

Mainstreaming Law and Human Rights Education in Indonesia: How the National Training Institute Can Drive Legal and Policy Reform?

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Abstract

This paper explores the integration of law and human rights education in Indonesia, with a focus on the role of the National Training Institute (NTI) in advancing these principles through governmental and public service training programs. As Indonesia continues its commitment to upholding human rights, both domestically and in line with international conventions, the mainstreaming of law and human rights education plays a critical role in promoting justice, equality, and legal literacy across society. Despite legal frameworks aimed at protecting human rights, there remains a significant gap in the effective

implementation of such education, particularly within public institutions and civil service training. The study assesses how the NTI has integrated law and human rights topics into its curricula, examining the effectiveness of these programs in building awareness and understanding of legal rights and responsibilities. Drawing from interviews with trainers and participants, the paper identifies both strengths and limitations of current training methodologies, highlighting the challenges of addressing complex human rights issues in a culturally diverse context. Furthermore, the research underscores the importance of law and policy reform in advancing human rights education. It argues that a comprehensive and systematic approach to training in legal rights is not only crucial for improving compliance with national and international human rights standards but is also integral to broader legal reforms aimed at enhancing public participation and accountability in governance. The paper concludes by proposing recommendations for strengthening law and human rights education within the NTI framework, advocating for reforms that expand its reach and effectiveness as a tool for both societal change and legal empowerment.

Keywords *Human Rights Education, National Training Institute, Legal Literacy, Law and Policy Reform, Indonesia*

Introduction

Indonesia, the world's third-largest democracy, occupies a unique position in Southeast Asia, with a diverse population of over 270 million people and a complex socio-political landscape.¹ Despite significant progress in its transition to democracy since the fall of the authoritarian New Order regime in 1998, the country continues to face significant

¹ F. Wisnaeni, "The Politics of Law Between Democracy and Constitutional System in the World's Third Largest Democracy." *Journal of Interdisciplinary Study* 9, no. 4 (2022): 1-18; Rizal Sukma, "Do new democracies support democracy? Indonesia finds a new voice." *Journal of Democracy* 22, no. 4 (2011): 110-123.

challenges in human rights protection.² While Indonesia's legal framework offers a promising foundation, including constitutional guarantees for human rights and its ratification of numerous international human rights treaties, there remains a stark gap between legal provisions and their practical implementation.³ Human rights violations persist, ranging from freedom of expression, gender inequality, and the rights of indigenous peoples⁴, to the treatment of religious minorities⁵ and the widespread issue of corruption in both government and law enforcement.⁶ Recent developments, such as the

² Mark T. Berger, "Old state and new empire in Indonesia: debating the rise and decline of Suharto's New Order." *Third World Quarterly* 18, no. 2 (1997): 321-362.

³ Katharine McGregor, and Ken Setiawan. "Shifting from international to "Indonesian" justice measures: Two decades of addressing past human rights violations." *Journal of Contemporary Asia* 49, no. 5 (2019): 837-861; Hikmatul Ula, Kevin Sobel-Read, and Cahyani Aisyiah. "Indonesia at the Intersection of Human Rights and International Investment: The Overlap of Law, Sovereignty and Global Value Chains." *Asia-Pacific Journal on Human Rights and the Law* 23, no. 2 (2022): 125-155.

⁴ Slamet Sumarto, "Constitutional protection of religious freedom and belief for indigenous peoples in Indonesia." *International Journal of Business, Economics and Law* 12, no. 4 (2017): 11-12; Iwan Erar Joesoef, "The Idea of customary law community representation in the regional representative council." *Unnes Law Journal* 6, no. 1 (2020): 119-142.

⁵ Mukhlis Mukhlis, et al. "Rejection of Former Shia Community in Sampang Perspective on Human Rights Law: Discourse of Religious Rights and Freedom in Indonesia." *Lex Scientia Law Review* 7, no. 2 (2023): 959-994; Febrianti Dwi Puspaningrum, and Christoper Theovino Adhi. "A Comparative Study of Blasphemy Law in Indonesia and America: Religious and Legal Aspects." *Contemporary Issues on Interfaith Law and Society* 2, no. 1 (2023): 1-34; Atha Difa Saputri, and Ricky Julianto. "Comparative Justice Accountability of Samen Leven Actors in Indonesia and Malaysia." *Contemporary Issues on Interfaith Law and Society* 2, no. 2 (2023): 119-144.

⁶ Mangaraja Manurung, and Dany Try Hutama Hutabarat. "Public Effort and Participation in the Enforcement of Corruption Eradication in Indonesia." *Pandecta Research Law Journal* 18, no. 1 (2023): 35-46; Satria Unggul Wicaksana Prakasa, "Forestry Sector Corruption and Oligarchy: Lesson Learn from the Laman Kinipan Indigenous People, Central Kalimantan." *Unnes Law Journal* 8, no. 1 (2022): 87-104; Ellectrananda Anugerah Ash-shidiqqi, and Hindrawan Wibisono. "Corruption and Village: Accountability of Village Fund Management on Preventing Corruption (Problems and Challenges)." *Journal of Indonesian Legal Studies* 3, no. 2 (2018): 195-212.

controversial Omnibus Law on Job Creation (2020), which critics argue undermines labor rights and environmental protections, further highlight the tensions between legal reforms and their socio-political consequences.⁷ This ongoing gap between legal rights and their social realities underscores the urgent need for a more integrated approach to law and human rights education (HRE).

Law and Human Rights Education (HRE) is a vital tool for bridging this gap. Through education, both citizens and officials can be equipped with the knowledge to understand, advocate for, and protect human rights within the framework of law. The significance of LHRE extends beyond individual awareness; it is foundational to creating a culture of accountability, transparency, and rule of law. By embedding human rights principles within the educational system and the public sector, LHRE has the potential to reshape attitudes towards governance, ensuring that human rights are not only enshrined in law but also respected in practice. Moreover, HRE plays an essential role in strengthening the democratic process by fostering informed public participation and building a more just society.⁸ Without such education, legal reforms risk remaining superficial, while issues such as impunity, corruption, and exclusion continue to pervade the legal and political system.

⁷ Putu Samawati, and Shinta Paramita Sari. "Problematic of the draft of omnibus law on job creation in Indonesian." *Journal of Xi'an University of Architecture & Technology* XII, no 3 (2020): 3982-3906; Petra Mahy, "Indonesia's Omnibus Law on job creation: legal hierarchy and responses to judicial review in the labour cluster of amendments." *Asian Journal of Comparative Law* 17, no. 1 (2022): 51-75; Nyoman Mas Aryani, Ayu Putu Laksmi Danyathi, and Bagus Hermanto. "Quo Vadis Protection of the Basic Rights of Indonesian Workers: Highlighting the Omnibus Legislation and Job Creation Law." *Pandecta Research Law Journal* 17, no. 1 (2022): 104-120; Danang Aji Saputra, "The Problem of the Constitutional Court's Decision in the Formal Test of the Job Creation Law." *Journal of Law and Legal Reform* 3, no. 4 (2022): 521-542.

⁸ Ayu Maulidina Larasati, and Novia Puspa Ayu. "The education for gender equality and human rights in Indonesia: Contemporary issues and controversial problems." *The Indonesian Journal of International Clinical Legal Education* 2, no. 1 (2020): 73-84; Erikson Sihotang, and Ngakan Ketut Acwin Dwijendra. "Eroding The Understanding of Radicalism Through Strengthening Human Rights Education in Indonesia." *Journal of Positive Psychology and Wellbeing* 6, no. 1 (2022): 2799-2812.

Indonesia has made some strides in integrating human rights education within its public policies. National human rights institutions, such as the National Commission on Human Rights (*Komnas HAM*), have spearheaded initiatives aimed at raising awareness and building capacities within both government and civil society. However, these efforts have often been fragmented, lacking coordination and sustained impact across different sectors.⁹ Moreover, there is a clear gap between legal provisions and the broader society's understanding and engagement with human rights issues. This gap is evident not only in the general public's limited understanding of their legal rights but also in the functioning of state institutions, where many officials remain inadequately trained in human rights standards and law.¹⁰ For example, the handling of human rights cases by law enforcement and judicial systems often reflects a lack of awareness or even willful neglect of internationally recognized human rights principles, resulting in repeated violations and a lack of legal redress for victims.

Against this backdrop, the role of Indonesia's National Training Institute (NTI) becomes increasingly critical. Established to provide training for civil servants, law enforcement officials, and public administration personnel, the NTI has the capacity to shape the professional development of the country's public sector. However, its current curriculum often focuses on administrative efficiency and legal technicalities, with little emphasis on human rights education. The NTI's potential to drive legal and policy reform lies in its ability to mainstream Law and Human Rights Education across its training modules, ensuring that those who hold positions of power and authority are well-versed in both the letter and the spirit of human rights law. This

⁹ Mimin Dwi Hartono, "Pendidikan dan Penyuluhan Hak Asasi Manusia: Refleksi Program Komnas HAM Periode 2012-2017." *Jurnal Hak Asasi Manusia* 14, no. 1 (2017): 1-33; Komnas HAM. *Pendidikan untuk Semua: Advokasi terhadap Kebijakan Pendidikan Nasional*. (Jakarta: Komnas HAM, 2005). See also Maneger Nasution, "Pendidikan HAM dalam Konteks Islam dan Keindonesiaan; HAM yang adil dan beradab." *Tawazun: Jurnal Pendidikan Islam* 10, no. 2 (2017): 219-262.

¹⁰ Kusnadi Kusnadi, and Nisa Arafiah Tri Wulandari. "Pendidikan Damai: Memperkuat Pemahaman Hak Asasi Manusia dan Keadilan Sosial." *Jurnal Basicedu* 8, no. 1 (2024): 539-551; Muhammad Hasyimsyah Batubara, et al. "Sosialisasi Penerapan dan Pemahaman HAM di Ruang Lingkup Mahasiswa." *JPMA-Jurnal Pengabdian Masyarakat As-Salam* 3, no. 1 (2023): 8-13.

shift could have far-reaching implications for Indonesia's legal and policy frameworks, especially in fostering a culture of rights-based governance that respects the principles of democracy, fairness, and justice.

In addition, Human Rights Education (HRE) has evolved over several decades, with significant contributions made by scholars and practitioners aiming to address global human rights challenges through educational frameworks. Early foundational works in this field, particularly by Tibbitts and Fernekes¹¹, underscore the importance of human rights education as both a knowledge transfer process and a transformative mechanism to cultivate a culture of rights. The United Nations High Commissioner for Human Rights defines human rights education as encompassing training, dissemination, and informational efforts, aimed at fostering a universal culture of human rights. This broad conceptualization highlights the role of education not just in the formal transmission of human rights knowledge, but also in the development of values and practices that ensure the protection and promotion of these rights in society.¹² This early theoretical work has provided a significant basis for understanding the complex role of HRE in transforming societies, particularly in post-conflict or developing contexts where human rights violations have been persistent.

Scholars like Bajaj¹³ have further advanced the field by exploring the ideological underpinnings of human rights education. Bajaj's research identifies how HRE is not simply an informational tool, but rather a deeply ideological practice that can shape both local and global political realities. Drawing from fieldwork across several regions, Bajaj's study highlights how HRE can play a pivotal role in not only educating individuals about their rights but also instilling broader societal norms and behaviors aligned with human rights. This perspective aligns with Tibbitts'¹⁴ examination of human rights education models, which

¹¹ Felisa Tibbitts, and William R. Fernekes. "Human Rights Education." In *Teaching and Studying Social Issues: Major Programs and Approaches* (Charlotte, NC: Information Age Publishing, Inc., 2011), pp. 87-117.

¹² Tibbitts, and Fernekes.

¹³ Monisha Bajaj, "Human Rights Education: Ideology, Location, and Approaches." *Human Rights Quarterly* 33, no. 2 (2011): 481-508.

¹⁴ Felisa Tibbitts, "Understanding What We Do: Emerging Models for Human Rights Education." *International Review of Education* 48, no. 3 (2002): 159-171.

identifies a "*holistic*" approach that integrates not just theoretical learning about human rights but practical, experiential learning "*through*" and "*for*" human rights. This aligns with the contemporary shift in HRE from a top-down educational tool to a more participatory model that emphasizes active learning and societal change.

The literature also highlights the varying approaches to HRE, such as the didactic and experiential methodologies discussed by Tibbitts.¹⁵ The didactic approach, which emphasizes the direct teaching of human rights content, has often been critiqued as insufficient for fostering deep-seated change. In contrast, more transformative approaches, which encourage critical thinking and participation, have been shown to be more effective in challenging entrenched societal norms and behaviors. Struthers¹⁶ argues that for HRE to be truly transformative, it must move beyond merely "*educating about*" human rights to educating "*through*" human rights. This process allows individuals to internalize human rights values and apply them in their personal, professional, and societal contexts.

However, despite these advances, gaps remain in the mainstreaming of HRE in many national education systems, especially in countries like Indonesia, where legal reforms have not always been accompanied by widespread societal understanding of human rights principles. Ramirez et al.¹⁷ identify the growing global rise of human rights education but note that the integration of HRE into national curricula and policies has been uneven, with significant discrepancies between policy rhetoric and practical implementation. This is particularly evident in developing countries where HRE is often viewed as a secondary concern in comparison to economic development and other educational priorities.

¹⁵ Felisa Tibbitts, "Evolution of Human Rights Education Models." In *Human Rights Education: Theory, Research, Praxis* (Philadelphia: University of Pennsylvania Press, 2017), pp. 69-95.

¹⁶ Alison EC. Struthers, "Human rights education: Educating about, through and for human rights." *The International Journal of Human Rights* 19, no. 1 (2015): 53-73.

¹⁷ Francisco O. Ramirez, David Suárez, and John W. Meyer. "The worldwide rise of human rights education." In *School Knowledge in Comparative and Historical Perspective: Changing Curricula in Primary and Secondary Education*. (Dordrecht: Springer Netherlands, 2007), pp. 35-52.

What sets this paper apart from previous research is its focus on mainstreaming Law and Human Rights Education (LHRE) within the public sector training framework of Indonesia, specifically through the National Training Institute (NTI). While global studies have outlined the significance of HRE in fostering a rights-based governance culture,¹⁸ there is limited empirical work focusing on the institutionalization of HRE in civil servant training systems in post-authoritarian states like Indonesia. This paper fills this gap by examining the potential role of the NTI in promoting legal and human rights reform, a context under-explored in existing literature. Furthermore, the paper proposes a set of policy recommendations tailored to Indonesia's specific legal and political environment, offering a novel contribution to the field of comparative human rights education and governance reform.

The purpose of this paper is to explore the potential role of the NTI in mainstreaming Law and Human Rights Education as a tool for driving legal and policy reform in Indonesia. Through a detailed examination of the current gaps in human rights awareness, legal frameworks, and institutional capacities, this paper will assess how LHRE can be integrated into national policy reforms. By investigating the NTI's current capabilities, challenges, and opportunities, the paper aims to provide recommendations for strengthening Indonesia's human rights education infrastructure. Ultimately, this analysis seeks to demonstrate how the NTI's initiatives could contribute to better governance, greater accountability, and more effective protection of human rights in the country.

The central research questions that guide this inquiry are as follows: How can Law and Human Rights Education be effectively mainstreamed in Indonesia, particularly within public sector training institutions like the NTI? What role can the National Training Institute play in advancing legal and human rights reforms, and how can its programs address the persistent social and legal gaps that hinder the effective protection of human rights? By addressing these questions, the paper will offer a comprehensive analysis of how mainstreaming LHRE

¹⁸ Tibbitts, "Understanding What We Do: Emerging Models for Human Rights Education"; Bajaj, "Human Rights Education: Ideology, Location, and Approaches".

through the NTI can become a catalyst for long-term legal reform, social justice, and the strengthening of Indonesia's democratic institutions.

Background and Context

1. Overview of Indonesia's Legal and Human Rights Situation

Indonesia's human rights landscape has been shaped by a tumultuous history marked by colonialism, authoritarianism, and an ongoing struggle to build a just, democratic society.¹⁹ Under Dutch colonial rule, human rights violations were rampant, with indigenous peoples subjected to systemic exploitation, land dispossession, and forced labor.²⁰ This legacy left deep scars on the Indonesian socio-political fabric, which have persisted into the post-independence era. Following its independence in 1945, Indonesia's human rights trajectory was heavily influenced by the authoritarian regime of President Suharto, who ruled from 1967 to 1998. During this period, political dissent was ruthlessly suppressed, and human rights abuses, including extrajudicial killings, torture, and mass arrests, were widespread.²¹ The regime's repression of ethnic minorities, particularly the East Timorese, and its handling of labor and student protests contributed to a culture of fear and impunity.²²

The fall of the Suharto regime in 1998 marked the beginning of Indonesia's transition to democracy. However, while there have been significant strides in democratization, the legal and human rights landscape remains fraught with challenges. Key human rights issues

¹⁹ Irene Istiningsih Hadiprayitno, "Defensive enforcement: Human rights in Indonesia." *Human Rights Review* 11 (2010): 373-399; Haris Azhar, "The Human Rights Struggle in Indonesia: International Advances, Domestic Deadlocks." *SUR-International Journal on Human Rights* 11, no. 20 (2014): 227-234.

²⁰ Ewout Frankema, and Frans Buelens. *Colonial Exploitation and Economic Development*. (London: Routledge, 2013); Rik Van Welie, "Patterns of slave trading and slavery in the Dutch colonial world, 1596-1863." In *Dutch Colonialism, Migration and Cultural Heritage*. (New York: Brill, 2008), pp. 155-259.

²¹ Fajar Nurhardianto, "Politik Hukum HAM di Indonesia." *Jurnal Tapis: Jurnal Teropong Aspirasi Politik Islam* 10, no. 2 (2017): 67-88.

²² David Webster, "Languages of human rights in Timor-Leste." *Asia Pacific Perspectives* 11, no. 1 (2013): 5-21; Elizabeth Stanley, *Torture, Truth and Justice: The case of Timor-Leste*. (London: Routledge, 2008).

persist today, including freedom of expression, gender equality, indigenous rights, and access to justice. For instance, Indonesia's media landscape is frequently subject to censorship, with journalists facing harassment, imprisonment, or violence when covering sensitive topics such as corruption or human rights abuses. Similarly, while gender equality has improved in some areas, violence against women and gender-based discrimination remain pervasive, particularly in rural areas. Women's access to justice is often limited by societal norms, lack of legal awareness, and an under-resourced justice system.²³

Indigenous communities also continue to face marginalization, land dispossession, and discrimination. A case in point is the ongoing conflict in Papua, where indigenous Papuans have long been subjected to human rights violations by the state, including forced displacement, arbitrary arrests, and extrajudicial killings. Furthermore, the Indonesian legal system often falls short in providing effective access to justice for marginalized communities due to widespread corruption, inefficiency, and the lack of a rights-based approach in law enforcement and judicial practices.²⁴

While Indonesia has made significant legal reforms in recent years, many of these changes have been limited in scope and execution. For example, the 2000 Law on Human Rights and the 2005 Law on the Protection of Witnesses and Victims are important steps forward, yet enforcement remains weak.²⁵ The controversial Omnibus Law on Job

²³ Alfitri Alfitri. "Legal Reform Project, Access to Justice and Gender Equity in Indonesia." *Indonesian Journal of International Law* 9, no. 2 (2011): 292-308; Ibnu Chuldun, Fathur Rokhman, and Widiyanto Widiyanto. "Women Between Jail: A Discourse of Women Protection on Indonesia Correctional Act." *Journal of Law and Legal Reform* 5.2 (2024): 893-868.

²⁴ Aliyah Almas Saadah, "Extra-Judicial Killings in Papua, Indonesia Reflections on Violation and State Authoritarianism Toward Papuans." *PCD Journal* 10, no. 2 (2022): 1-26; Aris Sarjito, "Human Rights Violations: The Entry Point for International Troops into Papua." *Society* 12, no. 1 (2024): 111-128.

²⁵ Sigma Febby Annisa, "A Legal Protection of Children as Victims of Sexual Human Right Accidents." *Jurnal Scientia Indonesia* 5, no. 2 (2019): 134-149; Selviana Krismawati, et al. "Advocacy and Protection for Victims of Sexual Violence against Children: Insight from Indonesia's Experience." *Indonesian Journal of Advocacy and Legal Services* 5, no. 2 (2023): 207-240; Raden Muhammad Arvy Ilyasa, "Legal and Victimological Perspective on Sexual Violence against Children Cases in Indonesia." *The Indonesian Journal of International Clinical Legal Education* 3, no. 3 (2021): 281-300.

Creation, which aims to improve the ease of doing business, has been criticized for undermining labor rights²⁶, environmental protections²⁷, and the rights of indigenous communities.²⁸ These examples illustrate a broader challenge: while legal reforms may be enacted, they often fail to translate into meaningful improvements in human rights practice due to poor implementation, legal loopholes, or political opposition.

2. Current State of Legal and Human Rights Education

Law and Human Rights Education (LHRE) in Indonesia remains an underdeveloped field, despite its centrality to the broader goals of justice, accountability, and governance reform. While there are various efforts to promote human rights awareness, much of the focus has been on isolated programs rather than a systemic, nation-wide approach. The integration of human rights principles within formal education is still nascent. In schools and universities, human rights education is often treated as an ancillary topic, rather than as a core component of the curriculum. While some law faculties offer specialized human rights courses, these remain limited in scope and are not always integrated into the broader training of legal professionals.

In addition to formal education, civil society organizations (CSOs) play a critical role in promoting LHRE in Indonesia. Organizations such as the Indonesian Human Rights Commission (Komnas HAM), the Indonesian Legal Aid Foundation (YLBHI), and various NGOs focus on educating the public about human rights through advocacy, public campaigns, workshops, and legal aid

²⁶ Kukuh Tejomurti, and Sukarmi Sukarmi. "The Critical Study of the Omnibus Bill on Job Creation Based on John Rawls View on Justice." *Unnes Law Journal* 6, no. 2 (2020): 187-204.

²⁷ Satria Unggul Wicaksana Prakasa, "Ecocide Crimes & Omnibus Law: Review of International Law and Its Implications on Indonesia Law." *Dinamika Hak Asasi Manusia* 12, no. 2 (2021): 14-20; Raynaldo Sembiring, Isna Fatimah, and Grita Anindarini Widyarningsih. "Indonesia's omnibus bill on job creation: a setback for environmental law?." *Chinese Journal of Environmental Law* 4, no. 1 (2020): 97-109.

²⁸ Sulbadana Sulbadana, Irwansyah Irwansyah, and Hatta Roma Tampubolon. "The International Law Perspective of Welfare against Indigenous People in the Omnibus Law on Job Creation." *SASI* 28, no. 4 (2022): 647-669.

services.²⁹ These efforts are vital, especially for marginalized communities who might not otherwise have access to human rights education or legal resources. However, civil society's impact is often constrained by limited resources, political pressure, and the legal restrictions imposed on certain organizations. Despite their significant contributions, these programs struggle to reach broader audiences or achieve lasting systemic change.

One of the major gaps in Indonesia's approach to LHRE is the lack of coordination between government institutions, non-governmental organizations, and the education sector. Human rights education remains fragmented, with some initiatives focusing on specific issues like gender equality³⁰ or anti-corruption³¹, while others tackle broader human rights frameworks. This fragmentation makes it difficult to create a cohesive national strategy for LHRE. Moreover, the absence of a national policy that mandates LHRE within public education systems and government training programs has meant that many civil servants, law enforcement officers, and the broader public are inadequately trained in human rights law and principles. This lack of education on human rights continues to hinder effective law enforcement and the proper application of justice in many cases.

The government has made efforts to integrate human rights education into the curriculum of public schools and universities, but these initiatives have been inconsistent and largely insufficient. The role of public institutions like the Ministry of Education and the National Commission on Human Rights has been limited by resource constraints and political factors. There is also a lack of political will to reform

²⁹ Hans Antlöv, Derick W. Brinkerhoff, and Elke Rapp. "Civil society capacity building for democratic reform: Experience and lessons from Indonesia." *Voluntas: International Journal of Voluntary and Nonprofit Organizations* 21 (2010): 417-439; Kiyoteru Tsutsui, and Christine Min Wotipka. "Global civil society and the international human rights movement: Citizen participation in human rights international nongovernmental organizations." *Social Forces* 83, no. 2 (2004): 587-620.

³⁰ Lisa Cameron, "Gender equality and development: Indonesia in a global context." *Bulletin of Indonesian Economic Studies* 59, no. 2 (2023): 179-207.

³¹ Sofie Arjon Schütte, "Against the odds: Anti-corruption reform in Indonesia." *Public Administration and Development* 32, no. 1 (2012): 38-48.

education at a systemic level, especially when it comes to integrating rights-based approaches into public administration and governance.

3. National Training Institute (NTI) in Indonesia

The National Training Institute (NTI) plays a crucial role in training Indonesia's civil servants, law enforcement personnel, and public administration professionals. Established as a key component of Indonesia's bureaucratic reform efforts, the NTI is responsible for enhancing the capacity of the public sector in areas such as governance, public service delivery, and legal compliance. However, while the NTI has made strides in promoting efficiency within the civil service, its role in advancing Law and Human Rights Education has been underdeveloped. The current NTI curriculum predominantly focuses on administrative processes, management, and technical skills, with minimal emphasis on human rights principles, legal ethics, and the rights of citizens.

This gap in the NTI's curriculum is problematic, particularly in a country where government officials, law enforcement, and judges frequently make decisions that directly affect citizens' fundamental rights. Without a strong foundation in human rights law, many officials are ill-equipped to recognize violations, ensure accountability, or uphold the principles of justice. The lack of human rights training also contributes to systemic issues within Indonesia's legal and justice system, such as impunity, corruption, and the failure to protect vulnerable groups.

The NTI has the potential to play a transformative role in mainstreaming Law and Human Rights Education across Indonesia's public sector. By integrating human rights education into its training modules, the NTI can equip civil servants with the knowledge and tools to better uphold citizens' rights and foster a more accountable, transparent government. However, the NTI faces several challenges in fulfilling this role. First, there is a lack of institutional capacity to effectively deliver comprehensive LHRE programs. The NTI's budget and staff resources are limited, and there is insufficient expertise in human rights law within the institution. Second, political resistance remains a significant obstacle. Indonesia's political climate can be hostile to human rights education, particularly when it conflicts with

the interests of powerful elites or state institutions. Finally, reaching a broader audience—especially in remote or rural areas—presents logistical challenges. While the NTT's programs are primarily aimed at high-ranking government officials, the need for human rights education among lower-level bureaucrats, law enforcement officers, and the general public is equally critical.

Despite these challenges, the NTT's role in promoting human rights education remains a key area for reform. By strengthening its capacity to deliver human rights training and by fostering partnerships with civil society organizations, universities, and international human rights bodies, the NTT could play an instrumental role in bridging the gaps in Indonesia's legal and human rights system.

The Concept of Mainstreaming Law and Human Rights Education

1. Definition and Theoretical Foundations of Mainstreaming

The concept of "*mainstreaming*" Law and Human Rights Education (LHRE) refers to the deliberate integration of human rights principles into all aspects of governance, public policy, and societal structures, ensuring that legal and human rights considerations are not only taught in isolated programs but are embedded in the very fabric of government institutions, civil society, and education systems. In the Indonesian context, mainstreaming LHRE entails a broad and systemic approach where human rights education is incorporated into public administration training, legal education, and the general curriculum in schools and universities. This means not only addressing human rights in specific courses but making them an essential component of every relevant policy, law, and practice.

Mainstreaming LHRE in Indonesia can be seen as both a pedagogical and political approach, in which human rights awareness becomes a core element of public consciousness, legal practice, and governmental accountability. The Indonesian government, civil society, and educational institutions must collaborate to create a framework that ensures human rights education is not marginalized or treated as a secondary concern, but is systematically integrated into the governance structure. This approach would move beyond a limited, ad hoc model

of human rights education, where human rights awareness is relegated to non-governmental initiatives or isolated efforts, and instead embed a comprehensive, national-level strategy for human rights promotion.

The theoretical foundation for mainstreaming LHRE lies in the principles of human rights as a universal standard and the idea that education is central to social change.³² Human rights are often seen as an intrinsic part of democratic governance, and their protection requires a population that is informed, engaged, and capable of holding the state and its institutions accountable. By integrating human rights into the education system and public sector training, individuals not only gain knowledge but also develop a sense of moral responsibility, which is essential for the protection of rights and justice.³³ The rights-based approach to education emphasizes that education should be more than a tool for individual advancement; it should also be a means of promoting collective dignity, freedom, and justice.³⁴ Mainstreaming LHRE involves addressing structural inequalities and ensuring that human rights principles are not merely taught as abstract concepts but are practically applied in the day-to-day functioning of governmental and social institutions.

2. Benefits of Mainstreaming LHRE

Mainstreaming Law and Human Rights Education brings numerous benefits that can transform both the governance structure and the socio-political landscape of Indonesia. These benefits extend across various domains, including governance, public administration, and citizen empowerment.

a) *Promoting a Culture of Rights-Based Governance*

Mainstreaming LHRE has the potential to foster a culture of governance that prioritizes human rights as a core value. By

³² Chris Brown, "Universal human rights: a critique." *The International Journal of Human Rights* 1, no. 2 (1997): 41-65.

³³ Laode Husen, et al. "Implementation of Legal Guarantees for Human Rights Protection in Indonesia." *Journal of Law and Sustainable Development* 11, no. 4 (2023): e624-e624.

³⁴ Stephan Klasen, "Social exclusion, children and education. Implications of a rights-based approach." *European Societies* 3, no. 4 (2001): 413-445; Laura Lundy, and Lesley McEvoy. "Developing outcomes for educational services: a children's rights-based approach." *Effective Education* 1, no. 1 (2009): 43-60.

ensuring that public officials, lawmakers, and law enforcement personnel are thoroughly trained in human rights principles, the state can create an environment where legal rights are respected, protected, and fulfilled. A rights-based approach to governance emphasizes that all decisions—whether in lawmaking, policymaking, or law enforcement—must consider their impact on the fundamental rights of individuals and communities. This shift can contribute to a more accountable, equitable, and responsive government that is more attuned to the needs and rights of its citizens.³⁵

b) Empowering Citizens with Knowledge of Their Legal Rights and Responsibilities

One of the most significant impacts of mainstreaming LHRE is the empowerment of citizens. By embedding human rights education in national curricula and public sector training programs, individuals can become more informed about their legal rights and responsibilities. This knowledge is crucial for fostering a society where citizens understand how to claim their rights, hold the government accountable, and participate meaningfully in democratic processes. For example, when citizens are educated about their rights to freedom of expression, assembly, or legal recourse, they are more likely to challenge injustices and advocate for reforms. This empowerment is vital for strengthening the social contract between the government and the people, as it encourages active participation in democratic processes and policy advocacy.³⁶

c) Enhancing Accountability and Transparency in Public Administration

When government officials and public servants receive comprehensive training in human rights, they are more likely to act with accountability and transparency. Human rights education can

³⁵ Benjamin Mason Meier, and Lawrence Ogalthorpe Gostin, eds. *Human rights in global health: Rights-based governance for a globalizing world*. (Oxford: Oxford University Press, 2018); Andrea Cornwall, and Celestine Nyamu-Musembi. "Putting the 'rights-based approach' to development into perspective." *Third World Quarterly* 25, no. 8 (2004): 1415-1437.

³⁶ See Cecelia Burgman, Maja Daruwala, and Venkatesh Nayak. *Our rights, our information: Empowering people to demand rights through knowledge*. (London: CHRI, 2008).

promote a deeper understanding of the ethical obligations public servants have toward the people they serve, as well as the importance of upholding justice without bias. A well-trained public sector can reduce corruption, ensure more effective implementation of laws, and improve the responsiveness of public institutions. Moreover, human rights education in public administration can equip officials with the skills necessary to prevent violations, recognize when rights are being infringed upon, and respond appropriately to human rights challenges.³⁷

d) *Strengthening Democratic Institutions and Participation*

In any democracy, informed and active participation from citizens is essential for ensuring that the system functions effectively and equitably. By mainstreaming LHRE, Indonesia can create a more informed electorate, more engaged civil society, and a better-equipped set of public institutions. This can lead to increased political participation, particularly among marginalized groups who are often excluded from political processes. An educated public is more likely to demand accountability, question abuses of power, and engage in constructive debates about policy reforms. This, in turn, strengthens democratic institutions, ensuring that they remain responsive, representative, and rooted in the principles of justice and equality.³⁸

3. Global Best Practices

There are several international examples where mainstreaming Law and Human Rights Education has led to substantial legal and policy reforms. These examples demonstrate the potential benefits of integrating human rights education into national systems, both in terms of enhancing governance and advancing social justice.

³⁷ Didier Yangonzela Liambomba, "The Right of Access to Public Information: Human Rights Issues, Transparency and Good Governance." *Constitutionale* 4, no. 1 (2023): 1-28.

³⁸ David Brown, "Participation in poverty reduction strategies: democracy strengthened or democracy undermined?." *Participation from Tyranny to Transformation?: Exploring New Approaches to Participation in Development* (London: Zed Books, 2004), pp. 237-251.

a) *South Africa*

After the end of apartheid in 1994, South Africa made significant efforts to mainstream human rights education in response to its history of systemic discrimination. The post-apartheid government recognized the need to educate citizens and public officials about human rights in order to build a more just society. The South African Human Rights Commission (SAHRC) worked alongside the Department of Basic Education to integrate human rights into the national curriculum at all levels. Human rights principles were also incorporated into public administration training programs to promote a culture of human dignity and non-discrimination. As a result, South Africa made significant strides in transforming its legal and political structures, leading to broader social reforms and increased political stability.³⁹

b) *Germany*

Germany's experience with human rights education following World War II serves as another example of how LHRE can contribute to policy reform. After the war, Germany implemented comprehensive programs of civic education, emphasizing democratic values, the rule of law, and the protection of human rights. German public schools incorporated democratic and human rights principles into the curriculum, and these values were also integrated into public sector training programs. This widespread commitment to human rights education helped lay the foundation for Germany's post-war democratic governance, ensuring that future generations would be equipped to safeguard against authoritarianism and human rights abuses. The success of Germany's model illustrates the long-term benefits of incorporating human rights education into public systems.⁴⁰

³⁹ Thaddeus Metz, "Ubuntu as a moral theory and human rights in South Africa." *African Human Rights Law Journal* 11, no. 2 (2011): 532-559; S. Garnett Russell, Sandra L. Sirota, and A. Kayum Ahmed. "Human rights education in South Africa: Ideological shifts and curricular reforms." *Comparative Education Review* 63, no. 1 (2019): 1-27.

⁴⁰ See Julia Biermann, *Translating human rights in education: The influence of Article 24 UN CRPD in Nigeria and Germany*. (Michigan: University of Michigan Press, 2022); Mona Motakef, "The human right to education as a right to literacy in Germany." *Convergence* 40, no. 3/4 (2007): 143-156.

c) *Brazil*

Brazil's approach to human rights education has also been an important example of mainstreaming. After decades of military dictatorship, Brazil's democratic transition in the 1980s was accompanied by efforts to strengthen human rights education within public schools and public administration. The Brazilian government established programs to train teachers, police officers, and public servants in human rights principles. These programs have led to improvements in law enforcement practices and contributed to an increased emphasis on human rights in Brazil's legal system. The mainstreaming of human rights education has been particularly effective in reducing violence against marginalized communities, particularly Afro-Brazilian and Indigenous populations.⁴¹

In many countries, national training institutes have played a critical role in mainstreaming human rights education within government sectors. For instance, the National Institute of Public Administration (INAP) in Mexico has developed programs to teach public servants about human rights law, gender equality, and anti-corruption. Similarly, the National School of Government (NSG) in the UK integrates human rights principles into its training of civil servants, helping to cultivate a workforce that understands the importance of equity, fairness, and justice. These institutions show that by embedding human rights education into the core training of public officials, governments can improve their adherence to the rule of law and promote a rights-respecting culture. By examining these global best practices, it becomes clear that the mainstreaming of LHRE, especially through institutions like national training institutes, can be a powerful mechanism for achieving legal and policy reforms. These cases highlight the transformative potential of human rights education, which not only improves the capacity of the state to implement reforms but also ensures

⁴¹ See Mona Pare, "Educating Marginalized Children: The Challenge of the Right to Education in Brazil." *The International Journal of Children's Rights* 12, no. 3 (2004): 217-257; Leina Claudia Viana Jucá, and Andréa Machado de Almeida Mattos. "Education in Brazil: A Discussion of Current Problems and a Call to Action." *Revista Brasileira de Linguística Aplicada* 21 (2021): 311-332.

that such reforms are rooted in respect for fundamental rights and democratic values.

Furthermore, mainstreaming Law and Human Rights Education in Indonesia has the potential to drive substantial legal and policy reforms. By integrating human rights principles into education, public administration, and legal practice, Indonesia can promote a culture of rights-based governance, empower citizens, and enhance accountability within public institutions. Drawing from global best practices, particularly in post-conflict and democratic transition contexts, the potential for LHRE to reshape governance structures and foster social justice in Indonesia is considerable. Through sustained effort and political will, mainstreaming LHRE could serve as a cornerstone for a more just and equitable society, one that values and upholds the dignity and rights of all its citizens.

The Role of the National Training Institute in Mainstreaming Law and Human Rights Education

1. NTI's Current Functions and Capacities

The National Training Institute (NTI) of Indonesia plays a crucial role in the training and professional development of public sector employees, including civil servants, law enforcement officials, and other public administration professionals. Established under the Ministry of Administrative and Bureaucratic Reform (PAN-RB), the NTI is tasked with enhancing the capacity and effectiveness of Indonesia's government workforce. Its primary mandate is to provide training programs that promote good governance, improve the quality of public service, and foster the implementation of national policies. While its focus has predominantly been on improving administrative efficiency, legal compliance, and technical skills, the integration of human rights principles into its training programs has been minimal.

The NTI is structured into a number of specialized training centers that focus on various aspects of governance, including public administration, law enforcement, and public finance. However, despite the importance of human rights in public governance, human rights education has not been a core area of focus. To date, the NTI's training efforts on human rights have been limited, if any, and have been largely ad hoc rather than embedded within a broader, systematic curriculum.

There is no dedicated program for human rights training that reaches all levels of civil servants, law enforcement, or other public officials. As a result, many government workers, particularly those in rural areas or in lower-ranking positions, have little exposure to human rights issues or the principles that guide them.

One notable program within the NTI that touches on human rights is the National Leadership Training (PLP), which is designed for high-ranking government officials. While the training includes aspects of governance, leadership, and administrative efficiency, it does not systematically include modules on human rights law, constitutional protections, or international human rights obligations. Similarly, certain law enforcement training programs have incorporated elements of human rights, but these programs have often been isolated and inconsistent in their delivery and content. Consequently, there is a clear gap in the NTI's existing curriculum, which underlines the urgent need for mainstreaming human rights education across all levels of public sector training.

2. Potential for Expanding NTI's Role in Legal and Human Rights Education

Given its pivotal role in the professional development of public sector officials, the NTI has significant potential to drive the mainstreaming of Law and Human Rights Education (LHRE) in Indonesia. Expanding its role in this area would not only enhance the capacity of public servants but also contribute to systemic reforms aimed at improving governance, accountability, and the protection of human rights.

Integration of LHRE into NTI's Curriculum for Civil Servants, Legal Professionals, and the General Public: The NTI can serve as a powerful platform for the integration of LHRE into the broader educational framework for civil servants and legal professionals. By designing a comprehensive curriculum that incorporates human rights education into existing training programs, the NTI could ensure that all public sector officials are equipped with the knowledge and skills to uphold and promote human rights. This could include mandatory modules on constitutional rights, international human rights standards (such as those enshrined in the Universal Declaration of Human

Rights), and Indonesia's obligations under international treaties, including the International Covenant on Civil and Political Rights (ICCPR) and the Convention on the Elimination of All Forms of Racial Discrimination (CERD).

Additionally, NTI training programs could be expanded to reach the general public. Public education campaigns, media outreach, and community-based training could be delivered in collaboration with civil society organizations (CSOs) to raise awareness about citizens' legal rights, access to justice, and mechanisms for holding the state accountable. This would be particularly important for marginalized and rural communities, who often have the least access to legal information and education.

Strengthening NTI's Partnerships with Civil Society Organizations, Academic Institutions, and International Bodies: To effectively mainstream human rights education, the NTI would benefit from strengthening its partnerships with civil society organizations (CSOs), academic institutions, and international bodies. Civil society organizations such as the Indonesian Human Rights Commission (Komnas HAM), the Indonesian Legal Aid Foundation (YLBHI), and various advocacy groups could provide expertise, resources, and training support. Collaborative efforts between the NTI and these organizations could also facilitate outreach to marginalized communities and ensure that training programs are culturally sensitive and contextually relevant.

In addition to local partnerships, NTI could forge stronger ties with international human rights organizations and academic institutions, such as the United Nations Development Programme (UNDP) and universities with strong human rights programs. International organizations often provide valuable technical support, resources, and best practices that can help to shape a comprehensive curriculum for human rights training. Such collaborations could enhance the NTI's capacity to deliver high-quality, up-to-date training materials and build institutional capacity within Indonesia.

Design of Specific Training Modules on Contemporary Human Rights Challenges in Indonesia: The NTI can also address contemporary human rights challenges in Indonesia by designing specialized training modules that focus on specific, pressing issues in the country. These could include:

- 1) *Freedom of Expression and Media Freedom*: Given the rising concerns over media censorship and the treatment of journalists, the NTI could develop modules that focus on the protection of media freedom, the role of journalists in a democracy, and the legal frameworks that support freedom of expression.
- 2) *Indigenous Rights and Land Disputes*: Given the ongoing land disputes and human rights violations faced by indigenous communities, particularly in Papua and Sumatra, the NTI could offer specialized training on indigenous rights, land reform, and how government officials can address these issues in compliance with both domestic and international human rights law.
- 3) *Gender Equality and Violence Against Women*: Addressing gender-based violence, which remains a pervasive issue in Indonesia, could be another area of focus. The NTI could design training modules that educate law enforcement, judges, and policymakers about gender-sensitive approaches to justice and law enforcement.
- 4) *Corruption and Impunity*: Given Indonesia's ongoing struggle with corruption, training programs could emphasize the links between corruption and human rights violations and the role of public officials in ensuring justice and accountability.

These training modules could be adapted to the specific needs of different sectors, including law enforcement, the judiciary, local government officials, and national policymakers. Ensuring that these modules are practical and directly applicable to participants' daily work would be key to their success.

3. Challenges and Barriers

While the potential for the NTI to play a pivotal role in mainstreaming LHRE is significant, several challenges and barriers must be addressed to fully realize this potential. These challenges include institutional limitations, political resistance, and the difficulty of reaching marginalized communities.

a) *Institutional Challenges*

One of the primary challenges is the NTI's limited capacity to implement a comprehensive LHRE program. This includes constraints in terms of budget, resources, and trained personnel. The NTI would need significant investment in terms of

infrastructure, curriculum development, and professional training for its staff to build expertise in human rights law. Additionally, the NTI would need to allocate resources to conduct outreach programs in remote regions, where access to training is often limited. Coordination across various government bodies and ministries will also be essential to ensure the integration of human rights principles into national policies, which may require the establishment of dedicated departments or working groups within the NTI to focus on human rights education.

b) Political Resistance

Resistance from certain segments of society or government officials may also pose a significant barrier to the mainstreaming of LHRE. In a politically charged environment, where certain groups may perceive human rights education as a challenge to their power or influence, there may be pushback against efforts to integrate human rights principles into public sector training. This resistance could manifest in the form of limited support from policymakers, reluctance to allocate resources, or the imposition of political constraints on the content of training programs. For example, issues like press freedom or gender equality could be seen as politically contentious, leading to resistance from political elites or influential sectors of society.

c) Limited Outreach and Impact on Marginalized or Remote Communities

Reaching marginalized communities, particularly those in rural or remote regions of Indonesia, presents a significant challenge. Many of these communities lack access to basic legal education and often face significant barriers to justice due to geographical isolation, poverty, and limited resources. In order for the NTI to effectively mainstream LHRE across Indonesia, it would need to develop targeted outreach strategies that cater to these groups. This could include mobile training units, digital learning platforms, and partnerships with local NGOs to deliver human rights education in local languages and culturally relevant formats. Moreover, without the active participation of local communities and regional governments, the impact of these programs may remain limited.

Policy and Legal Reforms through LHRE Mainstreaming

1. How LHRE Can Inform and Shape Policy Reforms

The integration of Law and Human Rights Education (LHRE) into public sector training, legal education, and broader national development strategies has the potential to drive substantial policy and legal reforms in Indonesia. Education is a powerful tool for influencing public opinion, shaping governance practices, and fostering long-term systemic change. By embedding human rights principles within the fabric of public sector training, Indonesia can ensure that both policymakers and citizens are better equipped to understand, protect, and promote human rights. The role of LHRE in influencing policy reform is multifaceted, ranging from shaping public opinion to directly informing legal and institutional frameworks.

Education, particularly human rights education, plays a pivotal role in shaping public opinion, raising awareness, and influencing policy decisions. A population that is well-versed in human rights standards is more likely to demand justice, accountability, and respect for their rights. Public education on human rights can thus stimulate societal change by increasing awareness about issues such as freedom of speech, gender equality, minority rights, and the right to a fair trial. As the public becomes more informed, there is greater pressure on the government to adopt policies that align with these rights and principles. When public opinion demands policy change, particularly on issues of human rights, the government is more likely to respond with appropriate legal and policy reforms.

In Indonesia, where human rights violations have historically been underreported or ignored, a culture of rights-based education can empower citizens to demand accountability from their government. For example, the inclusion of human rights education in national curriculum reform could influence public debates around issues such as gender-based violence, access to justice, and environmental rights, thereby indirectly shaping the policy-making process.

Globally, there are numerous examples where human rights education for public officials has led to substantive legal reforms. For instance, the introduction of human rights training in post-apartheid South Africa contributed significantly to the development of progressive legal frameworks that dismantled discriminatory policies and promoted

human dignity. Similarly, in Brazil, comprehensive human rights training for police officers and judicial personnel helped reduce police brutality and fostered a shift towards a more inclusive and accountable justice system.

In Indonesia, an example could be the reform of the police force after the 1998 Reformasi period, which saw significant legal changes designed to curtail military and police power and expand civil liberties. Human rights training for police officers was a key component of these reforms, contributing to a gradual but important shift towards more community-oriented policing. This is an example of how human rights education can influence the legal landscape by shifting the values and practices of key stakeholders in law enforcement and governance.

In addition, a crucial aspect of the legal system in any democracy is the independence of the judiciary and the ability of judges to make decisions based on law and justice, free from political or external pressure. Well-trained legal professionals, equipped with knowledge of human rights and constitutional law, are better positioned to uphold judicial independence and fairness. In Indonesia, where corruption, political influence, and lack of transparency have at times compromised the integrity of the judicial system, human rights education for judges, prosecutors, and lawyers could play a transformative role.

By integrating human rights education into legal training, Indonesia can foster a more independent judiciary that is better equipped to address complex human rights issues, such as freedom of expression, land rights for indigenous communities, and gender-based violence. Furthermore, legal professionals trained in human rights are more likely to engage in fair and impartial decision-making, ensuring that the legal system works in the service of justice and not in defense of state power or political interests.

2. Recommendations for Policy and Legal Reforms

To fully harness the potential of Law and Human Rights Education (LHRE) in driving legal and policy reforms in Indonesia, several policy and legal reforms need to be prioritized. These reforms should focus on institutionalizing LHRE, ensuring its integration into national development plans, and creating legal frameworks that require human rights education in public sector training programs.

a) *Policy Recommendations for the Indonesian Government to Integrate LHRE into National Development Plans:*

The Indonesian government should prioritize the integration of LHRE into its long-term national development strategies. Human rights education should be seen as a vital component of the country's socio-political and economic development. This can be achieved by:

- 1) *Integrating LHRE into the National Development Planning Process:* LHRE should be included in the National Medium-Term Development Plan (RPJMN), which outlines Indonesia's development priorities over five-year periods. Incorporating human rights as a cross-cutting issue in these plans would ensure that education, governance, and legal reform efforts are all aligned with the protection and promotion of human rights.
- 2) *Incorporating Human Rights in National Education Policies:* The Ministry of Education and Culture should revise the national curriculum at all levels of education to incorporate human rights principles as mandatory subjects. This would create a generation of citizens who understand and can advocate for their rights, leading to a more engaged and rights-conscious public.
- 3) *Ensuring Policy Coherence:* The government should ensure that policies and laws adopted in other areas—such as social welfare, economic development, and environmental protection—align with international human rights standards. This requires the creation of policy frameworks that incorporate human rights safeguards into all areas of governance, ensuring coherence and consistency across sectors.

b) *Suggested Legal Reforms to Ensure That Human Rights Education Is a Priority in Public Sector Training*

Legal reforms are also needed to institutionalize LHRE in the public sector, particularly for government officials, law enforcement, and judicial personnel. Key reforms should include:

- 1) *Mandatory Human Rights Training for Public Officials:* The government should amend laws or introduce new legislation that mandates human rights training for all civil servants, including law enforcement personnel, judges, and prosecutors.

This could be legislated through an amendment to the Civil Service Law or the Law on Public Administration to establish human rights education as a mandatory component of civil service training.

- 2) *Standardization of LHRE in Legal Education:* The National Commission on Human Rights (Komnas HAM) could collaborate with the Ministry of Law and Human Rights to revise the Legal Education Law to ensure that law students receive comprehensive training in human rights, both from a theoretical and practical perspective. A similar approach could be adopted for continuing education for legal professionals and public servants.
 - 3) *Human Rights Impact Assessments for New Laws and Policies:* A legal requirement for human rights impact assessments (HRIA) should be introduced for all proposed legislation and policies, ensuring that new laws do not infringe upon basic human rights. This would encourage policymakers to consider the human rights implications of their decisions from the outset.
- c) *Proposals for Cross-Sector Collaborations to Institutionalize LHRE*
- Successful mainstreaming of LHRE in Indonesia will require robust cross-sector collaborations. These partnerships should include government agencies, civil society organizations, academic institutions, and international organizations. For instance, the Ministry of Administrative and Bureaucratic Reform (PAN-RB) could partner with Komnas HAM, universities with human rights faculties, and NGOs that focus on legal empowerment and public awareness campaigns. Such collaborations would ensure that human rights education is not confined to isolated sectors but becomes an integral part of the nation's governance and public service culture.

Additionally, the establishment of a Human Rights Education Task Force that brings together representatives from various government ministries, civil society, and academic institutions could be instrumental in coordinating efforts, sharing best practices, and monitoring progress.

3. Building Capacity for Long-Term Impact

To ensure the sustainability and long-term impact of human rights education programs, the Indonesian government and civil society organizations must establish robust monitoring and evaluation mechanisms. These mechanisms will help assess the effectiveness of LHRE initiatives and ensure that they are responsive to emerging challenges in the human rights landscape.

a) Establishing Monitoring and Evaluation Mechanisms

The NTI, in partnership with relevant stakeholders, should create comprehensive monitoring and evaluation frameworks to assess the effectiveness of LHRE programs. This includes tracking key performance indicators (KPIs) such as the number of public servants trained in human rights, changes in public opinion regarding human rights, and the implementation of human rights principles in government policies. Regular evaluation would allow for the identification of gaps and weaknesses in training programs and enable continual improvement.

b) Creating Feedback Loops to Ensure That Education Programs Are Responsive to Changing Human Rights Needs

Feedback loops should be established to ensure that human rights education programs are dynamic and responsive to changing societal and political contexts. This could involve regular consultations with civil society organizations, human rights defenders, and communities affected by human rights violations to ensure that the curriculum remains relevant and up-to-date with contemporary issues. Feedback mechanisms could include surveys, focus group discussions, and consultations with marginalized communities.

c) Strengthening the Role of Local Governments and Communities in Driving Legal and Human Rights Education

Local governments and communities must be actively involved in driving LHRE at the grassroots level. Local governments can integrate human rights education into their regional development plans and work with local NGOs and CSOs to organize training and awareness campaigns. Community-based organizations, in particular, are well positioned to deliver human rights education that is culturally sensitive and directly relevant to local contexts.

Empowering local leaders to advocate for human rights can have a profound effect on creating a bottom-up demand for legal and policy reforms.

Conclusion

This paper has explored the critical role that Law and Human Rights Education (LHRE) can play in driving legal and policy reforms in Indonesia. The findings underscore that mainstreaming LHRE within Indonesia's public sector training systems, including at the National Training Institute (NTI), holds immense potential for fostering a more accountable, transparent, and rights-respecting governance culture. By equipping civil servants, law enforcement officers, and legal professionals with the knowledge and tools to uphold human rights, the Indonesian government can ensure that human rights principles are not just theoretical ideals but practical standards guiding everyday decision-making in governance.

The NTI, as a central institution in public sector training, has the capacity to play a transformative role in embedding human rights education into national policies. However, its current efforts in this area remain limited. Expanding its mandate to integrate comprehensive human rights training into all levels of civil service and public sector education could significantly enhance the effectiveness of public institutions in promoting justice, equity, and democratic participation. Through tailored training modules on critical human rights challenges—ranging from gender equality and indigenous rights to freedom of expression and judicial fairness—the NTI can contribute to shaping an informed and rights-conscious bureaucracy. Moreover, the paper has shown how well-trained public officials, empowered with human rights knowledge, could help address systemic issues such as corruption, political resistance, and unequal access to justice, which continue to hinder Indonesia's democratic progress.

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Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity. On this International Human Rights Day, let us continue to work together to develop and nurture in future generations a culture of human rights, to promote freedom, security and peace in all nations.

Kofi Annan, former Secretary General of the United Nations, Nobel Peace Prize winner

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