GUIDELINES ON HUMAN RIGHTS EDUCATION

FOR SECONDARY SCHOOL SYSTEMS

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FOREWORD

Schools should be places where the dignity of every child is upheld and where knowledge about human rights is connected to the opportunity to experience human rights in everyday school life. Through human rights education, young people should be able to practice skills and attitudes that empower them to enjoy and exercise their rights, and to respect and uphold the rights of others. The OSCE Moscow Document of 1991 recognized that it is essential that citizens, and especially young people, are educated on human rights and fundamental freedoms.

These guidelines, which focus on human rights education in secondary schools, aim to support systemic and effective human rights learning for all young people. They were prepared on the basis of broad consultations involving teachers, teachers' unions, teacher trainers, educational administrators, NGO specialists, and representatives from intergovernmental agencies and national human rights institutions. The guidelines promote the objectives of the First Phase of the United Nations World Programme for Human Rights Education (2005 to 2009), as well as the Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education, which asked governments to ensure that human rights education is integrated within the schooling sector.

The current document presents approaches to be adopted when planning or implementing human rights education for secondary schools related to six key structural areas: the human rights-based approach to human rights education; core competencies; curricula; teaching and learning processes; evaluation; and professional development and support of educational

personnel. The guidelines also offer a list of key materials to assist in planning, implementing and evaluating human rights education in schools.

These guidelines may prove useful in a variety of school-related contexts. For example, they can help teachers and school administrators to incorporate human rights issues, themes and activities within existing subjects and/or in the development of new courses. They can also provide guidance for non-formal learning organized for youth by NGOs or through extra-curricular activities in schools. Moreover, the guidelines may serve as a resource for policymakers in drawing up new legislation regarding the professional development of teachers, as well as measures to evaluate educational systems.

The OSCE Office for Democratic Institutions and Human Rights (ODIHR) is pleased to present these Guidelines on Human Rights Education for Secondary School Systems and welcomes feedback on them, which will be used for future editions. It is our hope that the guidelines will contribute to the better implementation of OSCE commitments in the sphere of human rights education.

Ambassador Janez Lenarčič
Director, OSCE Office for Democratic Institutions and Human Rights

INTRODUCTION

RATIONALE FOR HUMAN RIGHTS EDUCATION IN SECONDARY SCHOOLS

Human rights protect the dignity and freedom of every human being. States are obliged under international law to respect, protect and fulfil human rights, and to ensure that education is aimed at strengthening respect for human rights and fundamental freedoms. The OSCE commitments affirm the fundamental character of human rights education and acknowledge that it is essential that young people are educated on human rights and fundamental freedoms.[1] The United Nations Declaration on Human Rights Education and Training reaffirms the necessity of access to human rights education.[2]

School systems play a central role in preparing young people to understand, cherish and claim human rights. In conjunction with this responsibility, teachers and all associated educational personnel need to be educated in

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[1] Document of the Moscow Meeting of the Conference on the Human Dimension of the CSCE (Moscow, 3 October 1991) (Moscow Document), paras. 42.1 – 42.6. Other key OSCE commitments related to human rights education can be found, for example, in Concluding Document of the Vienna Meeting (Third Follow-up Meeting to the Helsinki Conference) (Vienna, 19 January 1989) (Vienna Document), paras. 13.4 – 13.7; Document of the Eleventh Meeting of the Ministerial Council (Maastricht, 2 December 2003), para. 40, and OSCE Ministerial Council, Decision No. 11/05, "Promotion of human rights education and training in the OSCE area", Ljubljana, 6 December 2005.

[2] United Nations General Assembly Resolution 66/137, "United Nations Declaration on Human Rights Education and Training", 19 December 2011.

human rights and the ways in which human rights education can be carried out in schools. Human rights education should be mainstreamed in all spheres of the education sector, starting with early childhood development and pre-primary education. These guidelines focus on secondary schools, incorporating both formal and non-formal learning. Many elements of these guidelines may be relevant for younger children, teens and adults.

The importance of focusing on secondary school students has been acknowledged in OSCE commitments. OSCE participating States agreed to "encourage in schools (…) the promotion and protection of human rights and fundamental freedoms"[3] and to "design effective human rights related curricula and courses for students at all levels."[4] The First Phase of the United Nations World Programme for Human Rights Education[5] asks governments to ensure that human rights education is integrated within the schooling sector. The Declaration on Human Rights Education and Training also identifies the schooling sector as a prime target for human rights education, as do regional human rights institutions, such as the Council of Europe, which in 2010 promulgated the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education,[6] and the Inter-American Institute of Human Rights, with its curricular and methodological proposal for incorporating human rights education into formal schooling for children from 10 to 14 years of age (2006).[7]

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[3]   The Vienna Document, *op. cit.*, note 2, para. 13.6.
[4]   The Moscow Document, *op. cit.*, note 2, para 42.3.
[5]   "World Programme for Human Rights Education" UN High Commissioner for Human Rights (2005).
[6]   The Council of Europe *Charter on Education for Democratic Citizenship and Human Rights Education* was adopted within the framework of Recommendation CM/Rec (2010)7.
[7]   The Inter-American Institute of Human Rights (Instituto Interamericano de Derechos Humanos) prepared the *Curricular and Methodological Proposal for Incorporating Human Rights Education into Formal Schooling for Children from 10 to 14 years of Age* (San Jose: IIHR, 2006) in support of the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights (Protocol of San Salvador). The Protocol of San Salvador calls for reports on human rights education developments using progress indicators, such as the curricula, textbook content and methodology of human rights education in school grades serving children from ten to 14 years of age. Ten Inter-American Reports on human rights education were prepared between 2002 and 2011.

KEY DEFINITIONS FOR GUIDELINES

The United Nations Declaration on Human Rights Education and Training states that "human rights education comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms. Human rights education contributes to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding, and by developing their attitudes and behaviours to empower them to contribute to the building and promotion of a universal culture of human rights."[8]

The Declaration also asserts that "human rights education encompasses education (a) *about* human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection; (b) *through* human rights, which includes learning and teaching in a way that respects the rights of both educators and learners; and (c) *for* human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others."[9]

These guidelines are focused on the effective human rights learning of secondary school students, defined as youths aged approximately 12 to 18 who attend school. In order to enable human rights education in secondary schools, classroom teachers, other educational personnel and those involved in their initial and in-service education will need to be familiar with and committed to human rights education. In these guidelines, the term "*teachers*" refers to classroom teachers. *Educational personnel* refers to school-based department heads, principals and other educators employed at the school level, as well as administrators and policymakers working at the sub-national and national levels whose responsibilities influence the ability of secondary schools to carry out human rights education. *Trainers* include those based in formal training institutions, such as in ministries of education, colleges and universities, as well as those based in civil society organizations carrying out in-service training for teachers and educational personnel.

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[8]   "United Nations Declaration on Human Rights Education and Training" 2011, Article 2, para 1.
[9]   *Ibid,* Article 2, para 2.

These guidelines reflect the view that human rights education, through its universal normative foundation and the rights-based approach, is unique and distinct from such related fields as tolerance and non-discrimination education, citizenship education, peace education and intercultural/ multicultural education, even though these fields are closely interrelated and mutually supportive. The guidelines are also based on the assumption that effective human rights education will reflect and support many of the educational aims and approaches of these other fields, and that human rights education is a lifelong learning process.

PROCESS FOR ELABORATING GUIDELINES

ODIHR initiated the development of these guidelines as follow-up to consultative workshops that took place in Istanbul on 16 and 17 September 2010, in Geneva on 22 and 23 August 2011, and in Warsaw on 7 and 8 November 2011. These guidelines are an evolving document reflecting ongoing discussions for organizing quality human rights education programming in secondary schools.

ODIHR has worked in close consultation with practitioners with extensive experience in this field. An initial document was drafted in collaboration with a working group organized following the Istanbul workshop. The final version of the guidelines was elaborated on the basis of input provided by an additional group of human rights practitioners representing all OSCE geographical regions and groups, including teachers, teachers' unions, teacher trainers, educational administrators, NGO specialists and representatives from intergovernmental agencies and national human rights institutions.[10]

The Guidelines on Human Rights Education for Secondary School Systems have been elaborated with reference to key policy and resource documents promulgated by the United Nations (UN), regional human rights bodies and other agencies. Specifically, these guidelines are based on the normative framework of the OSCE Human Dimension Commitments and other regional human rights standards and mechanisms, such as those existing within the Council of Europe, and on core international human rights instruments, as well as the decisions of their respective monitoring bodies: the International

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[10] All people who provided feedback are listed in the Acknowledgements section of these guidelines.

Covenant on Civil and Political Rights (ICCPR); the International Covenant on Economic, Social and Cultural Rights (ICESCR); the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD); the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW); the Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT); the Convention on the Rights of the Child (CRC); the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (ICRMW); the Convention on the Rights of Persons with Disabilities (CRPD); and the International Convention for the Protection of All Persons from Enforced Disappearances (CPED).

ANTICIPATED USERS OF THE GUIDELINES

These guidelines are intended for programme designers, practitioners, policymakers and other stakeholders associated with secondary schools. As governments are responsible for the delivery of human rights education in schools, it is presumed that the implementation of such programming will take place within a legislative or policy framework ensuring sustainable human rights education.

PURPOSES OF THE GUIDELINES

The Guidelines on Human Rights Education for Secondary School Systems serve to:
- support the fuller realization of the right to quality education, including access to human rights education;
- operationalize and illustrate key human rights education principles and approaches;
- provide a point of reference for and articulate quality human rights education to programme developers;
- clarify human rights education learner outcomes (specifically in the categories of knowledge and understanding, values and attitudes, and skills);
- assist in the elaboration of effective programmes for training educators to deliver human rights education;
- provide a basis for assessing progress in promoting and adhering to human rights; and
- promote ongoing improvements in the quality of human rights education.

These guidelines present principles for carrying out human rights education in secondary schools but have not been designed as a resource with examples.

APPLICATION OF THE GUIDELINES

These guidelines presume that human rights education will be carried out in secondary schools through the incorporation of human rights issues or themes within existing compulsory subjects and/or the development of new courses or special subjects. Such formal teaching will ideally be complemented by non-formal learning opportunities in and out of schools, such as extra-curricular classes and clubs, and participation in projects, field trips and other activities, such as seminars and round tables. These guidelines were developed for secondary schools but may be relevant for non-formal learning organized for youth by other organizations.

It is essential that human rights values infuse the culture and practices of both the classroom and school environments so that human rights are a "lived" experience in the schooling system. The human dignity of students, their teachers and other members of the school community should be fully respected so that lessons on human rights resonate within the climate of the classroom and school and motivate learners to respect and apply human rights in their own lives.

These guidelines cannot take into account all the specificities of secondary schools, such as the cultural context, personal experiences with human rights and other political and historical features of the learning environment within which human rights education will take place. Nor can general guidelines take into account the special needs or vulnerabilities of students, such as those learning in conflict, post-conflict and post-disaster situations, or those who are at risk of dropping out of school due to various factors, such as poverty, health conditions or violence. Educators and those designing human rights education will need to take such needs, conditions and sensitivities into account so that human rights education is carried out in a way that is most effective and empowering for learners.

Finally, these guidelines are not formulaic, nor could they ever be comprehensive. Rather, they are intended to serve collectively as a metric for quality programming and as a resource for those interested in initiating, expanding or reviewing human rights education activities. The guidelines

set benchmarks that should be vigorously pursued in the short term and can be approached progressively in the medium and long terms.

STRUCTURE OF THE GUIDELINES

The guidelines are organized according to six main areas:

1. **Overall Processes and Goals**, reflecting the human rights-based approach;
2. **Core Competencies,** identifying the key learner outcomes that illustrate the essential capabilities learners have to develop;
3. **Curricula,** developing education and training programmes for all learning activities, formal and non-formal;
4. **Teaching and Learning Processes**, ensuring these are learner-centered (relating human rights to learners' real-life experiences), participatory and inclusive, and taking place in learning environments that respect the human rights of all participants;
5. **Evaluation,** ensuring that educational programme results are regularly evaluated using appropriate methods; and
6. **Training, Professional Development and Support for Educators,** ensuring that teachers and educational personnel receive pre-service and regular in-service training and support.

The guidelines also include a resources section that lists key materials to assist the user in planning, implementing and evaluating human rights education in secondary schools. The reader is encouraged to consult these resources, which are organized according to the following resource categories:
- international and regional human rights education policy documents;
- human rights education policy and programme planning;
- human rights education teaching and learning;
- a human rights-based approach to schooling; and
- the evaluation of human rights education in secondary schools.

1. OVERALL PROCESSES AND GOALS

Main aim: ensuring that the overall processes and goals of human rights education reflect a human rights-based approach.

The objective of human rights education in secondary schools is the improved and long-term realization of human rights. The human rights-based approach to human rights education means that outcomes are explicitly linked with improvements in the enjoyment of human rights, as articulated in human rights standards. The human rights-based approach also implies that human rights principles are integrated in all phases of programme planning and implementation, as well as in the organization of educational institutions.

The human rights principles are:
- universality and inalienability;
- indivisibility;
- interdependence and interrelatedness;
- equality and non-discrimination;
- participation and inclusion; and
- accountability and the rule of law.[11]

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[11] The Vienna Document, *op. cit.*, note 2, paras. 11 – 12. See "The UN Statement of Common Understanding on Human Rights-Based Approaches to Development Cooperation and Programming" (the Common Understanding) (2003), available at <http://hrbaportal.org/?page_id=2127>.

The UN Convention on the Rights of the Child and its application to the right to education are especially relevant to secondary schools and complement the human rights-based approach.[12]

THE HUMAN RIGHTS-BASED APPROACH IN PROGRAMMING

Human rights education in secondary schools is designed in consultation with key stakeholders, including civil society organizations, and with the direct and meaningful participation of youth. Human rights education is implemented in secondary schools in collaboration with a wide range of stakeholders at the national, sub-national/regional and local levels, including policymakers, educational professionals, teacher-training institutions, students, parents, educational institutions, non-governmental organizations, children and youth organizations and the media, in order to foster a wide and multi-faceted range of opportunities for students to engage with human rights in their community.[13]

Human rights education planning involves the identification of key human rights needs and priorities of members of the secondary school community that are to be addressed in the human rights education programme. Special attention must be given to those groups of learners who are vulnerable.

Human rights education goals encourage action to fulfil the human rights of all members of the secondary school community, including students, teachers, administrators, parents and support staff in all capacities.

Human rights education developed using a human rights-based approach strengthens the capacity of duty bearers (e.g., legislators, policymakers,

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[12] Relevant OSCE commitments (Document of the Copenhagen Meeting of the Conference on the Human Dimension of the CSCE, Copenhagen, 29 June 1990, and Report of the CSCE Meeting of Experts on National Minorities, Geneva, 19 July 1991) and the UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities (article 4) also complement the human rights-based approach in relation to the education of persons belonging to national minorities.

[13] The Moscow Document, *op. cit.*, note 2, paras 42.5–42.6; Council of Europe (2010), *Charter on Education for Democratic Citizenship and Human Rights Education*, Section II, 5i. See also: Hartley, M. and Huddleston, T., "School-Community-University Partnerships for Sustainable Democracy: Education for Democratic Citizenship in Europe and the United States of America", Council of Europe, 2010. UNESCO and OHCHR , *Plan of Action, World Programme for Human Rights Education, First Phase*, (New York and Geneva: UNESCO and OHCHR, 2006).

educational professionals and teacher trainers) to meet their human rights obligations through improvements in policies, legislation, resource allocation and practices supporting human rights education in secondary schools.

Human rights education objectives are outcome-based and measurable.

In order to be effective, sufficient and sustained resources (time, financial and human resources) are allocated for human rights education.[14]

THE HUMAN RIGHTS-BASED APPROACH IN EDUCATIONAL INSTITUTIONS

The human rights-based approach applies to how schools and organizations that implement human rights education in schools work. These organizations reflect and promote human rights-based principles, including non-discrimination and inclusion, dignity and respect, accountability, participation and empowerment of learners, educational staff and parents within their organizational structure, governance processes and procedures.[15]

Education is provided in a way that is consistent with human rights, including equal respect for every child, opportunities for meaningful participation in decisions that affect their interests, freedom from all forms of violence and respect for language, culture and religion.[16]

Secondary schools and classrooms foster participation, self-expression, communication, co-operation and teamwork, and discipline processes that affirm the human dignity of students and educational personnel.

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[14] Ibid. UNESCO and OHCHR, 2006, p. 42.
[15] Ibid., pp. 43–44. and Bäckman, E. and Trafford, B., "Democratic Governance of Schools" Council of Europe, 2007.
[16] The Vienna Document, *op. cit.*, note 2, paras 13.7 and 63; See UNICEF and UNESCO. *A Human Rights-Based Approach to Education for All* (New York and Paris: UNICEF and UNESCO, 2007), p. 4.

2. CORE COMPETENCIES[17]

Main aim: Ensuring that clearly established learner outcomes – including dimensions of knowledge and understanding, attitudes, values and skills – guide the development of curricula, teaching and learning processes, evaluation processes and preparation of teachers and other educational personnel.

This list of desired competencies, or learner outcomes, is intended to be used in designing human rights education in secondary schools.[18] However, many elements of these competencies may be relevant for younger children and young adults, as well as for youth engaged in non-formal learning carried out by organizations other than schools.

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[17] Special thanks to the experts that contributed to the creation of the core competencies: Vibeke Eikaas, Manager, International Human Rights Education Centre, Amnesty International (Norway); David Kerr, Director of Educational Programmes, Citizenship Foundation (United Kingdom); Barry van Driel, International Director for Teacher Training and Curriculum Development, Anne Frank House (Netherlands); George Kent, Department of Political Science, University of Hawai'i (United States); Anja Mihr, Netherlands Institute of Human Rights, University of Utrecht (Netherlands); Ted Orlin, Professor of Human Rights, Human Rights Advocacy Program, Utica College (United States); Ana Maria Rodino, Human Rights Education Specialist, Inter-American Institute of Human Rights (Costa Rica); Ted Huddleston, Consultant in Civic and Citizenship Education (United Kingdom); Margaret Sinclair, Independent Peace Education Expert (UK); Rui Gomes, Youth Department, Council of Europe (France).

[18] These competencies can be further elaborated with sub-themes, examples and adapted versions developed for specific learner groups (both duty bearers and rights holders) or human rights conditions. Moreover, within each of these lists, certain learner outcomes can be identified as especially relevant for certain learners. Such decisions are at the discretion of the human rights education designer.

The human rights education core competencies for secondary students are grouped under three headings: knowledge and understanding, attitudes and values, and skills. Although the competencies are presented individually, the majority are interlinked. For example, an attitude of empathy towards the suffering of others may be linked with a learner taking action to raise the awareness of others in relation to human rights violations. The competencies are not presented in any particular order or priority.

KNOWLEDGE AND UNDERSTANDING

The learner is aware of, knows about and understands:

- The history and philosophy of human rights, including the Universal Declaration of Human Rights;

- Human rights as a values framework and its close relationship with other ethical, religious and moral value frameworks, as well as other social goals and developments, such as democracy, peace and security, economic and human development, and globalization;

- Human rights and children's rights principles: participation and inclusion, equality and non-discrimination, accountability, freedom from all forms of violence and the evolving capacities and best interest of the child;

- International human rights standards elaborated in international and regional instruments, including the UN Convention on the Rights of the Child, which is of special relevance to the secondary school context;

- The evolving nature of the human rights framework and the ongoing development of human rights in all regions of the world, linked to the human struggle for freedom, equality, justice and dignity;

- State obligations in relation to human rights, including review of domestic legal frameworks, treaties and mechanisms of protection at the national, regional and international levels;

- Arguments for the universality, indivisibility and interdependence of human rights and common challenges to each of these perspectives;

- Rights in conflict with one another and the need not to establish hierarchy among rights but to maximize respect for all rights in such circumstances;

- Human rights and international humanitarian law and protection during armed conflict, efforts to secure justice on the international level (i.e., the International Criminal Court) and the prevention of crimes against humanity;

- The root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses;

- Critical human rights challenges in our communities and societies and factors contributing to supporting or undermining human rights in one's own environment (e.g., political, legal, cultural/social, religious and economic);

- Complaint procedures that are available in one's own environment when human rights have been violated; and

- Current or historical human rights issues or movements – in one's own country, on one's own continent or in the world – and individuals and groups that contributed to the upholding and defense of human rights, such as women and persons belonging to minority groups.

ATTITUDES AND VALUES

The learner demonstrates:

- Respect for oneself and for others based on the recognition of the dignity of all persons and of their human rights;

- Acceptance of and respect for persons of different race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status, with awareness of one's own inherent prejudices and biases, and commitment to overcoming these;

- Openness to reflecting and learning, so as to improve personal behaviors aligned with human rights principles;

- An active interest in human rights and justice-related themes;

- Appreciation of the link among rights, responsibilities, equality, diversity, non-discrimination, social cohesion and intercultural and inter-religious dialogue;

- Confidence in claiming human rights and an expectation of duty bearers to protect, respect and fulfil human rights;

- Compassion for and solidarity with those suffering human rights violations and those who are the targets of attacks resulting from injustice and discrimination (especially vulnerable groups);

- A belief that one person working collaboratively with others can make a difference in promoting human rights locally and globally, and motivation to doing so;

- Commitment to sustaining and safeguarding human rights and to not being a bystander when the dignity and rights of others are violated; and

- Motivation and flexibility in carrying out collaborative efforts for human rights (e.g., as leaders, mediators or activists).

SKILLS

The learner is able to:

- Describe historical and contemporary political, legal, economic, cultural and social processes from a human rights perspective and using human rights language;

- Identify important human rights issues in relation to key areas of life for themselves and others (e.g., school, family and community);

- Distinguish between duty bearers and rights holders and how these roles may overlap;

- Identify human rights violations, including their root causes and consequences;

- Identify the individual and collective benefits of realized human rights in and beyond one's own environment;

- Analyze power relationships and the roles of actors, critically evaluate the actions of duty bearers with reference to rights, and analyze appropriate and effective action on behalf of human rights;

- Locate information and sources on human rights relevant to one's own personal and academic needs and interests, including through the use of information and communication technologies;

- Evaluate information sources, including media and learning resources, and recognize points of view, bias and reliability;

- Critically evaluate one's own contribution to the realization of human rights and the respect for human dignity;

- Apply human rights principles in resolving interpersonal conflicts, including the application of knowledge of one's rights in situations where they are being denied;

- Take an active part in discussions and debates, participating sensitively and constructively on controversial human rights topics;

- Identify and apply strategies for opposing all forms of discrimination and bullying;

- Network and collaborate with others in advocating for human rights;

- Develop and defend proposals for changing policies or laws concerning human rights (e.g., in the context of school, the community or society);

- Use human rights standards to claim rights towards duty bearers in and beyond one's own environment using legal and non-violent methods; and

- Prepare and carry out various actions to promote human rights in the private and public domains, including, but not limited to: expressing points of view and carrying out public-awareness activities; organizing or joining campaigns for those deprived of freedoms and rights; and influencing mainstream politics, the media and local issues.

3. CURRICULA[19]

Main aim: Ensuring that education programme design and curricula are used in ways that are appropriate to the particular context, as well as the needs of participants, and are culturally, socially and linguistically relevant.

A school-based curriculum is a plan of action to help learners improve their competencies (i.e., knowledge, skills and attitudes). Curricula can be used in secondary schools for both formal learning activities (i.e., classroom teaching), and non-formal learning activities (e.g., field trips, project-based work and school clubs). The following curriculum guidelines set targets that will need to be planned for in a manner that is realistic for each national and local context.

ORGANIZATION OF CURRICULA

There is a (national) framework for human rights education that sets out concepts and goals, teaching and learning objectives and approaches.[20]

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[19] The Moscow Document, *op. cit.*, note 2, para. 42.3, states that the (OSCE) participating States will "encourage their competent authorities responsible for education programmes to design effective human rights related curricula and courses for students at all levels."

[20] Ibid.; UNESCO and OHCHR 2006, op.cit., note 13 p. 39.

The national framework and related school-based curricula are outcomes-based and reflect key human rights education competencies for each of the categories of knowledge and understanding, attitudes and values, and skills. The curricula are comprehensive and include learning outcomes, learning content, assessments, methods and materials adapted to the needs of students.

The national human rights education framework and school curriculum development and review processes are carried out collaboratively, including not only representatives of state education institutions but also representatives of other government agencies, civil society organizations, national human rights institutions, children and youth and their families and communities.

Human rights issues and themes are incorporated into curricula as a separate subject, through carrier subjects and/or a cross-cutting approach. All three options will use human rights education as an explicit component of school-wide curriculum and teaching and learning processes.[21] The human rights education curricula span all years and are incorporated in a coherent and consistent manner, so as to ensure that students successfully master more human rights education competencies over time.

The curricula reflect human rights values and promote social cohesion and intercultural dialogue, the value of diversity and equality,[22] and opposition to discrimination on the basis of race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status.[23]

The curricula use locally available examples, both current and historical, in order to help ensure their relevance to students.

The curricula are appropriate to the age, gender, language, linguistic abilities and evolving capacities of learners, so that every student can benefit from human rights education.

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[21] *Ibid.,* p. 40.
[22] OSCE Ministerial Council, Decision No. 3/03, "Action Plan on Improving the Situation of Roma and Sinti within the OSCE Area", para. 76, Maastricht, 2 December 2003; Council of Europe, "Charter on Education for Democratic Citizenship and Human Rights Education", 2010, Section II, 5f.
[23] The Vienna Document, *op. cit.*, note 2, para. 13.7

The curricula take into account the diversity of learners and are accessible to all learners, especially persons who are particularly vulnerable to human rights abuse, for example those with disabilities.

The curricula are adaptable to all learners and suggestions for how to carry out such adaptations are included.

The curricula are updated regularly to ensure that the themes and examples are relevant to the daily lives and concerns of students.

TEXTBOOKS AND SUPPORT MATERIALS

Textbook and learning resources[24] reflect human rights values and promote social cohesion and intercultural dialogue, the valuing of diversity and equality, and opposition to discrimination on the basis of race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status.[25]

Learning resources have been developed to encourage the active participation of students, including teacher guides and manuals, textbooks and comic strips, as well as audio-visual, creative arts and other support materials, including those involving information and communication technologies.

Learning resources take into account the diverse conditions of students, including the special learning needs of youth who are deaf, blind or have other disabilities.

National and, where relevant, sub-national textbook adoption processes value human rights education and explicitly reflect the principles of these guidelines.

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[24] Textbook and learning resources refer to materials formally authorized for use in school by educational authorities, as well as materials that are used in school at the discretion of educators.

[25] See: *Guidebook on Textbook Research and Textbook Revision*, 2nd revised and updated edition (Paris: UNESCO).

Human rights education materials have been disseminated and, if appropriate, are widely available on the Internet in sufficient numbers and in appropriate languages (including sign language and other minority languages).[26]

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[26] The Vienna Document, *op. cit.*, note 2, paras. 13.3 – 13.6, The Moscow Document, *op. cit.*, note 2, para. 42.4.; UNESCO and OHCHR 2006, op. cit., note 13, p. 47.

4. TEACHING AND LEARNING PROCESSES

Main aim: Ensuring that teaching and learning processes are learner-centered, practical (relating human rights to participants' real life experiences), participatory and inclusive, and take place in learning environments that respect the human rights of all participants.

Teaching and learning processes are planned interactions intended to cultivate human rights competencies. Human rights education takes place in environments that are trustworthy, child- and youth-friendly, secure, non-discriminatory and democratic in atmosphere.[27] Educators demonstrate a motivation for and an understanding of human rights in lesson content and delivery, as well as in classroom management and discipline. Likewise, instruction and learning processes motivate students and encourage their interest in and commitment to human rights.

OVERARCHING APPROACH

Co-operation is facilitated and encouraged among secondary schools, parents and communities, including NGOs, children and youth organizations, local-government agencies, higher education institutions, media and

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[27] *Ibid*, p. 46.

businesses, in order to put into practice what is learned as part of human rights education in schools. The participation of human rights experts and activists is encouraged.

Instruction and learning processes facilitate the inclusion of all students, especially those who may have barriers to learning, who are in vulnerable situations or who are subject to discrimination.[28]

Students are given the opportunity to propose and make choices that influence instruction and learning processes.

METHODOLOGIES

Human rights education uses learner-centered methods and approaches that empower students and encourage their active participation, co-operative learning and a sense of solidarity, creativity, dignity and self-esteem.[29]

Teaching methods are appropriate to the age, evolving capacities, language, cultures, learning styles, abilities and needs of learners.

Methodologies enable learners to achieve human rights competencies by being practical in orientation and providing students with opportunities to practice human rights competencies in their educational environment and community.

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[28] Helsinki Document of the CSCE: The Challenges of Change (Summit of Heads of State or Government) (Helsinki, 10 July 1992), para. 34, <http://www.osce.org/mc/39530?download=true>.

[29] UNESCO and OHCHR 2006, op.cit., note 13 p. 46.

5. EVALUATION

Main aim: Ensuring that educational results are evaluated, including success in achieving learner outcomes and improvement of the overall enjoyment of human rights.

Evaluations of human rights education in secondary schools are regularly carried out in order to understand and improve programme implementation, the quality of curricula and learning materials, student and teacher achievement, the adequacy of teacher preparation, and the realization of human rights in schools and communities. Four kinds of educational evaluation take place: student assessment, teacher assessment, programme evaluation and impact assessment.

STUDENT ASSESSMENT

Students are formally assessed (and graded, when possible) for achievements in knowledge- and skill-based human rights competencies. Teachers also track changes in student attitudes informally, although these are not used as a basis for grading.

Students actively take part in designing and carrying out assessments/ evaluations and reflecting on their own work as an important part of their learning process.

Assessment of students' progress, whether formal or informal, is carried out regularly.

Assessments are designed to support the learning of students by providing feedback on areas for improvement, and results are shared and discussed with students.

Students' achievements are recognized and valued.

Assessment methods for individual students or groups of students are seen as fair, reliable and non-threatening to learners and are carried out with transparency and fairness.

The means of assessment are varied, including, for example, tests, essays, simulations, learning diaries, portfolios, project-based work and peer- and self- review processes.

Assessments are appropriate to the learning context and the age and abilities of students, and accommodation is made for learners in vulnerable situations and with disabilities.

TEACHER ASSESSMENT

Teachers are formally assessed for achievements on knowledge – and skill-based human rights education competencies prior to their carrying out human rights education in secondary schools. Assessments also examine whether teachers possess appropriate attitudes for carrying out human rights education (at least informally).

Teachers actively take part in designing and carrying out evaluations of their own work, so as to contribute to the progressive improvement of their own human rights education competencies.[30]

Assessment of teachers' progress, whether formal or informal, is carried out regularly, both during pre- and in-service training activities and once

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[30] See: Brett, P., Mompoint-Gaillard, P. and Salema, M.H., *How all Teachers can Support Citizenship and Human Rights Education: a Framework for the Development of Competences* (Strasbourg: Council of Europe, 2009).

educators are actively carrying out human rights education. The means of assessment are varied, including, for example, observation of teaching practices, review of lesson plans, projects and activities implemented with students, and peer – and self – review processes.

There are clearly designated persons for carrying out routine assessments of teachers and other educational personnel conducting human rights education. These persons are human rights education trainers, specialists, other teachers conducting human rights education and/or curricular supervisors in the school setting.

Assessments are designed to support teachers' learning by providing feedback on areas for improvement. Results are shared and discussed with teachers.

Teacher self-assessment and peer evaluation are encouraged.

Teacher achievements are recognized and valued.

Assessment methods for teachers are seen as fair, reliable and non-threatening, and are carried out with transparency and fairness. Assessment methods allow teachers to express their views and to contribute in meaningful ways to the evaluation.

PROGRAMME EVALUATION

An initial piloting of human rights education programmes is carried out in secondary schools, in order to inform and help ensure high quality curricula, teaching resources, instruction and learning processes, and teacher preparation.

Ways of measuring the results of human rights education-related policies, such as those related to curricular standards, are identified and applied in order to track progressive implementation.[31]

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[31] Kerr, D., Losito, B. et al , *Strategic Support for Decision Makers: Policy Tools for Education for Democratic Citizenship and Human Rights* (Strasbourg: Council of Europe, 2010), p.23.

Programme evaluations are organized as self-reflective and as learning processes for human rights education organizers and stakeholders.[32]

Programme evaluations involve human rights education stakeholders, including not only state education institutions, but also representatives of other government agencies, civil society organizations, national human rights bodies, youth and their families and communities.

Programme evaluations examine whether human rights education in secondary schools has resulted in the awareness of duty bearers (teachers, administrators, other educational personnel and parents/guardians) about their rights and obligation to respect, protect and fulfil the human rights of children and young people.

Programme evaluations examine whether human rights education in secondary schools has resulted in the awareness of rights holders (students, teachers, other educational personnel, parents and guardians) about appropriate and effective ways to claim their rights and to respect those of others.

Programme evaluations review whether human rights education programmes reflect and promote rights-based principles within the organizational structure, processes and procedures of secondary schools. These principles include freedom, equality, non-discrimination, dignity and respect, accountability, participation and empowerment.

Results of programme evaluations are widely disseminated among educational institutions, human rights stakeholders and the community in order to enhance public discussion about the importance of human rights education programming, as well as how it can be improved.

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[32] See Birzea, C. et al., *Tool for Quality Assurance of Education for Democratic Citizenship in Schools* (Paris: UNESCO, Council of Europe, Centre for Educational Policy Studies, 2005).

IMPACT ASSESSMENT

Impact assessments are periodically carried out to review if learner – and institution-based outcomes documented in programme evaluations have been sustained. [33] Impact assessments also examine the application of human rights education through actions and behaviors, as well as through associated impacts in relation to the concrete realization of human rights and changes in people's lives. The "dimensions of change" outcomes incorporated within an impact assessment are aligned with the goals and design of the human rights education programme.

In addition to the outcomes of programme evaluation listed above, impact assessments will determine whether human rights education in schools, in relation to rights holders (students, their parents or guardians, teachers) has:
- strengthened their capacities to claim their rights and respect the rights of others, especially those who are excluded or discriminated against;
- resulted in increased respect for the rights of others, especially those who are excluded or discriminated against;
- increased the ability of young people to influence the human rights policies and actions of duty bearers;
- resulted in actions that promote their rights and the rights of others, especially of those who are excluded or discriminated against; and
- resulted in improvements in the enjoyment of human rights.

Impact assessments also determine whether human rights education has resulted in progressive improvement in enabling environments for human rights and human rights education, in relation to duty bearers in national and sub-national education systems and in schools including:
- policies (e.g., plans of action, national frameworks, school curricula and textbooks);
- institutions and personnel (e.g., focal points for human rights education and coalitions);
- resources (e.g., budgets and staff time); and
- preparation of teachers and educational personnel (e.g., dedicated courses or training, accreditation or other incentives provided by educational authorities).

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[33] Impact assessments might be carried out from every 3 to 5 years, for example.

6. TRAINING, PROFESSIONAL DEVELOPMENT AND SUPPORT FOR EDUCATORS

Main aim: Ensuring that teachers and other educational personnel receive periodic, relevant and structured training according to their needs, professional responsibilities and circumstances, and in accordance with the intended learner outcomes of those they teach.

In order to effectively implement human rights education in secondary schools teachers and other educational personnel require a range of competencies. These competencies should be deliberately cultivated by the necessary initial and ongoing high-quality training and development in human rights education as a separate and/or mainstreamed thematic area. [34]

COMPETENCIES OF TEACHERS AND OTHER EDUCATIONAL PERSONNEL

Teachers and other educational personnel trained in human rights education possess the range of knowledge, values and skill competencies required for human rights education in schools.

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[34] Council of Europe, *Charter on Education for Democratic Citizenship and Human Rights Education*, (2010), Section III-9.

Teachers develop and use curriculum, organize and carry out teaching and learning processes, and design and implement assessments in ways consistent with the relevant section of these guidelines.

Teachers and educational personnel are competent at recognizing and addressing intolerance and discrimination of all forms – including discrimination based on race, colour, gender, language, political or other opinion, religion, national or social origin, property, birth, age or other status – and are able to take into account issues of diversity when working with children and youth.

Teachers and educational personnel are aware of the human rights-based approach and its application to schools and other agencies and organizations that implement human rights education.

TEACHER PREPARATION AND TRAINING INSTITUTIONS

Separate training programmes are organized for different categories of teachers and other educational personnel, for example, based on subject area, age of learners, position or other features of their learning environment.

Teacher trainers possess the range of knowledge, value and skill competencies that they aim to convey in their training programmes. Teacher trainers are qualified practitioners, although training may incorporate additional experts from the field of human rights.[35]

The selection of trainers is based upon principles of non-discrimination, ensuring that all individuals, including women and persons belonging to minorities, are appropriately represented.

Training programmes are adequately planned and resourced.

Appropriate training resources and materials are developed and disseminated.[36]

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[35] *Ibid.*, p. 2.
[36] UNESCO and OHCHR 2006, op. cit., note 15, p. 51.

Training programmes include structured follow-up in order to provide support and to promote quality assurance.

Teachers are provided with regular peer support and resources (e.g., time, meeting places, information and communication tools) for professional collaboration.[37]

QUALITY OF TRAINING FOR TEACHERS AND OTHER EDUCATIONAL PERSONNEL

Training programmes are adapted to the particular cultural, educational, regional and experiential needs and realities of the teachers and their students.[38]

Training programmes are oriented towards human rights education teacher competencies as defined in this document and towards local curricula and national frameworks.

Training programmes have clear learning objectives encompassing knowledge and understanding, attitudes and skills.

Training programmes are designed in consultation with teachers and educational personnel.

Training programmes, including those offered by civil society organizations, are encouraged and recognized by relevant authorities.

Appropriate training methods, and learner-centered approaches, in particular, are used for adult learners and address motivation, self-esteem and emotional development leading to awareness-raising of values and behaviour.[39]

Appropriate methods for training in human rights education are used, such as participatory, interactive, co-operative and experience and practice-based

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[37] Final Act of the Conference on Security and Co-operation in Europe, Helsinki 1 August, 1975, Co-operation in Humanitarian and Other Fields, 4. Co-operation and Exchanges in the Field of Education.
[38] Office of the UN High Commissioner for Human Rights, *Human Rights Training: A Manual on Human Rights Training Methodology,(2000)*, p. 2.
[39] OHCHR and UNESCO, 2006, *op. cit.*, note 15.

methods, linking theory to practice and testing learned techniques in the classroom.[40]

Training programmes incorporate relevant national, regional and international human rights standards and make use of resources that are understandable to learners.

Teachers are required to demonstrate competencies on the basis of learning objectives, both during and upon completion of the training.

Training programmes empower teachers to understand themselves as learners, to contribute with their own experiences to learning processes and to motivate them to carry out human rights education.

Teachers and educational personnel are sensitized about their own potential to fail to respect human rights, however unwittingly, such as through failing to prevent or intervene in acts that humiliate or harm members of the school community.

Teachers learn how to find information and sources on human rights, including through use of information and communication technologies.

Teachers are trained how to adapt a human rights education programme, using appropriate methodologies and teaching resources, to their local and national environment or learner group.

Training programmes are relevant to the daily work of teachers and educational personnel.

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[40] OHCHR, 2000, *op. cit., note 38.*

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[41] These resources include some key documents supporting human rights education in secondary schools, as well as human rights education in other teaching and learning environments. This list of resources is not comprehensive. Notably, a number of resources not referenced in the guidelines but are linked with human rights education approaches and principles that address education for democracy, peace education, intercultural education, tolerance, non-discrimination and anti-racism education, the education of vulnerable groups (such as Roma or persons living with HIV/AIDs), gender equality, violence prevention in schools, and approaches to teaching specific subjects, such as history.

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EDCHRE_StrategicSupport_EN.pdf>.

Martin, P., *Self-Help Human Rights Education Handbook* (New York:
Center for the Study of Human Rights (Columbia University, 1996),
<http://www.hrea.org/erc/Library/curriculum_methodology/SELFHELP.html>.

OSCE/ODIHR, Council of Europe, UNESCO, *Guidelines for
Educators on Countering Intolerance and Discrimination Against
Muslims: Addressing Islamophobia Through Education*
(Warsaw: OSCE/ODIHR, Council of Europe, UNESCO, 2011),
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