowledge and skills to take action for human rights in their communities and in society at large.

The World Programme for Human Rights Education, adopted by all countries at the United Nations, provides a common global framework to advance human rights education, particularly for youth, of whom we are witnessing today

the largest generation. Through its academic programmes and network, the Global Campus of Human Rights contributes to this global initiative by nurturing young people's interest and passion for human rights, so that they can be positive agents of change towards a just and peaceful future for all, particularly in the aftermath of the COVID-19 pandemic.



Michael O'Flaherty

Director of the European Union
Fundamental Rights Agency

Interdisciplinary skills key to human rights progress

The Global Campus of Human Rights plays an important role in human rights education worldwide. One of its great values is its interdisciplinary approach, since the ensuring of respect for human rights requires cross-cutting engagement across all the sectors in our societies. The world needs human rights

experts with legal, social science, political science, media, IT and other backgrounds – the Global Campus prepares them. I have seen Global Campus alumni at work worldwide – in the field, at the headquarters of international organisations, with civil society and in academic life, always standing up for human dignity.

We at the EU Fundamental Rights Agency (FRA) are delighted to play a role in supporting the work of the Global Campus. We wish its teams – students, staff and participating universities, every success in the coming years.

**“Education is neither
Eastern nor Western;
it is human.”**

Malala Yousafzai
Pakistani human rights and education activist
and the youngest Nobel Prize laureate



People

Frans Viljoen
Ashwane Budoo
Magnus Killander
Johannes Buabeng-Baidoo
Emily Laubscher
Admark Moyo

University of Pretoria

Regional Network

University of Pretoria,
South Africa — *co-ordinator*

Université d'Abomey-Calavi,
Benin

Université Catholique
d'Afrique Centrale, Cameroon

Addis Ababa University, Ethiopia

University of Ghana, Ghana

University of Nairobi, Kenya

University of Mauritius,
Mauritius

Universidade Eduardo Mondlane,
Mozambique

University of Lagos, Nigeria

Université Gaston Berger
de Saint Louis, Senegal

University of Venda, South Africa

University of Western Cape,
South Africa

Makerere University, Uganda

The LLM/MPhil Human Rights & Democratisation in Africa (HRDA) celebrated its 20th anniversary on 10 December 2019. The programme, specifically designed to address the gap in human rights scholarship and advocacy in Africa, had a very ambitious goal right from the start. This was to create a cadre of civil servants and experts for the institutions and organisations of the African continent, and beyond. Indeed, many of its 500-plus alumni have been appointed to

of rights and the justiciability of socio-economic rights. Students attend extensive classes on the right to life, where they discuss topics such as human rights defenders, the death penalty, torture and ill-treatment. We are the only Global Campus regional hub that follows the calendar year, and we concluded 2019 with two remarkable events: the Global Campus International Conference and the Southern African sub-regional launch of the Global Study on Children Deprived of Liberty, which was attended by high level state representatives including the South African Deputy Minister of Foreign Affairs and leading experts on children's rights like Ann Skelton and Benyam Dawit Mezmur. The Alumni Symposium, which brought together about 100 graduates, made recommendations to update the HRDA curriculum while reflecting on the United Nations and African Union mechanisms and how alumni could possibly collaborate within these systems. The academic year 2020, mainly conducted within the pandemic-related restrictions, taught us that besides running the programme, we needed to concentrate on students' psychological health. The regional network greatly contributed to this goal and in the second semester all member universities virtually hosted students while they physically stayed in Pretoria.

“While I may have registered multiple challenges in 2020, one thing I am thankful for is the opportunity to study at the Centre for Human Rights for its excellence and prestige. I am going to leave here a more knowledgeable person and I am ready to take on my next role. I am proud to have made it through!” GC Africa student

positions of great influence in Africa. GC Africa puts a lot of emphasis on the protection of the rights of vulnerable groups (women, children, persons with disabilities, indigenous peoples and sexual minorities). Moreover, gender issues are mainstreamed in all topics and special attention is given to the indivisibility



1. For the first time in its 29-year history, the African Human Rights Moot Court Competition took place virtually in collaboration with Université Virtuelle de Senegal.



2. Global Campus International Conference and sub-regional launch of the UN Global Study on Children Deprived of Liberty, December 2019, campus Future Africa (Pretoria).

The partnership among the African members is growing stronger, both in terms of increased capacity building of the individual member universities, as well as enhanced awareness about specific human rights and democratisation issues in their respective countries.

Besides collaborating with the Global Campus E-learning Department, this year we also launched our first MOOC *Introduction to the African Human Rights System*. The MOOC

explores the four African bodies involved in the promotion and protection of human rights and discusses the work of the African Union in relation to migration, women's rights, LGBTI+, access to information, and business and human rights. We also organised a series of online discussions and talks on the potential and actual impact of COVID-19 on human rights and democratisation in Africa, including abuses by the police and the shifting electoral landscape in Africa.

“Advancing human rights demands more than good school grades. It requires passion, commitment, integrity and perseverance. I do not know what the future holds for me. But I am sure that what I obtained from the HRDA programme will continue shaping my career and enable me to make a difference in my future endeavours.”

GC Africa student



1. Proud attendees of the Alumni Symposium at the campus Future Africa, Pretoria, December 2019.

2. The 2020 graduation ceremony was held both virtually and face-to-face.

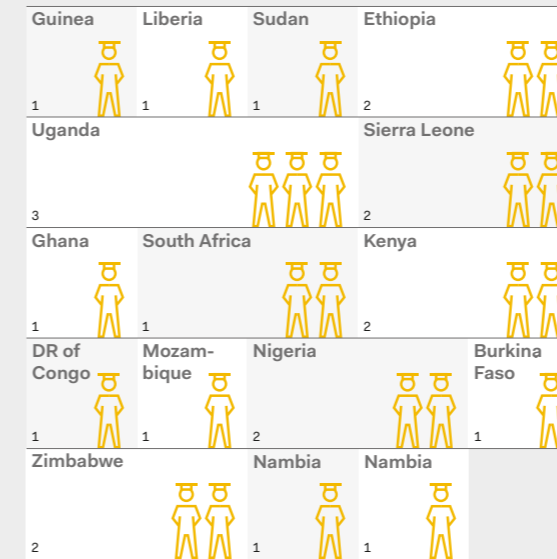
COVID-19 Database

The database is the output of research about the socio-cultural dynamics of the transmission of COVID-19; specifically, those related to democratic governance and human rights. It features

<https://www.chr.up.ac.za/covid19-database>

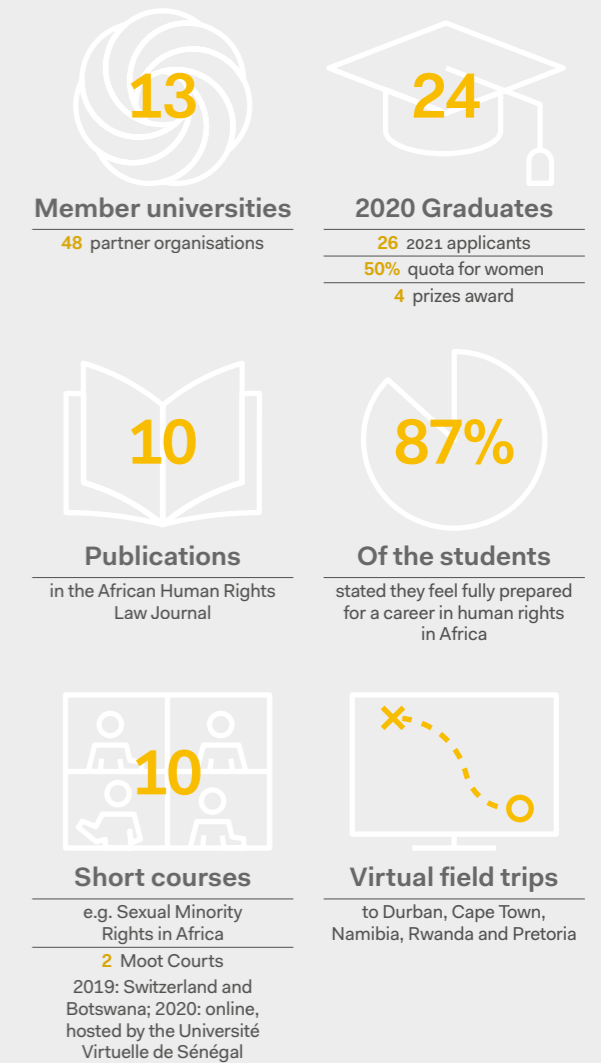
analyses of responses by African states to COVID-19, and is developed as a 'Wiki' to which selected alumni collaborators will contribute.

Countries of origin of 2020 graduates



African Human Rights Law Journal.

GC Africa in numbers



The annual short course on sexual minorities, organised by the University of Pretoria, delved into the many challenges still faced by LGBTI+ community in Africa, February 2020.

The Vera Chirwa Award

Named after the fearless Malawian lawyer and human rights activist, this award recognises graduates who show commitment and self-sacrifice while contributing significantly to the furthering of human rights and democracy. The 2020 joint winners were Dr Solomon Ayele Dersso (Class of 2003) and Professor Benyam Mezmur (Class

of 2005). Dr Dersso currently chairs the African Commission on Human and Peoples' Rights. Prof Mezmur chaired both the African Committee of Experts on the Rights and Welfare of the Child, and the United Nations Committee on the Rights of the Child 2015-2017. Both awardees are the youngest ever chairs of the respective African Union bodies.



| People | Regional Network | |
|--|--|--|
| Karim Bitar Jihad Nammour Mayada Abdallah Rania Salem Louise Lagarde Ahmed Lotf | Saint Joseph University, Lebanon — <i>co-ordinator</i> | Birzeit University, Palestine |
| | University of Carthage, Tunisia | University of Southern Denmark, Denmark |
| | International University of Rabat, Morocco | Danish Institute for Human Rights, Denmark |
| Saint Joseph University | | |

The Arab Master's in Democracy and Human Rights (ArMA) is the first inter-university collaborative postgraduate programme of its kind in the region. It responds to an increasing demand for skilled people who can promote and support human rights and democratic governance across the Arab World. ArMA is the youngest of the seven GC Master's programmes. It was set up in a period of growing global scepticism towards human rights, when democratic principles were under threat, not only from autocrats but also in well-established democracies. For this reason, the programme provides students with theoretical, analytical and critical tools that allow them to understand the contexts in which human rights and democracy are being challenged, and to develop ways to counter this.

and capital control in the banking sector. This presented important challenges to the programme. When the university closed, the programme pursued its teaching in the premises of an NGO and also from a tent in the protest area to better observe the social and political dynamics at play. The programme also modified the topic of the field research and took the students on a four-day field trip to Tripoli (Northern Lebanon), the epicentre of the protest movement. Then, in the spring of 2020, the pandemic drove states to close their borders while students were working on their theses in partner universities in the region. Some students chose to return home before the closure of airports. Other students remained in their second semester destination, and had to be supported for their repatriation. ArMA also provided students with an international insurance coverage for the mobility semester to better face the global health crisis.

“The Arab Master’s in Democracy and Human Rights provided me with an incredibly unique set of skills in an increasingly challenging job market. It opened my eyes to the reality of the people we are trying to help, going beyond the traditional theory-driven approach other programmes usually adopt.” GC Arab World student

In the 2019/2020 cycle, we focused on the consolidation of certain components of the programme, especially engagement with the field and quality of the student research. In a region that lacks reliable data on many human rights situations, the development of these skills is crucial to the advancement of human rights.

The academic year 2019/2020 was marked by an unravelling multileveled crisis in Lebanon that required quick and creative solutions. In autumn 2019, Lebanese universities, including ArMA co-ordinating university, Saint Joseph, closed their doors for a month during a wave of massive protests against the government regime. The country also witnessed a financial and economic crisis that brought high inflation

Challenges produced by the global health crisis allowed the ArMA programme to explore the online environment for work and teaching. We set up our first online course on COVID-19 and human rights, organised 24 e-defences and created an online community for students and staff to better cope with the situation and to achieve their goals.



A student project on domestic violence led to the creation of a very successful video produced by Embrace, a non-profit organisation which works to raise awareness around mental health in Lebanon.

Turning challenges into opportunities: new content and approaches

Students were given the opportunity to directly observe the social protests in Lebanon in order to understand the dynamics and see how the core principles and rights they study played out in a real context. This was done in class through our Applied Research in Human Rights and Democracy course, but also in protest tents in Beirut and Tripoli. The protest movement and its perception by citizens and refugees became the

topic of the annual study trip during which students develop quantitative and qualitative research skills. They visited refugee camps, interviewed key stakeholders, organised several focus groups and conducted a survey in 11 different neighbourhoods in Tripoli and surrounding areas. These adaptations were made, keeping students' safety at heart, with daily security updates from local organisations and security forces.

A new online seminar *COVID-19 and Human Rights* was developed with the support of the Danish Institute for Human Rights and the United Nations Economic and Social Commission for Western Asia. The seminar brought together eight experts who discussed the legality of mitigation measures, global health, the impact of COVID-19 on economy, poverty and gender issues.



1. Discussion in a tent *The Rioters' School* during the field research trip, Tripoli, January 2020.

2. Two-day workshop on Restorative Justice and Children Access to Justice provided by Terre des Hommes for the GC Arab World students, Beirut, November 2019. It was held at an NGO's premises as the campus remained closed following social protests.

Wider impact in the region

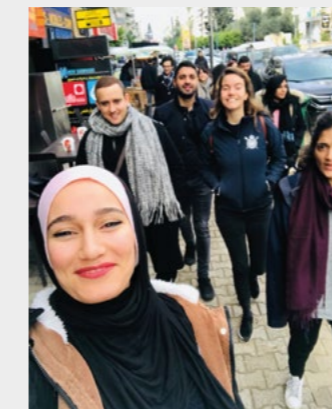
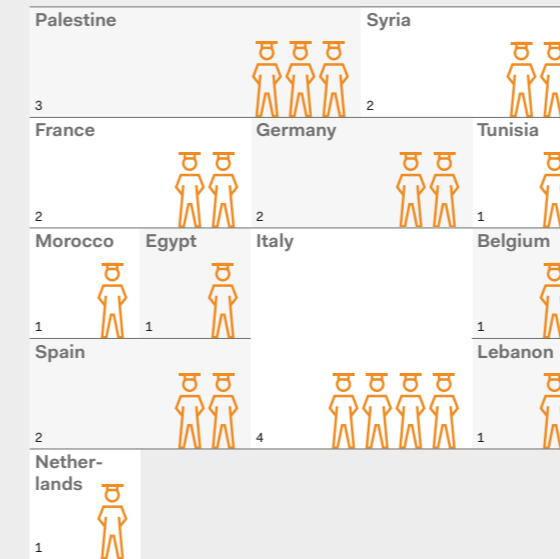
The Arab Master's programme developed a 10-day regional training schedule for seven National Human Rights Institutes (NHRI) in the Arab region. This initiative, in collaboration with the Danish Institute for Human Rights, facilitated engagement with the NHRI of Tunisia and Morocco on internship schemes and further

joint activities. We are also reaching out to new partners, the Arab regional network of NHRI, the Arab League and the OHCHR training centre, in 2021.

One of ArMA's core partners, the University of Birzeit in Palestine, has the Arab region's oldest course in democracy and human rights.

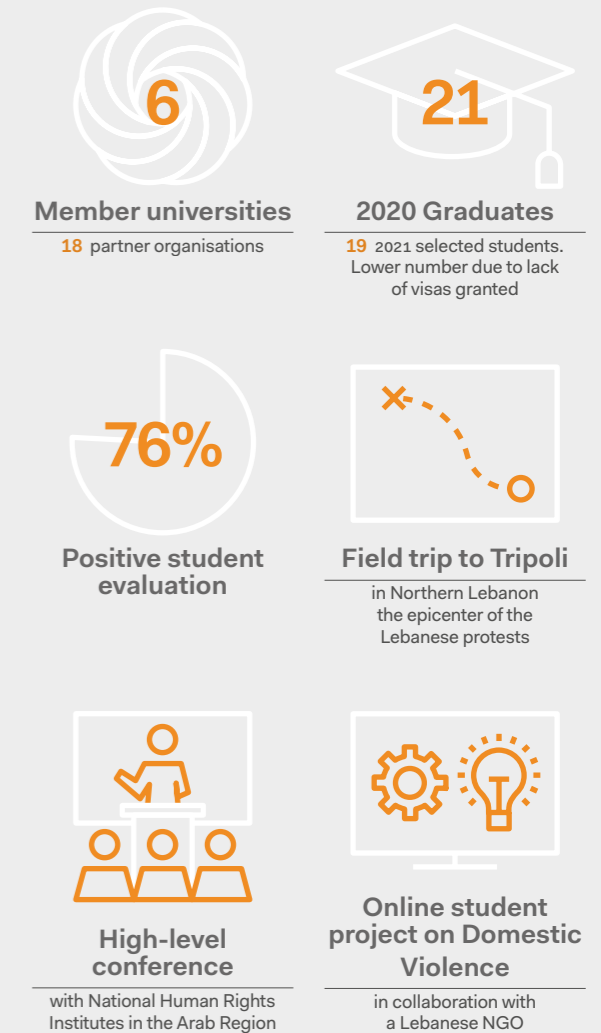
ArMA also saw the creation of the Master's programme in Human Rights and Humanitarian Law at the University of Carthage in 2018. The Carthage programme has begun exploring ways to bridge the different human rights syllabuses within the network and to reach out to other courses in the region.

Countries of origin of 2020 graduates



Field research trip, Northern Lebanon, January 2020. Students addressed the dynamics of the protest and how it was perceived by the Lebanese, Palestinian and Syrian residents of the area.

GC Arab World in numbers



Looking ahead

Two new courses have been developed for students of the 2020/21 cohort: Political Sociology of the Arab World (for students lacking background in political science) and International Law: Development and Principles (for students with no legal background). In addition, since ArMA is offered in a region that

does not recognise one-year postgraduate programmes, the Institute of Political Science at Saint Joseph University has allowed the implementation of a first-year Master's programme (M1) in Democracy and Human Rights which will complement the current second-year programme (M2).

Asia-Pacific



People

Michael Hayes
Bencharat Sae Chua
Mark Anthony V. Ambay II
Kritsana Pimonsaengsuriya

Mahidol University

Regional Network

Mahidol University,
 Thailand — *co-ordinator*

Universitas Gadjah Mada,
 Indonesia

Kathmandu School of Law,
 Nepal

Ateneo de Manila University,
 the Philippines

University of Colombo, Sri Lanka

One of the very few programmes on Human Rights in the region, the Asia-Pacific Master of Arts in Human Rights and Democratisation (APMA) offers an interdisciplinary approach and a strong emphasis on practitioner-based learning. Since early 2020, on top of dealing with crisis management related to the pandemic, we have witnessed a wave of demonstrations on Thai campuses, with students calling for change in the constitution, monarchy reform and an end to harassment of government critics. While Thailand has a history of political unrest, these protests are different as they are rooted in the principles of human rights and democracy and not just electoral politics.

At APMA we stand in solidarity with our students and the Thai youth in defending democracy, in accordance with the ethos of Global Campus. In 2020, we not only organised a panel discussion on the protests but in October, we took the further step of issuing a statement in support of the Thai pro-democracy movement. The Institute of Human Rights and Peace Studies, Mahidol University, appealed for signatories, including our partners and GC members, to the statement, which condemned the Thai government's use of violence to crack down on the pro-democracy protests.

One of the key features of APMA is an intensive course that takes place in January. Students participate in a series of lectures and fieldwork on a particular human rights issue that changes yearly and is selected together with the students. This year we addressed

the theme of human rights and vulnerable groups. The intensive course included a field trip to Chiang Mai in northern Thailand that we conducted pre-COVID; students met community-based organisations working with migrant workers, indigenous peoples and people with HIV. The group also stayed with an indigenous community on the Thai-Burmese border to discuss citizenship and statelessness, development and state security.

Besides our postgraduate programme, GC Asia-Pacific has been involved in non-degree training courses and extra-curricular activities: the Winter School on Business and Human Rights in Bangkok, jointly held with the Raoul Wallenberg Institute, Lund, and Pannasastra University, Phnom Penh; the Myanmar Training for Human Rights Researchers conducted with the Danish Institute for Human Rights and the International Commission of Jurists; and the East-Asia launch of the Global Study on Children Deprived of Liberty, in co-operation with the GC Headquarters, UNICEF and RLF.

APMA will soon undergo a major revision in terms of time frame, from a one-year to a one-and-a-half year programme. This change will allow students to comply with the very strict and intensive academic requirements and finalise their thesis on time (something that has proved difficult for the cohorts who had only one year). In addition, stress management workshops are being planned to support the well-being of our students.



Reinforcing diversity and mutual respect

A protocol and a workshop on anti-sexual harassment and respect for gender diversity have been implemented for students and staff. Considering the cohort is very diverse in terms of ethnicity, gender, sexual identity and culture, our goal is to ensure a standard of

respect for each other and a clear understanding of what constitutes harassment. It is critical that human rights students have this knowledge to ensure sexual harassment is not tolerated, both within the programme and at their workplaces when they graduate.

“Many of the activities are more than just assignments. It’s a way of building skills, like a real-world simulation.”

GC Asia-Pacific student

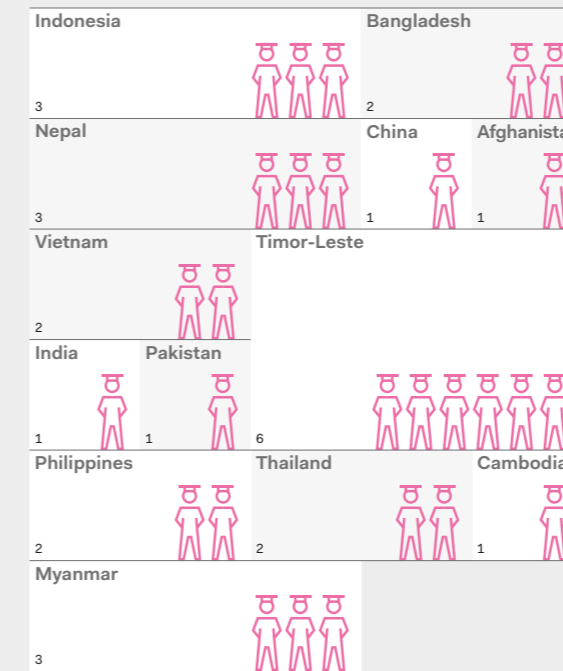


1. Students on the field study trip to Chiang Mai province in northern Thailand, January 2020. The topic of the trip was indigenous peoples and migrant workers.

2. APMA student defending his thesis.



Countries of origin of 2019/2020 enrolled students*



*Normally, most students would have graduated, but because of travel restrictions and lockdowns, the public thesis defences required by the programme were not possible.

“The programme gave me insights into the human rights situation in so many countries... You don’t get this experience anywhere else.”

GC Asia-Pacific student

GC Asia-Pacific in numbers



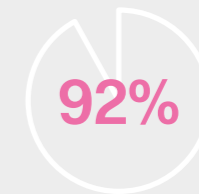
Member universities

37 partner organisations including 22 new ones in the AY 2019/2020



Papers and articles

by students published on different platforms



Positive student evaluation



Field trip to Chiang Mai

Northern Thailand

4. Campaign on inclusive education by GC Asia-Pacific students. For the course, Dynamics of Human Rights Violations, students are requested to design a human rights campaign project and produce campaign materials.





People

Artur Ghazinyan
Vladimir Martirosyan
Kristine Gevorgyan
Lilit Mirzoyan
Arusyak Aleksanyan
Lilit Karapetyan
Mariam Muradyan

Yerevan State
University

Regional Network

Yerevan State University,
Armenia — *co-ordinator*

Belarusian State University,
Belarus

Ivane Javakhishvili
Tbilisi State University,
Georgia

Taras Shevchenko
National University of Kyiv,
Ukraine

The Master's programme in Human Rights and Democratisation in the Caucasus (CES) is one of the very few in the region and provides training in human rights protection in the Former Soviet Republics, with a special focus on the Eastern Partnership region (EaP)*. The need for well-trained experts in human rights has become more urgent, given recent events and developments in Belarus, Kyrgyzstan and in the region in general.

The programme puts a special emphasis on the Convention on the Elimination of All Forms of Discrimination Against Women and its implementation in the region; in addition, children's and LGBTI+ rights are a very important component of the curriculum. Most theses defended by the 2019/2020 cohort cover these topics and reveal an abundance of problems throughout the region.

The COVID-19 pandemic and the devastating armed conflict in Nagorno Karabakh heavily disrupted the running of the programme, including leaving some students stranded in Georgia for a long time, as well as creating problems for others who do not have adequate internet connection to attend online lectures consistently. However, faculty and staff reacted quickly by organising tutorials on online teaching and ensuring student financial and psychological support with the help of alumni from the country in which students were spending their mobility term. Guest lecturers and local, regional and international organisations were also invited to conduct and join online seminars. This new practice will also be implemented in the 2020/2021 academic cycle, allowing the programme to widen the spectrum of guest lectures and organise debates and workshops with participants from around the world.

“The skills and experience I gained in the GC internship programme has had a major impact on shaping my global perspective and has equipped me with the right tools to fight global challenges locally.” GC Caucasus student

* The Eastern Partnership (EaP) is a joint policy initiative which aims to deepen and strengthen relations between the European Union (EU), its Member States and its six Eastern neighbours: Armenia, Azerbaijan, Belarus, Georgia, Moldova and Ukraine.

GC Caucasus students presenting at the Global Classroom 2019, University of San Martín, Buenos Aires.



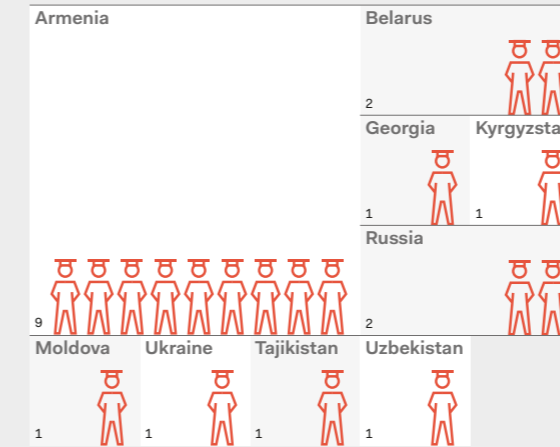
Research & publications

The Centre for European Studies at Yerevan State University, tasked with running the Master's programme, has always put research at the core of its activities. Research projects and outputs are not only of scientific and theoretical value, but also of practical relevance, and they are widely used at both local and international level for making policy development and implementation more predictable and effective.

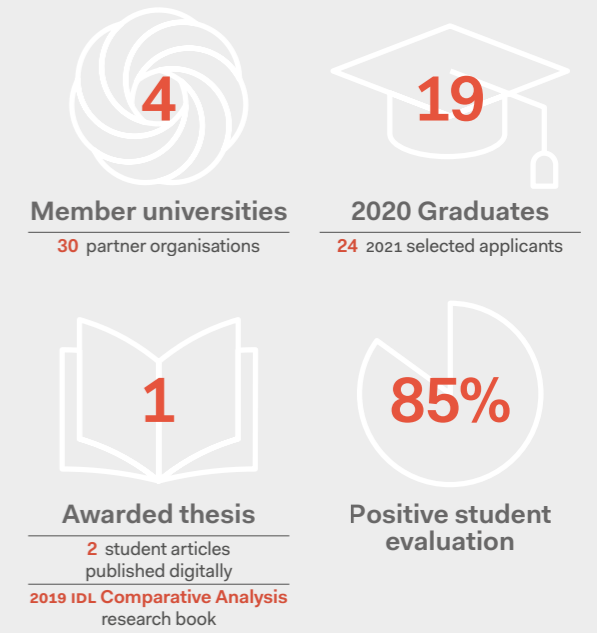
Every year, experts, lecturers and alumni are involved in a special research publication on the Index of Democracy Level. The latest publication on *Challenges to the Consolidation of Modern Democracy: IDL Comparative Analysis (Armenia, Georgia, Azerbaijan, Russia, Belarus, Kazakhstan, Kyrgyzstan, Ukraine and Moldova)* was issued in 2019.



Countries of origin of 2020 graduates



GC Caucasus in numbers



- GC Caucasus staff and students joined the Yerevan Marathon to celebrate the 30th anniversary of the UN Convention on the Rights of the Child, October 2019.
- GC visitors at the Armenian Genocide Museum, Yerevan.
- During her internship at OHCHR, this GC Caucasus student visited the Global Campus at the European Development Days, Brussels, June 2019.

The 2019/2020 student cohort in front of the Centre for European Studies of Yerevan State University, September 2019.





People

Thérèse Murphy
 Wiebke Lamer
 George Ulrich
 Chiara Altafin
 Daniela La Mattina
 Elisabetta Zennaro
 Stefania Saccarola
 Sara Tosoni

Global Campus Headquarters

Regional Network

University of Graz, Austria
 University of Vienna, Austria
 KU Leuven, Belgium
 Université Libre de Bruxelles (ULB), Belgium
 Sofia University St Kliment Ohridski, Bulgaria
 University of Zagreb, Croatia
 University of Cyprus, Cyprus
 Masaryk University of Brno, Czech Republic
 University of Southern Denmark / Danish Institute for Human Rights, Denmark
 University of Tartu, Estonia
 Åbo Akademi University, Finland
 University of Helsinki, Finland
 Université de Strasbourg, France
 Université de Montpellier, France
 Ruhr-University Bochum, Germany
 University of Hamburg, Germany
 Aristotle University of Thessaloniki, Greece
 Panteion University Athens, Greece
 Eotvos Lorand University Budapest, Hungary
 National University of Ireland Galway, Ireland
 University College Dublin, Ireland

University of Padua, Italy
 Ca' Foscari University of Venice, Italy
 University of Latvia, Latvia
 University of Vilnius, Lithuania
 Université du Luxembourg, Luxembourg
 University of Malta, Malta
 Maastricht University, the Netherlands
 Utrecht University, the Netherlands
 Adam Mickiewicz University, Poznan
 University of Coimbra, Portugal
 New University of Lisbon, Portugal
 University of Bucharest, Romania
 Comenius University, Bratislava, Slovakia
 University of Ljubljana, Slovenia
 University of Deusto, Bilbao, Spain
 University of Seville, Spain
 Lund University, Sweden
 Uppsala University, Sweden
 University of Lucerne
 (Institute of Social Ethics), Switzerland
 University of Nottingham, United Kingdom
 Queen's University, Belfast, United Kingdom

The academic curriculum of the European Master's programme in Human Rights and Democratisation (EMA) builds on two decades of close inter-university co-operation and input from eminent experts in the area of human rights and democracy representing all EU Member States as well as the main civil society and international organisations active in the field. While retaining its core structure and essential features, the programme is evaluated and fine-tuned on an annual basis so as to maximise the benefit from the available scholarly and didactic resources, accommodate specific student requests, and remain responsive to current legal and political developments. EMA thus establishes a benchmark for human rights education both regionally and in a global context.

but increasingly also from other continents. This has led to a highly diverse student group, which in and of itself enhances the learning experience for all parties involved, and ensures relevance of the activity in the wider context of international development co-operation.

The many different stakeholders involved in EMA draw great inspiration from their mutual co-operation. This has over time given rise to the development of many new Master's programmes in the area of human rights as well as to seminars, workshops and targeted training courses in which human rights experts and scholars all around Europe, and internationally, involve each other on an ad hoc basis. Such networking and cross-fertilisation is undoubtedly one of the principal attractions of the co-operation (in addition to the pride that the involved universities, scholars and experts take in facilitating high-level education for new generations of human rights professionals worldwide).

EMA's second semester, during which students relocated as usual to hosting member universities, was affected by the COVID-19 outbreak and conducted online. Although the pandemic created many challenges to the programme, it also acted as an impetus for new initiatives. For example, the University of Padua, in co-operation with the EMA team,

“It has been an invaluable international experience, with exposure to lecturers and other students, cross-curricular approach and regular focus on practical skills all incorporated into academic content.”

GC Europe student

A concerted effort is being made by the Master's programme management and governing bodies to ensure accessibility for students not only from EU Member States



In December 2019 students organised the very successful 2019 Venice Human Rights Film Festival, attended by over 100 people at the European Cultural Centre, Venice. The 2020/2021 student cohort had to organise the 2020 edition in a blended format; no matter the challenges, they managed to engage with various NGO experts who enriched post-screening discussions.

Advanced cluster classes

These classes, a specific asset of the EMA, enable students to both specialise in a particular issue or discipline and have a high level of interaction with guest speakers (mainly practitioners). The 2019/2020 cluster classes on (I) new technologies and human rights; (II) transitional justice; (III)

gender and human rights; and (IV) children's rights all received very positive feedback from students. In addition, rolling seminars on international law, international relations and philosophy, and academic skills classes on research design and methodology continue to be highly appreciated.

offered its annual workshop for academic and administrative staff of the Global Campus online on the topic of *E-Learning Preparedness: Flexible Solutions for Quality Education*. The event led to a rich exchange of ideas, best practices and lessons learnt in the context of preserving and enhancing the unique characteristics of the regional Master's

programmes in times of the global pandemic and the resulting pivot to online teaching.

Internships were also arranged remotely; despite the many issues, students reported that they felt well supported by their hosting organisations and confirmed the enriching value of the internship training experience.



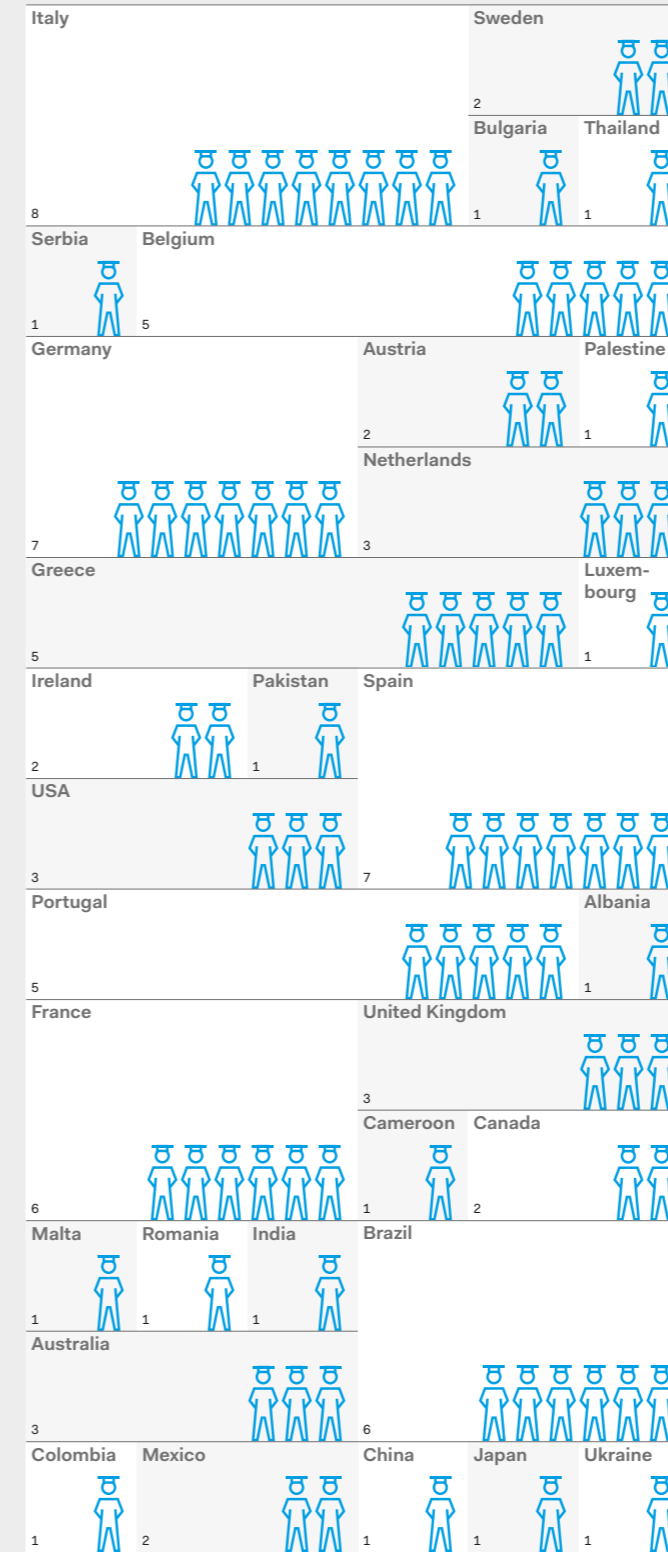
“Thank you so much. Despite all the difficulties it was the best year of my life. I have met so many amazing people, professors and classmates and made many friends. I have changed a lot. I think I have grown personally, morally, spiritually and intellectually.”

GC Europe student

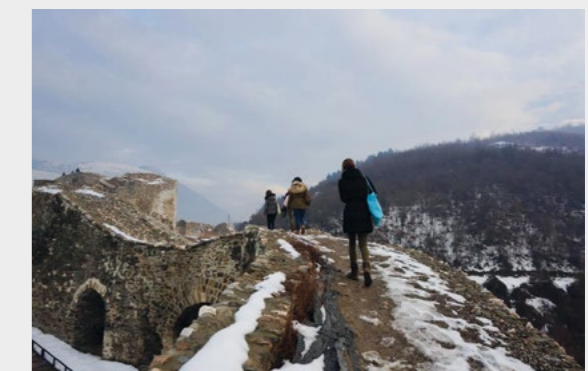
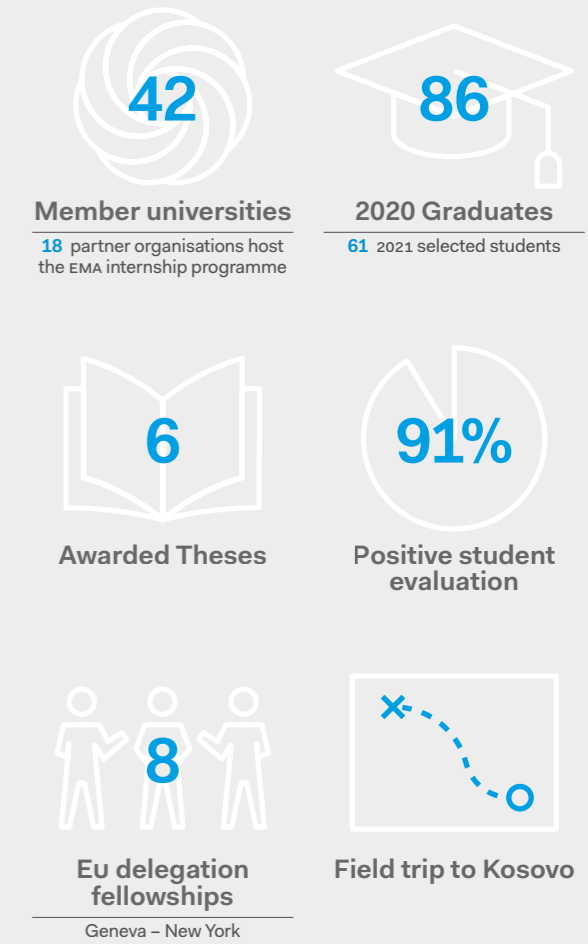


Students at the Monastery of San Nicolò, Venice-Lido after social distancing measures.

Countries of origin of 2020 graduates



GC Europe in numbers



Kosovo trip, January 2020.



People

Jorge Taiana
Hector Mazzei
Veronica Gomez
Marina Pecar
Diego Lopez
Jorge Migliore
Claudia Couso
Angel Zapata
Andrea Flores
Patricio Rojas
Violeta Fernández
Rocio Puente de Diego

Universidad Nacional de San Martín

Regional Network

Universidad Nacional de San Martín, Argentina — *co-ordinator*

Universidad Mayor de San Andrés, Bolivia

Universidade Federal do Rio Grande do Sul, Brazil

Universidad Nacional de Chile, Chile

Universidad de San Francisco de Quito, Ecuador

Universidad Rafael Landívar, Guatemala

Facultad Latinoamericana de Ciencias Sociales FLACSO, Mexico

Universidad del Pacífico, Peru

Universidad de la República, Uruguay

Universidad Nacional de Buenos Aires, Facultad de Ciencias Sociales, Argentina

Universidad Nacional de General Sarmiento, Argentina

Universidad Nacional de Lanús, Argentina

Universidad Nacional de Mar del Plata, Argentina

Universidad Nacional de Quilmes, Argentina

Universidad Nacional de Villa María, Argentina

Regional challenges and priorities in Latin America and the Caribbean are defined by the persistence of internal conflict, organised crime and violence against human rights defenders in some countries, and institutional fragility and sharp social inequalities in most of them. Contributing to the promotion and respect for human rights as a tenet of democracy, the rule of law and inclusive public policies through education and capacity building is more important than ever in the region. In addition, the faster pace of development in new information and digital technologies, poses additional challenges in terms of current and future access to instrumental tools for sustainable development in the region. This is why our Master's programme in Human Rights and Democratisation in Latin American and the Caribbean (LATMA) confirms its relevant role, not only at educational level but also in strengthening strategic alliances with a wide regional network of governments, national human rights institutions, inter-governmental organisations, and civil society.

of pedagogical strategies, adaptation of materials and teaching style. Much was discussed and learned about the suitability of electronic platforms; evaluation methods were reviewed and adapted; and our academic community showed resilience and managed to conclude the year to the satisfaction of all its stakeholders and with a higher graduation rate than previous years. At the same time, there is ongoing concern regarding the impact of the pandemic on the gender gap, given that many women in lockdown are both working and caring for families.

In the 2019/2020 cycle, Global Campus Latin America and the Caribbean introduced new courses and perspectives, including workshops on strategic litigation in professional development, human rights and the environment, and human rights and new technologies. We produced and disseminated academic outputs together with students, alumni, researchers, lecturers, experts and other stakeholders with the purpose of influencing public policies.

We also continued to promote human rights, democracy and sustainable development through extracurricular activities, events and webinars. Among our highlights was the online event *Human Rights Defenders in Latin America: the Challenges of Political Polarisation*, a first collaboration with the European Parliament, pursuant to the Memorandum of Understanding reached with the Global Campus.

Finally, this academic cycle also marked the election of Global Campus Latin America's Director for Education, Professor Veronica Gomez, as President of the Global Campus of Human Rights.

“The Master’s programme transformed my professional career: the in-depth knowledge of human rights protection and other related skills equipped me to promote its values.”

GC Latin America-Caribbean student

COVID-19 and its effect on access to health and education have made the impact of inequality regarding basic social, economic and cultural rights even more clear and urgent. For GC Latin America, the lessons of the pandemic and measures to mitigate its effects were centred on the importance of innovation and flexibility in the development

1. Inauguration of the Master's programme 2019/2020, Universidad de San Martín, October 2019.



2. 2019/2020 students in class at the regional headquarters of GC Latin America in Buenos Aires, before the COVID-19 outbreak.



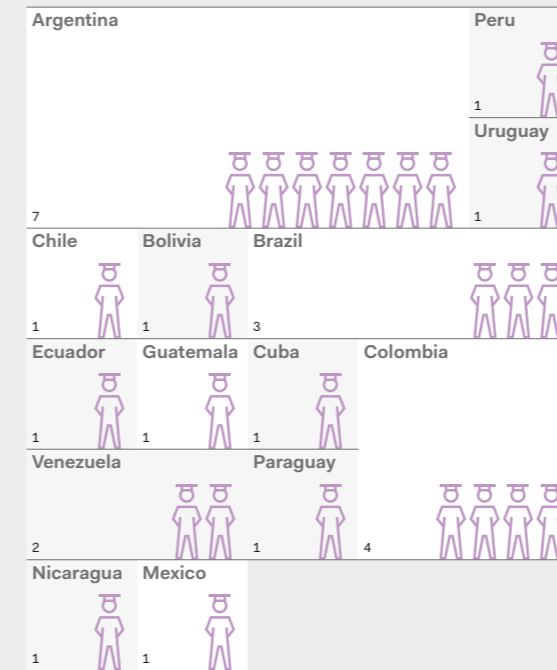


1. Students visit Pozo de Quilmes, a former clandestine detention centre, March 2020.

2. Field trip to learn about the indigenous community of Amaicha del Valle, Province of Tucumán, Argentina, February 2020. For the first time, an institutional partner – the Human Rights Office of the Supreme Court of Paraguay – was invited to join the students.

“Visiting the indigenous community of Amaicha del Valle was a unique learning experience. The exchange with the members of the community reinforced our commitment towards the rights of indigenous peoples in Latin America and the Caribbean.” GC Latin America-Caribbean student

Countries of origin of 2020 graduates



GC Latin America-Caribbean in numbers

15

Member universities
30 partner organisations

26

2020 Graduates
33 2021 selected students

6

Awarded Theses published
27 articles and interviews published on the diagonalciep.org platform

90%

Positive student evaluation

Field trip to indigenous community
of Amaicha del Valle, Tucumán

Children's rights and LGBTI+ rights

In February 2020 students participated in a workshop focused on the main challenges of children in the LGBTI+ community. From a new intersectional perspective, the lecturers addressed strategic litigation and legal standards in

matters of gender identity and parental custody, employing role play and analysis of inter-American human rights system cases including Atala Riffo v. Chile and Advisory Opinion OC-24/17.

South East Europe



People

Asim Mujkić
 Marco Borraccetti
 Mariana Hadzijusufović
 Alina Trkulja
 Aida Salihović-Gušić
 Marija Ivanović
 Nikolina Milić
 Nina Dragičević
 Mileva Piralčić

University of Sarajevo,
 University of Bologna

Regional Network

University of Sarajevo,
 Bosnia and Herzegovina
 — *co-ordinator*

University of Bologna,
 Italy — *co-ordinator*

University of Graz, Austria

New Bulgarian University,
 Bulgaria

University of Zagreb, Croatia

Ruhr-University Bochum, Germany

University of Peloponnese, Greece

University of Prishtina, Kosovo

**University Ss. Cyril and
 Methodius,** North Macedonia

University of Belgrade, Serbia

University of Banja Luka, Bosnia
 and Herzegovina

Strengthening human rights and democracy remains a basic priority for South East Europe as this plays a key role in achieving stability and peace in the region. Great efforts must be directed towards this goal, because countries in the region are still challenged by nationalism, authoritarian tendencies, and weak democratic institutions. This is why our European Regional Master's programme in Democracy and Human Rights in South East Europe (ERMA) is still, after 19 years, a crucial investment: it has the potential to shape and enhance the future governing and intellectual elites, as well as strengthen civil society.

cross-university academic and institutional capacity, transnational co-operation, internationalisation, mobility and joint teaching and research activities.

As in previous years, the programme has been very intense (three terms, six thematic clusters, three elective courses, internship, dissertation research); nevertheless, our students acknowledge it is well worth the effort.

The programme strives to monitor and respond to new developments in the region and to emerging cross-cutting issues. Within this context, new courses were introduced in the 2019/2020 academic year: refugee law; media and politics; environmental rights; and children's rights.

As various trips could not be implemented due to pandemic prevention measures, we organised special online seminars (some of them were open to non-students as well). These included discussions on the impact of COVID-19 on economic, social and cultural rights; whether COVID-19 is a threat to democracy in South East Europe and beyond; children in migration in South East Europe; and alumni lectures on freedom of assembly and freedom of expression.

“I cannot believe that I learned so much and can now easily discuss the dynamics of the UN system of Human Rights protection, which was so confusing earlier. The knowledge, experience and interaction with renowned academics is really priceless and an opportunity I'll be forever grateful for!” GC South East Europe student

ERMA was the very first multilateral action established by universities in the region after the conflicts of the 1990s. It is a long-lasting joint effort to increase the quality of the

ERMA student from Bosnia and Herzegovina joins the debate at the Global Classroom on human rights and new technologies, Buenos Aires, May 2019.



The pandemic also affected the cluster on methodology of scientific research and academic writing: lecturers made sure they covered techniques and methods to support thesis research in an online environment, and prepare students for field research under current circumstances.

Like all Global Campus Master's programmes, IT and academic staff were heavily involved in training students and lecturers on the effective use of online learning and teaching tools.

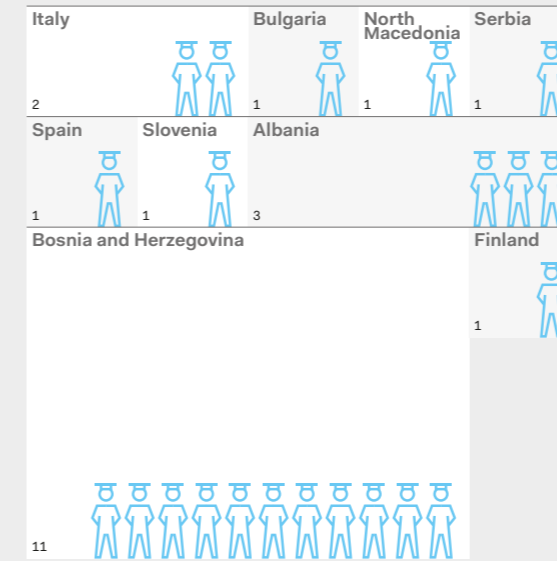


An ERMA alumna walks in the Partisan memorial, Mostar, during a field trip organised by GC South East Europe in 2019.



GC South East Europe yearly field trip with a visit to the Srebrenica-Potočari memorial. 2020 marked 25 years since the Srebrenica genocide in 1995.

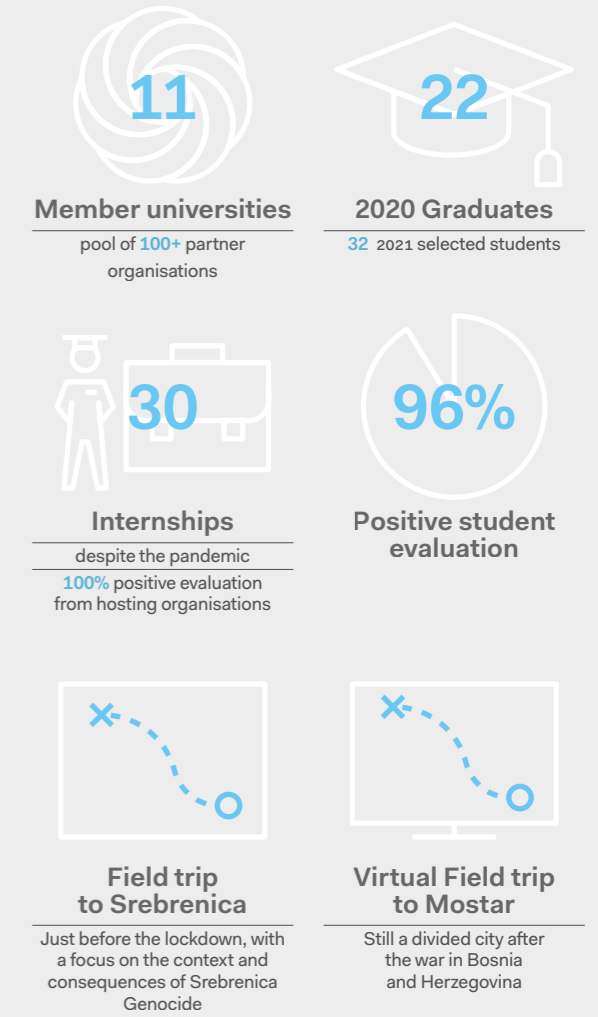
Countries of origin of 2020 graduates



“Given the circumstances, you have done a remarkable job. While there were things that could have been better, the number of positives vastly exceed these. We could not have made it without you and your efforts. We are lucky to have the programme going. I am tremendously thankful.”

GC South East Europe student

GC South East Europe in numbers



1. ERMA students enjoying a break from lectures in the garden of the Centre for Interdisciplinary Studies, University of Sarajevo, Bosnia and Herzegovina. The campus was transformed from a military camp into a space for education.

2. Co-ordination meeting of the ERMA Executive Board: programme co-directors, cluster leaders, co-ordinators and tutors, September 2020.

Research and publications

Many scholars and experts affiliated with our member universities manage national and international research projects and publish regularly in peer-reviewed journals and editorials. In addition, the Global Campus co-ordinates various joint research and publication initiatives to pool resources, reinforce the research-based nature of teaching in our academic programmes, and generate visibility.

A flagship initiative in this regard is the *Global Campus Human Rights Journal* co-ordinated by the Centre for Human Rights, University of Pretoria. This journal provides a platform for the dissemination of research outputs related to GC events (e.g. the Global Classroom), the analysis of developments in various regions and the examination of cross-cutting thematic issues. The journal is accessible on our *Open Knowledge Repository*, a growing collection of research outputs - among them policy briefs

and theses (especially awarded theses) from several of the regional Master's programmes.

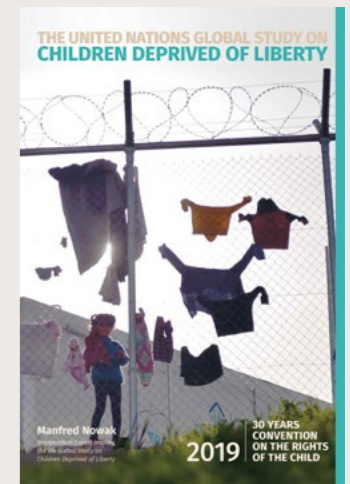
Other recent research and publication engagements include organisational support and substantive contributions to the *UN Global Study on Children Deprived of Liberty*; contributions to and editorial involvement with the *European Yearbook on Human Rights* (Intersentia 2020); a newly launched research initiative on strategic litigation in support of children's rights, undertaken with RLF support and in co-operation with Nottingham University; support and substantive contributions to a European Federation of Psychologists' Associations (EFPA) initiative to develop curricula and teaching materials on *Human Rights Education for Psychologists* (Routledge 2020); and an innovative, multi-disciplinary exploration of interfaces between *Music and Human Rights* (forthcoming publication with Routledge 2021).



UN Global Study on Children Deprived of Liberty

Led by the Secretary General Manfred Nowak, who was appointed as UN Independent Expert in 2016, the *United Nations Global Study on Children Deprived of Liberty* (November 2019) is the output of a global research project that engaged a large team of experts and 274 children. The findings show that over seven million children are currently deprived of liberty per year in six thematic areas: juvenile justice, detention with primary caregivers, migration-related detention, institutionalisation, in the context of armed conflict or on national security grounds. The Study also focuses on the

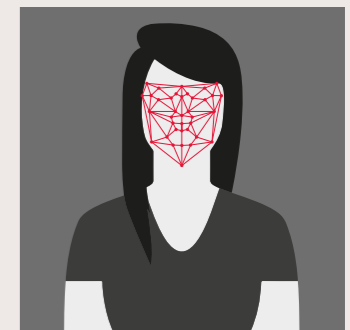
gender dimension, the impact on the health of the children and children with disabilities, as well as the views and perspectives of children themselves. With the support of the Right Livelihood Foundation, the Global Campus is playing a crucial role in supporting the implementation of the recommendations of the Study worldwide through a wide range of national and regional launches and other follow-up initiation activities. A recently published executive summary, which is being translated in the other five official languages of the United Nations, supports our ongoing efforts of dissemination.



Policy briefs on facial recognition

Since 2018 the Global Campus has run a Policy Observatory to enhance the role of the regional programmes as advisor to local, regional, national and international organisations, and to provide expert opinions on urgent human rights issues through co-ordinated research initiatives. This year the Observatory focused on human rights and new technologies; and several of the policy briefs

that resulted from the research addressed the use of facial recognition technology and its implications for fundamental rights. This topic was also debated in the webinar *Not in My Face!*, moderated by the Observatory's co-ordinator Davor Marko and joined by policy briefs author Desara Dushi (both from GC Campus South East Europe).



The challenges of operating globally during a pandemic, and how we responded

As a global organisation, travelling has been a core activity for us; but like thousands of universities around the globe, in early spring 2020 we had to move online.

The fact that the Global Campus has been a pioneer in online teaching and learning for many years made this easier, especially in supporting and training our regional hubs, and giving new life to multimedia educational resources that were already available.

But we felt we did more than 'quickly move to Zoom'. Indeed, the impact of the lockdown affected us all: rescheduling activities, and eventually cancelling them; working out further postponement; crisis management; unplanned strain on IT, e-learning and logistics departments. All of this entailed an element of frustration, but also provided an opportunity for reflection, transformation, and reinvention; some of us talked about the 'benefits of the pandemic'.

We share some concrete examples below, but in general the lockdown has pushed our openness and inclusivity to a higher degree: we have increased the exchange of professors

“This Global Classroom marks an inspirational example of what can be accomplished through creative planning and use of available electronic means.”

Global Classroom participant

and lecturers (who otherwise would have not participated in our programmes); more students have joined our activities; further virtual cross-regional activities are being planned; and new initiatives have been designed and implemented. Moreover, the lockdown made us realise how precious face-to-face interactions need to be used for a specific purpose, and how we can be more environmentally sustainable.

Human Rights Preparedness

In June 2020, we launched an exciting new initiative: GC Human Rights Preparedness. Welcomed by Mary Robinson, former UN High Commissioner for Human Rights and Honorary President of the Global Campus, and Eamon Gilmore, the EU's Special Representative for Human Rights, this open-access forum develops the human rights-based approach to pandemics and other

emergencies. Harnessing the Global Campus' multiregional and multidisciplinary approach, it embraces both "hope and history", seeking to secure a better future by learning the lessons of past and current crises. Conceived by Thérèse Murphy and Kalliope Agapiou-Josephides, two members of our Global Campus Council, it is led by an editorial team and advisory board that span all seven

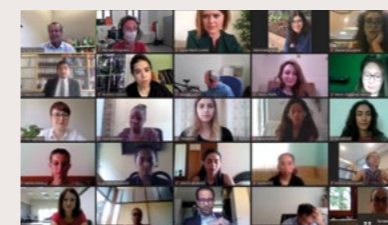
of our world regions. Committed to the role of human rights in averting crisis and improving crisis preparedness and management, its contributors address crucial questions including science and human rights, elections in times of crisis, the role of local government and the gendered impact of emergencies.

The Global Classroom 2020: a new best practice

The Global Classroom, one of our flagship activities, was started in 2013 as a joint, cross-regional programme with the goal of providing both intensive collaborative learning and bonding. Four selected students and two professors from each Master's programme meet for a week in one of the regional hubs to discuss a specific human rights issue from different regional perspectives. The 2020 edition on the UN Global Study on Children Deprived of Liberty and its opportunities for

regional implementation, was supposed to bring together a young research team in Beirut. Ongoing protests and a very volatile economic situation made us change the location to Rabat in Morocco. When COVID-19 struck, doubts arose: could we create a similar enriching experience with an online format? Under the guidance of the E-learning department, the Global Classroom was quickly redesigned into a three-week long collaborative virtual event that resulted in impressive inter-

regional forum discussions, video presentations, live debates led by regional teams and a high-level expert panel with Najat Maalla M'jid (UN Special Representative on Violence against Children), Felipe Gonzalez Morales (UN Special Rapporteur on the Rights of Migrants), Benoit Van Keirsbilck (Defence for Children International) and Karabo Ozah (Child Rights Centre at Pretoria University). The 2020 Global Classroom is a new best practice that will surely spark similar initiatives next year.



“Even though it was moved online, it did not lack the lively dimension of discussion and knowledge transfer. And in this spirit, all of us managed to maintain the momentum, from being selected to participate, to choosing the topic of the research, to writing our papers. I am really thankful for the experience.”

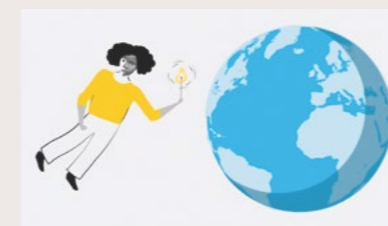
Global Classroom participant

MOOC Promoting and Protecting Human Rights: A Global Overview

Since 2016 the Global Campus has regularly offered free MOOCs on human rights issues that are either topical or underrepresented. Our MOOCs draw academics and experts from all regions of the world and combine original videos, readings, discussions and quizzes in multidisciplinary and intersectional courses. In

April 2020 we launched a new MOOC that uniquely combines an overview on the international framework of human rights promotion and protection, with regional perspectives on the standards, mechanisms, benefits and challenges in five regions of the world: Africa, the Americas, the Arab World, Asia-Pacific and

Europe. The MOOC was not only highly appreciated by participants from all over the world, but also has been used by many of our regional programmes as an introductory course. It is partly being translated into Tetum (East Timor official language) in the framework of our project with the National University of Timor-Leste in Dili.



“I'm still very impressed with this course and will definitely recommend it! Before I'd been quite familiar only with the European system of promoting and protecting human rights, but now I've learned about other regions' systems and have therefore gained so much in terms of legal knowledge.”

MOOC participant

Caring for the human rights of children and future generations

The co-operation between the Right Livelihood Foundation and the Global Campus is guided by a vision statement entitled *A Network in Action*, which uniquely places our partnership at the intersection of academia and grassroots activism. The goal is to shape our network as a movement which connects scholars and educators with children, youth-led movements and strategic partners, thus creating a 'new human rights wave'. In a moment in history dominated by crises that will impact the lives of children for years to come (e.g. climate change, the COVID-19 pandemic and Black Lives Matter), we strive to advance 'non-traditional forms of education' that provide children with the 'tools and skills to claim their rights'; increase the number of young human rights defenders working towards a sustainable future for all; and create positive systemic change in service of children.

Our partnership kicked off with support from the Foundation for the publication of the UN Global Study on Children Deprived of Liberty and the organisation of events in South Africa, Thailand, Australia, Japan, Belgium, Austria, Ethiopia and Scotland to disseminate the recommendations of the Study. In some cases, the events resulted in the establishment of local working groups tasked with taking the recommendations forward in various national contexts.

The launch of the Global Study was also accompanied by a very successful MOOC that attracted enrolment especially from Europe, Sub-Saharan Africa and Asia-Pacific. More MOOCs are in the pipeline within the Global Campus - Right Livelihood Foundation partnership: one about the recommendations of the Study, another focused on child



Ole von Uexküll

Executive Director
of the Right Livelihood Foundation

Since its origins in 1980, in-depth research and standing up for human courage have been cornerstones of the Right Livelihood Foundation's work. Bringing together cutting-edge academia and grassroots activism is the core of our education work. In our long-term partnership with the Global Campus we're taking this aspiration to a new level. The unique combination of teaching, research, movement building and strategic litigation on a global scale opens up new ways to build bridges between universities and civil society. In this first year of our co-operation we have laid a solid ground for this ambitious endeavour by building capacities,

defining projects and formulating a strong vision for the years to come. The visionary guidance offered by our newly-formed steering group was a personal highlight for me this year. With almost 30 projects involving partners from the networks of the Global Campus, the Right Livelihood Foundation and the European Centre for Constitutional and Human Rights, we're proud to take the next big step in making this vision happen. The co-operative focus on children's rights is more timely than ever. Too often, children are put at the end of the list of decision makers' priorities. Young people's perspectives are underrepresented

in our political institutions, though they'll have to live for decades with the consequences of today's decisions. Future generations and 'Mother Earth' – our ecological systems – have no voice at all. This is why we put participation at the heart of this partnership, aiming to be an amplifier of children's voices. In a time when children and young people are taking leadership in addressing multiple threats like the climate crisis, shrinking civic space and authoritarian tendencies, we commit to standing with them in their struggle for a just and sustainable future.

participation and the environment, and a final one looking at children's rights in the context of technology and security. A youth-friendly educational video about the Study is also in development and should be ready for release early in 2021. In addition to Global Campus scholars and practitioners, UN experts and [Right Livelihood Laureates](#), Global Campus alumni and students are also involved in the development of MOOCs.



A strategic achievement of the Global Campus - Right Livelihood Foundation co-operation is the creation of a network of children's rights officers who operate in each of the Global Campus regional hubs. The network's goals are to develop and manage projects at regional level, facilitate cross-regional work and enable effective mainstreaming of children's rights.

In 2020, the children's rights officers conducted a mapping of children's rights experts within the Global Campus network. The motivation behind this exercise was to identify existing expertise so as to facilitate projects in the future – including mainstreaming activities relating to children's rights in the various Master's programmes. The results of the mapping delivered an impressive volume of expertise we can draw on in the future: across all our regions, we have at least 156 experts specifically working in the field of children's rights. As a living document that will need updating on a regular basis, these results already emphasise just how well placed we are at the Global Campus to promote the rights of children worldwide.

The children's rights officers are currently leading some of the 28 projects funded by the Right Livelihood Foundation for the 2020/2021 project cycle. The projects cover a diverse range of subject areas, including child participation, research ethics, capacity building, child migration and projects by RLF laureates. A full list is available on the Global Campus website, [Children's Rights section](#).

One of these projects was kicked off in September 2020 in Nottingham, UK. It is a comprehensive project for the upcoming three years on child rights strategic litigation, led by the University of Nottingham with the active participation of other Global Campus member universities, principally Pretoria and Deusto. We are also thrilled to have the [European Centre for Constitutional and Human Rights \(ECCHR\)](#) in Berlin as a key partner. The goal of the strategic litigation project appropriately illustrates the potential impact of the Global Campus - Right Livelihood Foundation co-operation in bringing academia, human rights practice and advocacy together in a practically-driven project with global reach. It is a prime example of the co-operation's objective to strive for real-world impact by, in this case, actively litigating cases on the rights of the child.

It is exciting to observe how the partnership has enabled us not only to strengthen but also to 'collectively own' our cross-regional activities. The Global Campus member universities and their regional hubs are developing an endeavour with which we can all strongly identify – not only because we are all involved, but also because the projects we implement make a difference on the ground. In this way, we are indeed quickly developing into a unique 'network in action'. As we learn and grow over the coming year, we are committed to finding more ways to make this collaborative spirit even stronger.

Kick-off meeting of the regional child rights officers in Pretoria, December 2019.





Teachers and children at Ben Kong Pak Ping village, Chiang Mai province, visited by GC Asia-Pacific students during their study trip in January 2020. Ben Kong Pak Ping is a village of Lahu ethnic minority, one of the minorities in Northern Thailand that suffers from statelessness. The Lahu community became known to the public after one of its youth activists fighting for the rights of stateless people was extrajudicially killed by Thai military officials in March 2017.



Chaiyaphum Pasae, the teenage Lahu human rights activist killed by Thai military officials, was a prominent campaigner for stateless communities in Thailand's border regions. Photo: YouTube.

[In prison] I had to find a way to survive. I used violence to become a gang leader. People in prison are like dogs biting each other. They gang up against each other [...] The wardens also did nothing. They let us beat each other.

When given the opportunity to be diverted to a non-custodial programme elsewhere, he became kinder to others – and importantly also kinder to himself:

I like myself now. [...] I know the consequences of the things I do. Even if I won't have a lot of money in my life, I accept that an honest profession is better [...] I have to throw away the old person. Change myself into a new person and then make myself into an example for younger kids. I have made mistakes, but now I can change myself.

Child's testimony, regional launch of the Global Study in Bangkok, February 2020.



Vandana Shiva

Navdanya
Right Livelihood Laureate

In a period when humanity faces an existential crisis with multiple emergencies - the pandemic and the lockdown, continued unfolding of climate catastrophes from floods in deserts to melting of polar ice caps, more frequent cyclones and hurricanes, fires in California and Australia, it has become more important than ever to see the interconnectedness between diverse symptoms of the crises. The multiple crises have the same root causes - the assumption that humans are separate and not part of nature, and the assumption that ecological limits and ecological laws can be violated without consequences for human beings. Navdanya is dedicated to ecological research

and action connecting the rights of Mother Earth, human rights and the rights of future generations. Our research and community action show the interconnectedness of the existential emergencies we face, including disease epidemics such as the COVID-19 pandemic and violation of planetary, ecosystem and species boundaries, the extinction of species, climate change, the water crisis and the food and nutrition crisis. We need new research, new learning centres, new degrees, to deepen our understanding on how human rights flow from the rights of nature, that protecting nature is central to protecting human rights to food and water, health and clean air, livelihoods and basic needs.

I am happy that at Navdanya, together with the Global Campus and the Right Livelihood Foundation, we are offering a one-year fellowship on 'Youth Leadership for Earth Democracy', a holistic learning programme to create youth leaders for a systems transformation to protect the rights of nature and rights of future generations. We hope that the fellowship will create a new generation of youth leaders who deepen their learning that humans are part of the Earth, not separate from her, and that the rights of the child and future generations to life, health, food, water and a stable climate flow from the rights of the Earth.

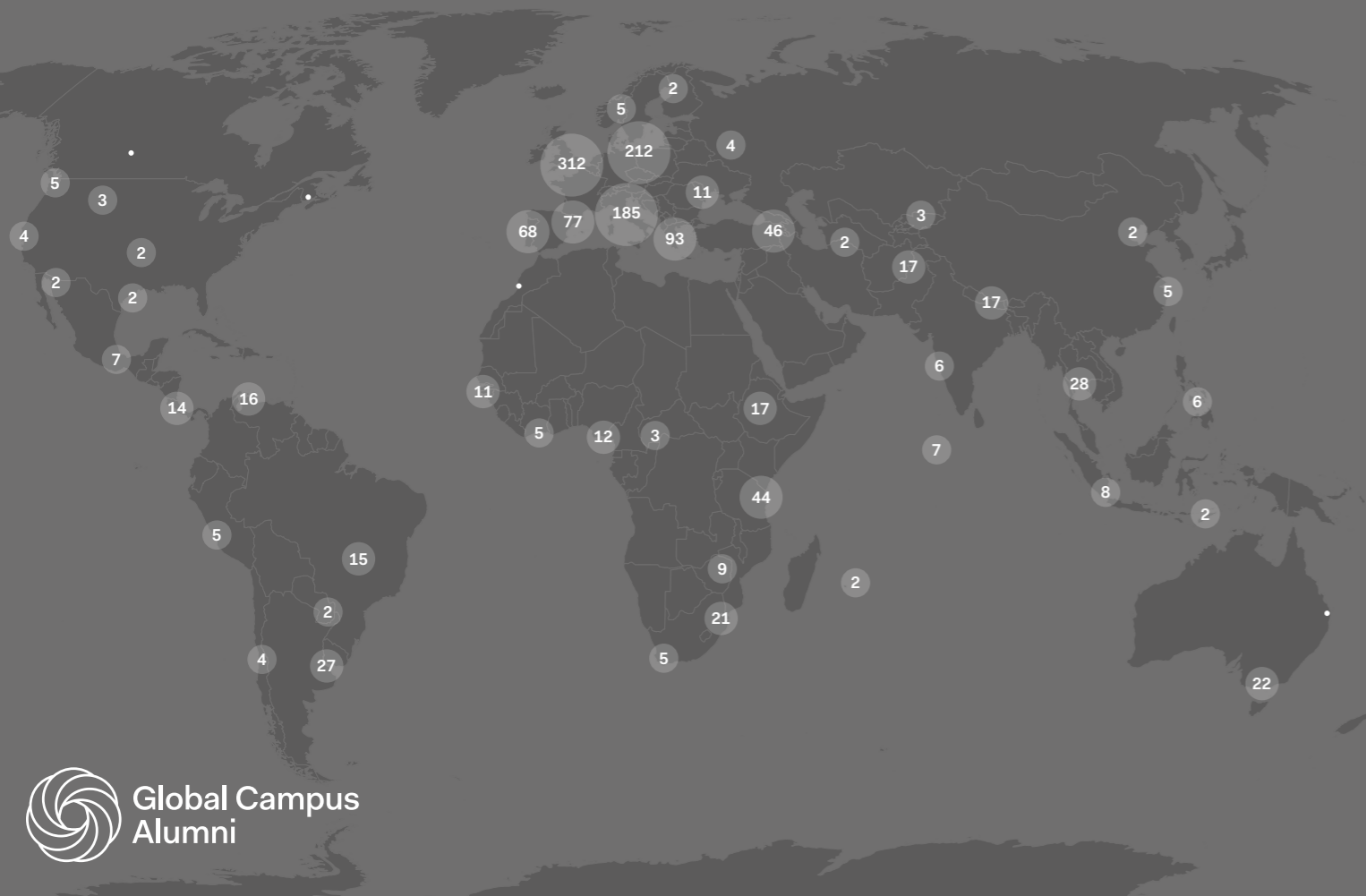


Right Livelihood Laureate Jacqueline Moudeina with Justice Albie Sachs at the GC international conference in Pretoria, December 2019. The event included one of the first regional launches of the UN Global Study on Children Deprived of Liberty. Albie Sachs delivered a keynote speech in which he invoked the spirit of Ubuntu in connection to one of the Global Study's key recommendations – the need for non-custodial solutions within the child justice system. He particularly emphasised concepts of forgiveness and the power of community when considering the rights of children in detention. The deeply spiritual nature of human interconnectedness as championed by Ubuntu, he stressed, finds particular relevance when applied to human rights law as it peels away layers of blind condemnation to reveal the vulnerable child behind the crime.

Moot Court Competition
© Centre for Human Rights, University of Pretoria, School of Human Rights.



A global asset: the Global Campus Alumni



The **Global Campus Alumni (GCA)** counts today more than 4,000 graduates exchanging and supporting each other across the world. Created in 2014 as an association based in Brussels and open to members of the seven regional alumni associations, it has been nurtured by Secretary General Carla Miranda until October 2020, when a new co-ordinator was appointed within the Global Campus Headquarters in Venice. This flourishing network, the world's largest community of alumni in human rights, has managed to establish a strong identity across generations: it has built bridges between our graduates and many different human rights-relevant organisations and joined relevant local, regional and international events to network and strengthen its reputation, such as the yearly EU-NGO Human Rights Forum in Brussels.

The network provides long-term value to the seven regions hosting the Master's programmes by giving alumni the chance

to stay in contact and continue to learn from each other long after they have left university. Moreover, it reflects the rich diversity in cultural, linguistic, religious, age and other backgrounds of the Global Campus. The GCA members are human rights defenders, activists and experts, and some of them are working in influential positions in the field of human rights, including in international organisations, governments and in the nonprofit sector.

The Global Campus Alumni network is also deeply embedded in the running of the Master's programmes and cross-regional activities: alumni organise career days, seminars, events, practical skills workshops; author publications like the Briefs for the Global Campus Policy Observatory Project; facilitate internships; and are invited as lecturers, panellists and moderators. This year more than ever, the COVID-19 pandemic magnified the importance of solidarity and networks for alumni in those difficult times.



Networking within the GCA can also spur spontaneous activities: an alum from the African hub invited a peer from the European hub to join the Organising Committee of Pride Afrique, the first virtual LGBTI+ Pride for the entire African continent. Reclaiming Afro queerness, this storytelling festival featured many live interviews with leading LGBTI+ activists in the continent and art performances. It was viewed by over 300,000 people across the world, mostly in Africa and within the diaspora abroad.



Children's rights activities of alumni

Also, thanks to the support of the Right Livelihood Foundation, the GCA had the opportunity to focus on the area of children's rights as a way of further strengthening bonds with regional associations and networks. Among the special activities developed within this strand were:

- an online corner where experts can ask questions, share information, good practices, fundraising or calls for research proposals and eventually work together
- the brochure Together for Children's Rights which compensated for the cancellation of a planned meeting of alumni working on issues related to children's rights due to COVID-19. The leaflet showcases the expertise of GCA and the impact it has had on children's rights and includes 22 quotes from alumni of all seven regional Master's programmes who chose to comment on a right they felt strongly about.
- a list of alumni experts and champions
- a #CRC30 video campaign led by Adam Moeller, Board member of the EMAlumni Association, to celebrate the 30th anniversary of the UN Convention on the Rights of the Child (20 November 2019). The four videos, showcasing work of alumni in promoting children's rights, have been very well received and have been reposted by some EU institutions, used in Global Campus presentations to EU Delegations and the UN and also in Global Campus MOOCs.



GC Alumni in numbers

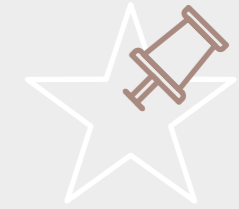


Ambassadors
from 30 countries and across 5 continents



Mentors
33 mentees
career advice (including on job seeking and job applications), advice on PhD studies, outreach to graduates, reinforcing bonds

GC Alumni initiatives

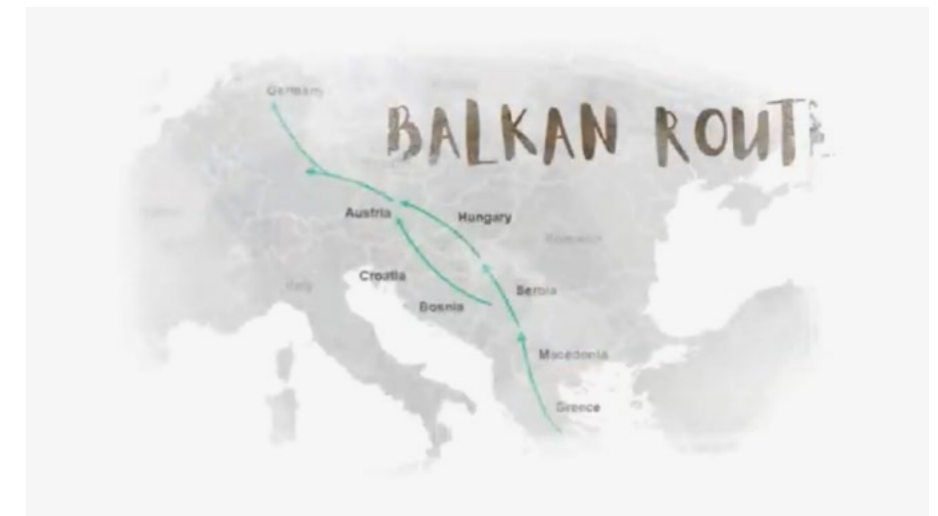


Opportunities Board
jobs, internships, fellowships, conferences, calls for papers, education & training; increasing numbers of employers contact the GCA to share job and internship offers



Alumni Database
showcases expertise, knowledge and initiatives; increases visibility; supports alumni's contribution to the regional Master's programmes

Using video animation, the Global Campus Alumni have developed powerful personal testimonies on how their members have put their human rights learning into action, changing lives for the better.



Why arts matter for human rights and vice versa

As stated by a report published in 2017 by the European Union Agency for Fundamental Rights, both the arts and human rights are concerned with questions of what is (and what is not) humanity, identity, dignity, of communicating empathy, of the transformation of lives, of visions for the future and of the mission of mankind, of the full development of the person. Both the arts and human rights are universally applicable.

The Global Campus has always been committed to supporting links between artistic practice and human rights, and to fostering a meaningful and innovative dialogue between these two 'disciplines'. The selected projects showcase some of our recent explorations, encompassing various formats and different audiences.

Summer School on Cinema, Human Rights and Advocacy



Thanks to the relaxation of COVID-19 measures in Italy during the summer, we were able to conduct the 15th Summer School on Cinema, Human Rights and Advocacy in early September 2020. Jointly developed by the Global Campus and the NGO Picture People, the Summer School was an intensive seven-day training programme for 18 young professionals selected from over 100 applicants. The programme

aimed to broaden understanding on the connections between human rights, film, digital media and video advocacy; offered debate with experts and filmmakers during the 77th Venice International Film Festival; and stimulated the use of film as a tool for social and cultural change. Among this year's facilitators we were honoured to host Zara Balfour, director of *Children of the Snow Land*, a documentary on a group of children

born in the High Himalayas who are separated from their families for 10 years or more to attend school in Kathmandu. The students worked on project pitches dealing with topics which included children's lives after femicide, stigmatisation and change of perception of Venezuelan migrant children in host communities, unaccompanied minor asylum seekers, and children's internet access for education.

MOOC on Memory Sites and Human Rights

Responding to many requests, we decided to re-run our highly successful *MOOC on Memory Sites and Human Rights*. The MOOC focuses on the role of memory sites in their crucial interplay with historical trauma, the reconciliation process and the chosen methods for dealing with the past, as well as with nation-building dynamics and

the shaping of societal identity. One module highlights aspects related to the design of memory sites, the use of testimonials, symbolic resources, artistic language and types of institutional approaches, thus stressing the artistic contextualisation vis-à-vis visitors' reactions and empathetic sentiments for past atrocities and abuses.

Diego Lantero - Mothers of Ayacucho Winner Amateur, Perú (GC Photo Contest 2017).





Julian Fifer

Executive Director
of Musicians for Human Rights

Akin to strands of DNA, art and human rights are entwined – each encoded with the essence of human experience and aspiration. Music, in its manifold purposes and expressions within the world’s cultures, gives voice to the past, the present and the imagined future. Its meanings might be only locally understood, but its presence is universal. Whether in the role of creator, performer, participant or observer, one’s encounter with the

arts is an opportunity to seek, define or affirm the meaning of life – for yourself and for others.

To thrive, the arts need the protections and freedoms enshrined in human rights documents and international law. To advance dignity, human rights need the emotional reflection and connection that the arts inspire. The two fields are engaged in the eternal dance between individual

and collective values, personal freedom and community cohesion, innovation and tradition, rights and duties. Capable of presenting and illuminating competing and seemingly incompatible values – the paradox of life, the arts and human rights invite the reappraisal of our place in the world and our relationship with everything that is not our self.

Born Naked theatre performance

On 8 December 2019, within the framework of the Global Campus Annual Conference organised in Pretoria, the participants attended *Born Naked*, a play presented by ZikkaZimba Productions in association with the Centre for Human Rights, University of Pretoria. Under the careful direction of Kirsten Harris, a dynamic young duo of actors, Kopo Jake Nathane and Lethabo Bereng, brought this celebratory and challenging story to the stage. It is the story of two young drag performers moving through glitzy, colourful and often violent spaces in South

Africa, with particular reference to Johannesburg. Woven into fictitious theatrical world, the play makes reference to the true story of Thapelo Makhutle, who was brutally murdered in a violent hate crime in 2012 in Kuruman in the Northern Cape. *Born Naked* is a celebration of South African queer communities and challenges audiences to reinvent the collective memory of Thapelo. The staging of the play served as a departure point for a critical conversation around human rights abuses and violations with which queer communities are confronted daily.



Koen Vanmechelen

Artist

Art can be a crucial node in the enormous connectome called universal human rights. It makes sense of deep time and of our interconnectedness with the generations before and after our time in the ‘long now.’ Art is a remedy against what the philosopher Roman Krznaric calls pathological ‘short-termism,’ our present addiction to the here and now, our focus on instant gratification. In the Society of the Spectacle, art can help vital human rights institutions like the Global Campus by serving as a lighthouse. By warning, guiding, and translating essential issues into a universally understood language. Art can further assist in developing

a much needed new universal concept of human rights, taking into account local sensibilities and non-human animals. Artists, present-day displaced and dispossessed, are perfect to serve as universal human rights ambassadors. They can transparently bridge to the Other. Every organism needs another organism to survive.

I am honoured to partner with the Global Campus of Human Rights, the world’s largest academic network on human rights, to explore and experiment the role art can play in the current debate about human rights.



Collective Memory, by Koen Vachmechelen



1. Laura Pasquero received the 2020 EMAlumni award, a miniature model of artist Koen Vanmechelen's statue, Collective Memory, pictured above.



2. Koen Vanmechelen, Human Rights Pavillion Exhibition.

The Global Campus in numbers

Period of reference: August 2019 – July 2020



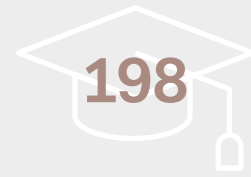
Participating universities



Staff positions



Staff contributing



Graduates, 2019/2020 student cohort



Nationalities of graduate students



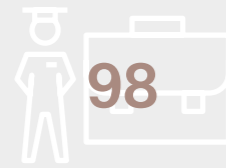
Training programmes



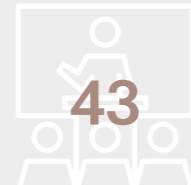
Participants in training programmes



Scholarships



Internships



Events, seminars, workshops



Events, seminars, workshops participants



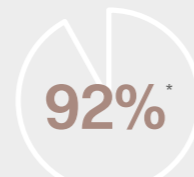
2019/2020 MOOCs and online courses



MOOCs participants



Alumni



Employment rate

*Based on answer rate of 40% of the last 3 cohort of graduates

Governance



President

Veronica Gomez



Secretary General

Manfred Nowak

ASSEMBLY

Representatives of all member universities

COUNCIL

7 representatives of the regional programmes
8 members elected by the Assembly



Veronica Gomez
President

GC Latin America & Caribbean
University of San Martín



Elina Pirjatanniemi
1st Vice President

Abo Akademi
University



Felipe Gómez Isa
Vice President

University of Deusto



Frans Viljoen
Vice President

GC Africa
University of Pretoria



Thérèse Murphy

GC Europe
Queen's University Belfast



Marco Borraccetti

GC South East Europe
University of Bologna



Mike Hayes

GC Asia-Pacific
Mahidol University



Artur Ghazinyan

GC Caucasus
Yerevan State University



Jihad Nammour

GC Arab World
University of Saint Joseph



Yusra Abourabi
International
University of Rabat



Kalliopi Agapiou-Josephides
University of Cyprus



Christina Binder
University of Vienna



Christopher Mbazira

Makerere University



Ravi Prakash Vyas

Kathmandu
School of Law



Carlos Joel Zelada Acuna

Universidad del Pacífico

Environment & sustainability

During the past year we have discussed, drafted and adopted a Global Campus Environmental Policy. This is an important step for us as it mirrors the Global Campus' understanding of environmental protection as intrinsically linked with the core values of human rights: human dignity, freedom and equality. This policy initiative can be traced to our co-operation with the Right Livelihood Foundation whose focus on sustainability and environmental protection informed our own creative process. This new document is only the formalisation of our commitment to reducing the environmental impact of our work. In the Global Campus Headquarters as well as regional hubs, we have always shared the conviction that climate justice is crucial to our human rights work.

However, we are also acutely aware that the global reach and identity of our network produces distinct challenges. For example, many of our activities require long-distance

travel, mainly relying on airplanes. In addition, environmentally friendly behaviours, such as avoiding the use of bottled water, may be achievable in some regions but not in others. Finally, as our members are universities, in many circumstances we are bound by their external rules on travel, procurement and provision of office space.

Nevertheless, with this new Policy, we commit to efficient and environmentally responsible use of energy, water and other natural resources. We have identified six focus areas for reducing our environmental impact and responding to the climate crisis: education, travel, waste, procurement, water, and energy consumption. As a next step and to complement the overall Policy, we are planning to develop roadmaps on the implementation of the specific commitments. The full text of the Environmental Policy is accessible via our website.



Nnimmo Bassey, 2010 Right Livelihood Laureate, gave an inspiring keynote speech at the 2020 EMA graduation ceremony in Venice. Bassey, from Nigeria, is one of Africa's leading advocates and campaigners for the environment and human rights. He has stood up against the practices of multinational corporations in his country and the environmental devastation they leave behind destroying the lives and ignoring the rights of the local population.

From Our Policy

Only when respecting ecosystems and responsibly using the planet's resources can we enable a sustainable livelihood for all present and future generations.

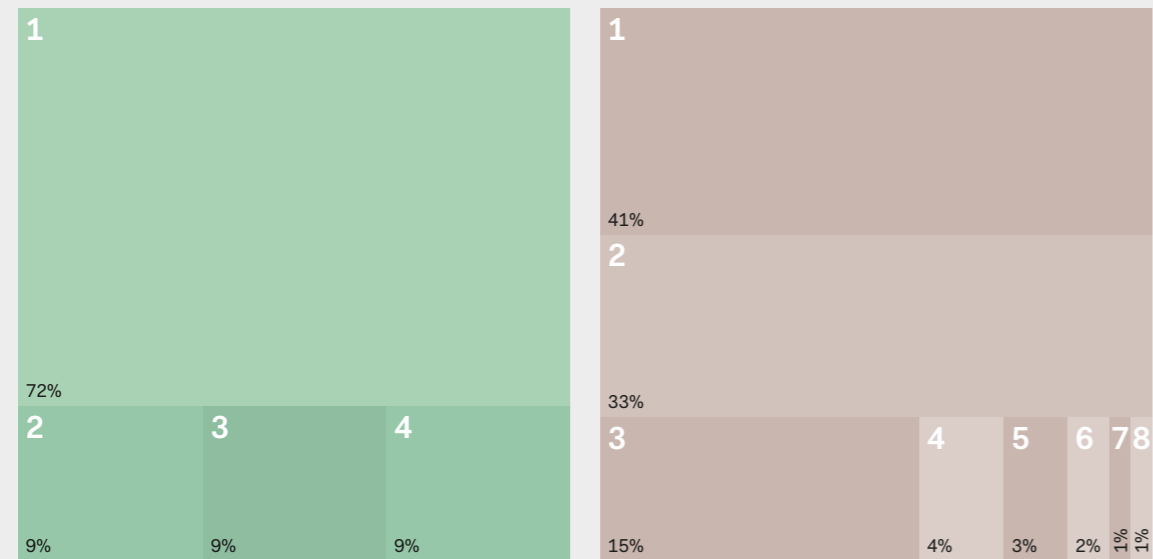
In addition to the right to a clean environment, climate justice includes the right to life, health, work, shelter, water and food, to name but a few, thus situating the climate crisis as a primary threat to human rights.

We recognise that all world regions are affected by the climate crisis, yet we are alarmed that countries and communities are impacted in a shockingly unequal way. The inherently global nature of our organisation places us in a unique position to recognise these inequalities, learn from each other and change our behaviour in solidarity.

Finances

Period of reference: August 2019 — July 2020

Income € 6.826.657 **Expenses** € 6.705.753



| | | | | | |
|----------|----------------------|-------------|----------|----------------------------------|-------------|
| 1 | EU grant | € 4.923.672 | 1 | 7 Regional Master programmes | € 2.750.851 |
| 2 | Fee-based activities | € 647.500 | 2 | Human resources | € 2.188.252 |
| 3 | RLF grant | € 627.119 | 3 | Operational costs | € 1.000.013 |
| 4 | Other contributions | € 628.365 | 4 | Children's Rights projects | € 276.894 |
| | | | 5 | Research | € 180.270 |
| | | | 6 | Communication and PR | € 124.599 |
| | | | 7 | Training programmes | € 96.824 |
| | | | 8 | Capacity building in Timor-Leste | € 88.050 |

We wish to thank our generous partners for their in-kind donations:

- the city of Venice (for the free rental of our HQ, the Monastery of San Nicolò in Lido, Venice);

- the member universities that host students during the 2nd semester and put at disposal faculty and staff;

- Life Brain (for offering free COVID-19 test for the GC HQ).

Sneak Peek at 2021...

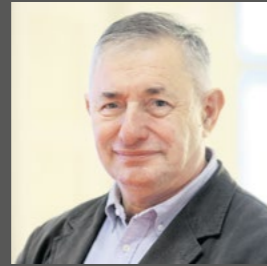
Programmes & Projects

- Renewed relations with the City of Venice on the topic of Human Rights Cities and development of Human Rights Conversations both online and in person
- PhD scholarship funded by the Right Livelihood Foundation on the topic of children's rights
- Joint activity on environmental trusteeship with the Rights Livelihood College in Bangkok (GC Asia-Pacific)
- Follow-up project for the consolidation of the Human Rights Centre in Timor-Leste
- Agreement developed by GC Asia-Pacific to co-ordinate with Chung Chen University, Taiwan to develop protocols and training for conducting research on children
- Online cross-regional activities for students of the Master's programme to prepare their thesis

Events & Courses

| | |
|-----------------|--|
| JANUARY | • MOOC on Business and Human Rights |
| FEBRUARY | <ul style="list-style-type: none"> • Panel discussion of Alumni and stakeholders on De-institutionalisation of Children with Disabilities in SEE GC South East Europe • Online training programme International Electoral Observation • School Moot Ghana, South Africa, Ethiopia GC Africa |
| MARCH | • MOOC on Children's Rights and Technology, under the scientific co-ordination of two EMA Alumnae |
| APRIL | • Conference on Children in Migration in South East Europe |
| MAY | • International Conference on the Impact of Climate Change on Children's Rights, Yerevan GC Caucasus |
| JUNE | • Global Classroom on Pandemics and Economic and Social Rights, Sarajevo |
| JULY | • Training programme on rights-based research and research ethics for the study on children's rights (GC Asia-Pacific) |
| OCTOBER | • Special Graduation Ceremony of the 20th generation of GC South East Europe students |
| NOVEMBER | • Presentation of the youth-friendly educational video on the UN Global Study on Children Deprived of Liberty at the World Congress on Justice for Children 2020, Mexico |

In memory of Josip Kregar



For many years Josip Kregar, a highly respected Professor of Sociology of Law and former Dean (2005 – 2009) at the Zagreb Law Faculty, represented the University of Zagreb in the Global Campus of Human Rights. He was a formidable person, a great friend and a highly appreciated teacher and thesis supervisor for our students from all world regions. Until December 2019, he also served as a member of the EIUC Board during a highly challenging time when EIUC was gradually transformed into the Global Campus.

In his home country, Josip was a moral authority. He even served for two months as interim Mayor of Zagreb in 2000, and in 2009, he organised an independent (non-party) list which won five seats in the Zagreb City Council. He achieved international recognition as an anti-corruption expert, repeatedly criticising dishonesty in Croatian politics and drafting various laws to fight the misuse of public power in Croatia. He was visiting professor at many well-known universities, including Yale, Paris-Sorbonne, Heidelberg, Milano and Graz.

We will keep Josip in our memory as a true friend of the Global Campus, a humanist and engaged human rights defender.



Europe
South East Europe
Latin America-
Caribbean

Asia-Pacific
Caucasus
Arab World
Africa

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