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CONTEMPORARY ISSUES in HUMAN RIGHTS EDUCATION

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FOREWORD

Human rights education has been at the heart of UNESCO's work since the Organization was founded in the aftermath of the Second World War. Then, as now, a quality education was considered one that, among other outcomes, addresses the ignorance and mistrust that lead to human conflict. This can only be achieved through learning that is relevant, pedagogically sound and based on meaningful participation.

Indeed, human rights education encompasses a wide range of values, among them peace, non-discrimination, equality, justice, non-violence, tolerance and respect for human dignity. By promoting recognition of and respect for human rights in all societies, it empowers learners so that they might actively contribute to the building of a sustainable and peaceful future.

UNESCO's work on human rights education is framed by the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms, which was adopted by the General Conference in 1974, as well as by major international instruments such as the Universal Declaration of Human Rights.

Building on this normative framework, UNESCO contributes to the implementation of the World Programme for Human Rights Education (WPHRE), which began in 2004 as a follow-up to the United Nations Decade for Human Rights Education (1995-2004). In this context, the Organization supports its Member States to design and execute inclusive policies on human rights education through advocacy, targeted actions and the exchange of information. UNESCO also plays a leading role in international initiatives such as, in 2010, the United Nations International Year for the Rapprochement of Cultures, which highlighted the beneficial effects of cultural diversity and the importance of borrowings, transfers and exchanges between cultures in promoting respect for human rights.

Human rights education must constantly evolve in order to respond to the changing needs and circumstances of today's societies. Furthermore, it is not enough to simply educate children on tolerance and non-violence in the classroom if they are exposed to violent acts or prejudices within their homes or communities. Intercultural dialogue cannot be described as a best practice without being demonstrated and reinforced by educators, parents, the community and wider civil society. Only through a holistic and cooperative approach can human rights education be truly effective in guaranteeing respect for the rights of all.

Qian Tang
Assistant Director-General for Education

INTRODUCTION

The format of this publication presents the main strands concerning the role of human rights education as well as the key elements for its implementation. Each strand addresses current issues and challenges faced when incorporating a culture for human rights, also illustrating the collective importance of human rights education as a fundamental base for a peaceful and just society. Under each strand, a list of examples inspired by country initiatives is proposed.

The Delors Commission on Education for the Twenty-first Century was established by UNESCO in 1993 to define the emerging orientations of education policy, setting-out four basic pillars of learning essential for the future of education: "Learning to know"; "Learning to do"; "Learning to live together"; and "Learning to be".[1] Of these, the third pillar is arguably the most important in terms of intercultural education and learning. By learning to live together, children "develop an understanding of other people and an appreciation of interdependence-carrying out joint projects and learning to manage conflicts in a spirit of respect for the values of pluralism, mutual understanding ...and peace".[2]

UNESCO carries out various activities to promote human rights education[3] and its action takes place in the following areas:

- development and monitoring of international legal frameworks;
- support to the development of regional and national capacities;
- advocacy and networking.

Every four years, UNESCO monitors the implementation of the 1974 Recommendation Concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms. The objective is to monitor Member States' progress in incorporating human rights materials, teaching tools and principles into the legal, administrative and educational policies which guide the daily practice of education. On the basis of national reports prepared by Member States, UNESCO prepares a synthesis which identifies general trends, including obstacles, opportunities and policy developments in education for peace, human rights and democracy within national education systems and non-formal settings.

1 Delors, Jacques, 1996, *Learning: The Treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO, Paris.

2 Ibid. page 97.

3 See the Human Rights Education website for more information: http://www.unesco.org/en/human-rights-education/

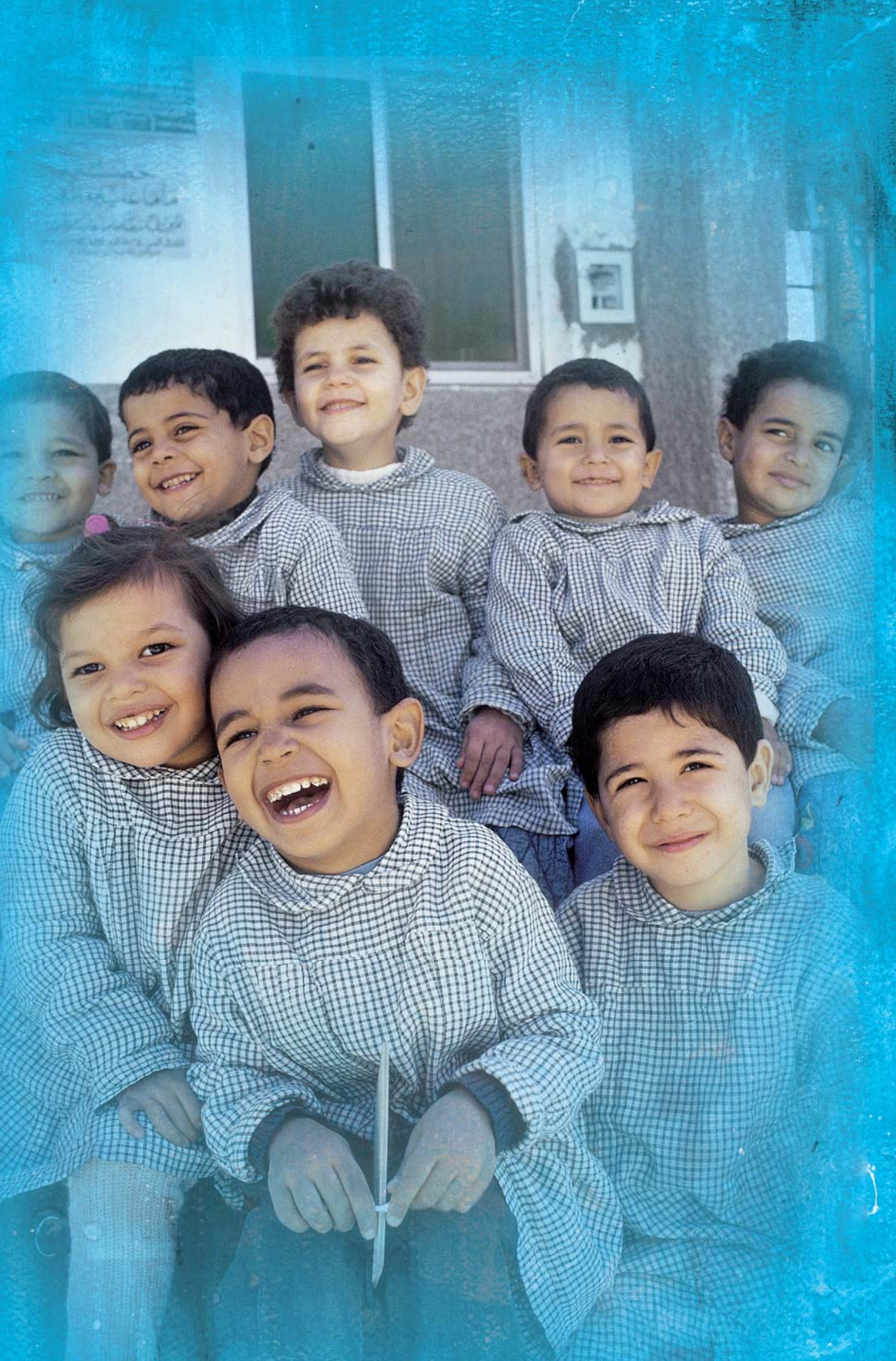
The most recent 4th consultation on the implementation of the 1974 Recommendation, conducted from 2008 to 2009, shows that many of UNESCO's Member States consider the integration of culturally relevant themes in education as fundamental to ensuring the quality of education in responding to the learner's everyday life challenges, helping them to seize new opportunities. Themes include: bilingual/multilingual education, particularly the needs of indigenous peoples; religious education and education on religions; etc. The question remains of how to integrate teaching and learning of cultures to include not only the acquisition of knowledge about other cultures, but also the development of skills and attitudes which allow learners to take part in intercultural dialogue. This publication summarizes major trends in this regard with proposed examples of action as reported by Member States.

The role of research in the promotion of human rights is also discussed. The second phase of the World Programme for Human Rights Education (2010 to 2014) looks at higher education as a target group, emphasising this aspect of research. At the 2009 World Conference on Higher Education, UNESCO organized a roundtable on the role of research networks in promoting rights and values in education. As a follow-up to the discussions, a paper was written by Pat Dolan, Jagdish Gundara and Linda King, which describes key trends, examples and challenges relating to the role of human rights education in addressing key 21st century challenges and issues.

In addition, UNESCO's Education Sector participated in the commemoration of the Universal Declaration of Human Rights by organizing a series of three events based on the theme: "60 years of Human Rights Education" at UNESCO Headquarters in Paris from the 2nd of December 2008 to the 27th of February 2009. Events included: two exhibitions of human rights-related learning materials and posters reflecting cultural diversity and a Round Table which provided an international forum for the discussion of research, policy, curriculum and partnerships in human rights education across formal and informal contexts. The roundtable brought together delegates, experts, teachers and NGOs to share ideas and lessons learned on the basis of individual country experiences. These examples and discussions provide a wealth of reports on experiences of human rights education and related programming, and further illustrate the range of methods and outcomes that can be utilised when looking at policies and opportunities for development. The full report of this rich exchange prepared by Professor Liam Gearon may be found in Annex I.

A related report entitled *Learn about Human Rights Education; An exhibition of learning materials* provides an overview of human-rights related textbooks, teaching and learning materials, toolkits and multimedia materials addressing themes of democratic citizenship, tolerance, non-violence, and a culture of peace. Materials from over fifty-one countries contributed to this exhibition which was held at UNESCO on 2-10 December 2008 as part of the 60th anniversary; this report forms Annex II of the publication.

Finally, the World Programme for Human Rights Education, during its first phase (2005-2009), placed particular emphasis on primary and secondary education. UNESCO actively contributed to its implementation by collaborating with the National Commissions for UNESCO and other partners, including the UNESCO Associated Schools Network, UNESCO Chairs and civil society actors. The present publication is a contribution to the evaluation of the first phase.



1. THE ROLE OF RESEARCH FOR THE PROMOTION OF RIGHTS AND VALUES IN EDUCATION: A COMMEMORATIVE PAPER – 60 YEARS INTO HUMAN RIGHTS EDUCATION

- Pat Dolan, UNESCO Chairholder in Children, Youth and Civic Engagement at the National University of Ireland, Galway
- Jagdish Gundara, UNESCO Chairholder in Intercultural Studies and Teacher Education, University of London, U.K.
- Linda King, Chief, Section of Education for Peace and Human Rights, UNESCO

"The challenge […] is to integrate all human rights dimensions of education into educational settings and monitoring schemes. This requires real life problems to be identified, questions which they pose to be openly addressed, and solutions sought through comparative research."

Katarina Tomasevski, former UN Rapporteur for the Right to Education.

HUMAN RIGHTS AND VALUES EDUCATION IN THE GLOBAL CONTEXT

Increasingly, human rights education (HRE) is viewed as a way to bring coherence to a fragmented and globalized world. Issues of gender equity, cultural diversity, interfaith dialogue, prevention of violence, elimination of stereotypes (racial, ethnic, religious, or based on gender and/or sexual orientation), may all be approached from a human rights perspective through the principles of respect, tolerance and recognition.

HRE has two significant dimensions for UNESCO. First, it is concerned with the legal and monitoring dimensions of specific, historically-determined and internationally-agreed instruments, which regulate the contents and mechanisms of education to promote tolerance between peoples and respect for their inherent dignity. Secondly, it brings a human rights perspective to the processes and contents of education including by considering emerging social issues that infringe on education and its contexts.

HRE is different from other key parts of the curriculum, since it is characterized by partnerships between ministries of education, schools, non-governmental organizations, human rights institutions, human rights museums, teacher training institutions and the media. It is a part of both the formal and non-formal structures in education systems, representing a continuum of relationships and behaviours bound up with society itself and citizens' places in that society. In a nutshell, HRE has been defined as "[e]ducation, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- the strengthening of respect for human rights and fundamental freedoms;
- the full development of the human personality and the sense of its dignity;
- the promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- the enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- the building and maintenance of peace;
- the promotion of people-centred sustainable development and social justice."[4]

UNESCO's work on HRE is framed in its origins by the Universal Declaration of Human Rights (UDHR) (1948), which requires that "every individual and every organ of society shall [...] strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance". Subsequently, in 1974, UNESCO's General Conference adopted the Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to

4 OHCHR 2009, "Human Rights Education and Training at the United Nations: Normative Framework and Implementation Programmes." Paper presented at seminar in Marrakech, July 2009.

Human Rights and Fundamental Freedoms, requiring in turn that this be monitored by UNESCO through a reporting mechanism every four years.

In 2003, the then 190 Member States of the General Conference of UNESCO adopted unanimously the UNESCO Strategy on Human Rights. This included a core emphasis on the importance of HRE not only in terms of content (curriculum) and provision (the legislative and normative framework), but also in terms of process (the democratization of school life itself). Ambitiously, the strategy proposed the integration of HRE into EFA national plans and its mainstreaming into all education systems.[5] Since then, while progress has been slow, and some countries have not yet implemented HRE, there has been some noticeable progress.

The International Decade for Human Rights Education, which ran from 1995 to 2004, was the major UN-led international initiative to push for the promotion and dissemination of human rights through education. Lacking funds and strong political commitment from Member States, however, the Decade did not have a major impact–although it did sow the seeds for future action in this field. Nevertheless, as the High Commissioner for Human Rights stated,[6] despite the fact that only two governments reported have national plans of action for HRE, many countries undertook steps within the school system, ranging from textbook revision to the elimination of damaging stereotypes and the celebration of human rights events–which inevitably touched on areas of HRE and raised awareness of the need to develop this area further.

The Decade was followed by the World Programme for Human Rights Education (WPHRE), proclaimed by the General Assembly of the United Nations in December 2004 and which involved all UN agencies. The Plan of Action for the *WPHRE* outlined five strands that define the parameters of HRE: policies and curricula (including legislation, national plans, curricula and training policies that promote a rights-based approach); the learning environment (the adoption of a holistic approach in which human rights principles and values are applied in all contexts); teaching and learning methodologies and practices (in line with core human rights values of respect, tolerance, etc); the professional development of teachers and other educational personnel; and the evaluation and assessment of the above.

The WPHRE is structured around an ongoing series of phases. The first phase ran from 2005 to 2009, and covered primary and secondary education. The second phase, running from 2010 to 2014, is covering HRE for higher education and human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel at all levels.[7] As with the Decade, however, take-up by member states of the proposals of the WPHRE in the first phase has been sporadic. Nevertheless, a consultation carried out by UNESCO in October 2009 suggests that

5 UNESCO 2003 Strategy on Human Rights. Para 29.

6 United Nations, Economic and Social Council, February 2004 E/CN.4/2004/93: Promotion and Protection of Human Rights: Information and Education.

7 United Nations 2009, A/HRC/RES/12/4 Promotion and Protection of all human rights, civil, political, economic, social and cultural rights, including the right to development.

there is increased awareness in Member States of the usefulness and importance of HRE and a human rights perspective on education.[8] Hence, a legislative framework pertaining to HRE has been adopted in many countries: Armenia, Austria, Burkina Faso, Colombia, Estonia, Egypt, Finland, France, Germany, Jordan, Republic of Korea, Mali, Norway, Panama, Peru, Poland, Qatar, Sri Lanka and Uzbekistan.[9] In addition, and specifically in regard to the WPHRE, the Office of the High Commissioner for Human Rights reported on initiatives undertaken by over 70 countries in regard to the implementation of measures to introduce HRE into their education systems in the period from 2005 to 2009.[10] These vary from concrete national plans of action on HRE to national plans for the promotion of human rights that include a component on education. That HRE is now integrated by many countries in their education system was likewise borne witness to by an exhibition of HRE learning materials organized, in December 2008, by the Education Sector of UNESCO. This exhibition was part of the commemoration events around the 60th anniversary of the UDHR, and involved over 50 countries displaying selected materials on human rights-related issues in education.

Increasing international attention is being brought at the highest levels, to the need for HRE. In 2005, participants at the World Summit of Heads of State declared: "We support the promotion of human rights education and learning at all levels including through the implementation of the World Programme for Human Rights Education, as appropriate, and encourage all States to develop initiatives in this regard." [11]

In November 2009, Albania, Armenia, Austria, Azerbaijan, Belarus, Belize, Chile, Colombia, Croatia, Cyprus, Ecuador, Guatemala, Haiti, Honduras, Italy, Jordan, Nicaragua, Norway, Panama, Philippines, Poland, Portugal, Qatar, the Republic of Korea, Republic of Moldova, Romania, the Russian Federation, Saint Vincent and the Grenadines, Serbia, Slovenia and Tunisia (the latter acting on behalf of the African Group) proposed a resolution to strengthen HRE at all levels with particular emphasis on issues affecting children, indigenous peoples, gender equality, the disabled, migrants and those affected by current social and cultural issues.[12] In addition, support for the Draft Declaration for Human Rights Education and Training was reiterated.[13]

As a central part of the same commemoration by UNESCO of the 60th anniversary of the UDHR, key international thinkers and activists on HRE issues were brought together to participate in a Roundtable on human rights education, with a view to identifying priority areas for action and research to improve and further develop HRE.[14] One of

8 UNESCO October 2009 35C/INF.23 Results of the Fourth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation, Peace and Education relating to Human Rights and Fundamental Freedoms.

9 Ibid. para 9.

10 See www2.ohchr.org/English/issues/education/training/summart-national-initiatives 2005-9.htm.

11 UN October 2005, A RES/60/1 para 131.

12 UN 11 November 2009 A/C.3/64/L.33/Rev.1.

13 The Draft Declaration may be accessed at http://www2.ohchr.org/english/bodies/hrcouncil/education/1stsession.htm

14 See Annex I: UNESCO 2009 Universal Declaration to World Programme for Human Rights Education 1948 to 2008: 60 Years of Human Rights Education. Report prepared by Liam Gearon.

the core concerns was how to link research and policy in a way that enables not only the identification of common problems and challenges, but also the design of practical and effective solutions to these, with monitoring and evaluation being particularly important elements of this linkage. The Draft Declaration for Human Rights Education and Training itself highlights this concern:

> *"The advancement of the right to human rights education and training stems from theoretical and practical research, mainly through the educational teaching sciences as well as through international human rights law by means of cooperation and establishment of networks of specialized institutes and research centres with a view to encouraging the definition of common concepts and teaching methods in the inter cultural dialogue."*[15]

The key remaining challenge is how to bridge the gap between the ideals and aspirations enshrined in international human rights instruments and recommendations, and the political and social realities in different parts of the world. The linkage between aspiration and reality in human rights is mediated by education, both formal and non-formal. Albania and El Salvador, for example, have both made HRE a central core of their educational policy for curricular reform and for teacher training, but worked principally through their ministries of education. In Ireland, the teachers' unions in both Northern Ireland and the Republic of Ireland were crucial in bringing about an important all-Ireland initiative for integrating HRE into primary schooling through the Lift Off programme. While progress has sometimes faltered new educational spaces for HRE have been created by both national governments and by civil society actors.[16]

THE COMPLEXITY OF THE CHALLENGE

The development of human rights and values in education is part of a complex political reality that is continually evolving and invokes the interface between the political and the public. Modern democratic and constitutional states face a number of challenges within their education systems in implementing concepts of human rights and values both within educational institutions and in the curriculum itself. In general terms, social exclusion and inequality, on various indices, present a threat to social systems because of the way in which such exclusion leads to the negation of human rights and to increasing social injustice. Educators, along with other social and public policy-makers and professionals, therefore have a significant role to play, in turning these social exclusions into social inclusions. In so doing, however, they must confront a number of

15 Preliminary Draft of the United Nations Declaration on Human Rights Education and Training (informal English translation by the Rapporteur of the Drafting Group of the Human Rights Council Advisory Committee version 5 of 6/09/09).

16 For 101 examples of good practice in Human Rights Education, see OSCE, Council of Europe, OHCHR and UNESCO 2009 *Human Rights Education in the school systems of Europe, Central Asia and North America*.

challenges. These involve issues of difference and diversity and their conceptualization especially in contexts where difference has become construed as a deficit.

Some of the most intractable problems are found in those societies where racism, religious bigotry, xenophobia and chauvinism can thwart the ambitions of young people, groups, communities and individuals who may feel inter-generationally or permanently excluded. Hence the questions of how to bring about equity, and how to deal with dominant and exclusive 'national' knowledge systems, require serious consideration within schools and higher education institutions. Dominant groups and national political systems must determine how to broaden the basis of official knowledge within education systems. This can help diverse social groups to claim a stake in society.

Most modern states, despite the fact that they have constitutional frameworks and are signatories to international standard-setting instruments, have nevertheless not always succeeded in providing equity for their citizens and many marginalised and excluded groups have adopted more reactive singular ethnic or religious identities. In turn, educational policy-makers need to consider how the failure to combat racism, xenophobia and inequality has contributed to disenchantment with modern democratic and constitutional states and often, also, with international organizations. The adoption or reversion of groups to ethnic and religious identity, in singular terms, also necessitates a renaissance and enlightenment among all faiths. This is needed so that they can equip believers to function effectively in the modern world with all the complexities of contemporary cultural, social and political realities.[17] Secular public systems and faith organizations must establish genuine interfaith initiatives that include not only dialogue, but also meaningful long-term engagements leading to improved community relations and reduced levels of tension among those of different faiths.

Education systems can address some of these challenges, and educators need to carefully consider which academic and intellectual interventions can lead to improvements in interfaith and intercultural understanding. Schools and higher education institutions also need to devise appropriate policies to deal with the range of problems faced by social systems in diverse communities. Such policies should be accompanied by practices to improve the safety and security of the learners and teachers in institutions and in their communities. This process must be part of far broader public policy measures to obviate some of the current crises that have led societies to fragment, as has happened in some parts of south-east Europe and central Africa.

The tensions between secular and religious ideologies perhaps raise the gravest warning to multicultural and multi-faith polities, and must be addressed by educators and curriculum planners in a non-chauvinistic and creative manner. While religion and personal beliefs may belong to the private domain, some aspects of religious systems and knowledge impinge on national and global mindsets and the development of critical and democratic citizens. It is a matter of fundamental importance that the

17 See interview with Stuart Hall, *New Humanist*, 8-3-2006.

role of religion in multi-faith, constitutional and democratic states be clearly defined, to avoid the development of a societal abyss created by fundamentalist and dogmatic notions of 'truth' fuelled only by faith.

There are tensions between the sacred and the secular in many modern constitutional and democratic states. The governments of such states have an important task in protecting the rights of all citizens, as well as in providing them with the protection of the law. These rights and legal protections include the protection of religious institutions and the right of citizens to believe or not to believe in the sacred. In this sense, the use of the term 'secular' cannot be used in its commonsense understandings of the separation of church and state. For instance, the Indian version of the European concept of 'secularism' means that while religion was completely free, the state gave protection and opportunity to all religions and cultures to create conditions for tolerance and cooperation. The role of a secular constitutional state is therefore not to conflict with the sacred or the religious, but rather to provide protection to those with no beliefs as well as to those with different belief systems.

An equally complex issue is that of difference and diversity, which is all the more complex since international policy itself purports to promote the celebration of cultural diversity. Unfortunately, however, superficial notions of celebration fail to acknowledge the way in which difference may be seen as a deficit and as a way of stigmatizing groups. Celebrating linguistic diversity, for example, without at the same time developing multilingual policies, can heighten the lack of access to the curriculum and widen educational inequalities as well as make the call for celebration of diversity seem empty of meaning. In this context, policies, practice and strategies for developing the linguistic competences of students must be developed at the same time. The loss of a language also leads to a loss of knowledge represented within that linguistic system.[18]

In many societies, an additional dilemma has to do with issues around social class. Now that there is no pre-ordained class basis to solidarity, the younger generation is faced with far clearer patterns of polarization being divided into winners and losers without any class referent. This poses a new challenge for human rights and values education because of the exclusivity of identities. Of course, the reverse is also true if the winners refuse to acknowledge any debt to society, especially as groups from different backgrounds do not share solidarities or a set of resemblances. Human rights and values education therefore plays a complex role in addressing the sense of exclusion and loss among young people, and presents a challenge as regards the re-thinking of policies such as affirmative action, so that they do not exacerbate differences and have divisive implications. Policies for affirmative action or positive discrimination must include the disadvantaged from all communities. Rationally-devised equal opportunity policies and their practice should ensure that there are greater levels of equalities of educational outcomes.

18 Illustrated by the death of the last speaker of the 65,000-year-old Bo language in the Andaman Island, this was considered a loss to the disciplines of anthropology, linguistics, history, psychology and biology. Loss of languages also leads to a loss of the human rights of the speakers of that language (The Guardian, London, 5-2-2010).

If some groups are excluded from or marginalized within the education system and schools due to a lack of social cohesion, should the state stay neutral or should it intervene? In other words, should the state be fair or impartial? Rawls, using the difference principle, argues that the better off should not have more advantages than the worse-off.[19] So, to accord equity, the state should be 'fair' but not impartial. In a democratic state, citizens should have access to education and knowledge in order to equalize their life chances. If the state remains impartial, it cannot create levels on playing fields in educational terms. It can only do so by intervening.

At an even broader level, these issues raise problems of centric knowledge, which according to COD 1990 is defined as 'having a specified centre'. This is especially because a curriculum centred on the knowledge of dominant groups does not serve the needs of socially-diverse polities. One of the problems in the implementation of intercultural education is that the languages, histories and cultures of subordinated groups are not seen as having equal value with those of dominant nationalities. Such entitlement to a non-centric or inclusive curriculum is perhaps one of the greatest challenges to actualizing the development of an intercultural education. This exercise would entail a major intellectual challenge, as was the case when UNESCO undertook to write the *History of Africa* in an eight-volume series. There are also other important UNESCO projects on the Slave Trade, the Silk Route, the Culture of Peace and Education for International Understanding that have implications for developing intercultural education within the mainstream of national educational systems. At the school level, the learning process and environment are not always adapted to the needs of children who belong to minority and marginalized groups, and minority children often do not have access to school knowledge, resulting in poor educational performance.

A non-centric curriculum would enable teachers, students and other learners to develop the inclusive and shared value systems that are necessary for the development of democratic societies. These values and human rights were recognized following long and hard struggles. At another level, many countries try to stress 'African' or 'Asian' values in contrast to universal values of human rights.

Nevertheless, as Amartya Sen has stated:

> *"An attempt to choke off participatory freedom on grounds of traditional values (such as religious fundamentalism, or political custom, or the so-called Asian values) simply misses the issue of legitimacy and the need for the people affected to participate in deciding what they want and what they have reason to accept."*[20]

One aspect of the curriculum that illustrates the issue of knowledge centrism is the teaching of the history curriculum. The teaching of history from a non-militaristic

19 Phil Cohen: *Monstrous Images, Perverse Reasons*, Working Paper No. 11 (London: Centre for Multicultural Education, Institute of Education, University of London: 1991).

20 Mark Mazower: *No Enchanted Palace: The End of Empire and the Ideological Origins of the United Nations*. (Princeton and Oxford: Princeton University Press: 2009).

perspective must be developed at a much wider level internationally. Such curricular developments should not only be part of mainstream education, but should also build on basic education and the acquisition of languages and literacies. Such an integrated system would enhance the intercultural competencies of active citizenship values within multicultural democracies. Subjects like history and social sciences, in particular, need to be appraised for their relevance to the contemporary needs of societies.

This is especially the case because at least 130 to 145 million people live outside their countries of origin. These figures would be higher if undocumented migrants were included. Over 21 million refugees live in other developing countries. Many subsist in twilight zones and border areas of state boundaries and continue to remain ignored. The development of an inclusive curriculum is therefore necessary for the maintenance of inclusivity in stable and democratic processes of national integration, modernization and development. This should include relevant consideration of participatory pedagogies. In marginalized communities, learning and teaching should be progressive and not constrained by a reactionary or traditional curriculum, which tend to inhibit questioning. Rather, they should aim to develop intercultural learning societies based on critical understanding of transparency of inclusive public values.[21]

In the section that follows, four key areas of this work are highlighted in relation to evolving education and human rights issues: migration and multiculturalism; interfaith dialogue; gender and masculinity; and the prevention of violence in schools. Ensuring that young people are part of learning communities necessitates strong school, community and parental links. There is evidence in many countries that youth are not amenable to the influences of adult cultures either within the home or the school. Rutter and Smith, in their 1995 research on a number of European countries, pointed to the grave dangers of this development to the people themselves.[22] This, however, is a problem not only in Europe, but also in many other parts of the world where young people live in multi-divided communities. The situation is worse in conflict-ridden and war-torn zones, where many young people have to fend for themselves because adults in their communities have been killed or died, and local teachers and schools may be the only social agencies that provide safety and security.

MULTICULTURAL CONTEXTS – CONNECTING HUMAN RIGHTS AND RESEARCH[23]

In recent years, there has been a consensus that international migration is a central issue for many countries. The issue of connections between practice and research and the integration of minorities has led political leaders to act, sometimes in the

21 Phil Cohen: *Monstrous Images, Perverse Reasons*, Working Paper No. 11 (London: Centre for Multicultural Education, Institute of Education University of London: 1991).

22 Michel Rutter and David Smith: *Psychological Disorders in Young People*. (Chichester: Academic Europea: 1995).

23 Adapted from the paper presented by Hassan Bousetta at the 2009 World Conference on Higher Education, Parallel Session on 'The Role of Research Networks of Rights and Values in Education,' UNESCO, Paris, 7 July 2009.

context of a 'controversial' debate within various states. There is evidence of different interested stakeholders generating practical, local, national, regional and European mobilization against racism, in part informed by research; for example, policies that combat the inflammatory use of language and the labelling of groups. Within academic research communities, university-based policy-makers usually (though not always) seek to connect with others with a view to influencing public opinion, for example through the commissioning of 'think tanks' to produce an agenda on the development of cultural competencies. Researchers in universities and other educators are not the only interlocutors, but the unknown causal relationship between research and policy persists: should research influence policy, or should policy influence research? In Belgium, studies conducted by Alfred Sauvi on the Flemish-speaking region are a good example of research having public influence leading to the signing of protocols that promote emigration and migration as reciprocal within an EU context. Furthermore, in many contexts, immigrants have been settled for many generations, and their rights as citizens as well as of their children ought to be similar to those of the rights of other citizens. In these circumstances, it is important to formulate educational policies that are based on both the collation of the historical and contemporary taxonomies, and aspects of diversity that are relevant for educational systems.

However, integration is complex and not just about personal resolve on the part of individuals and groups, or about the research community or policy-makers acting alone or in concert. Discrimination has many forms, both overt and covert. There may be cases where, ostensibly, research and evidence have direct influence on policy and practices, but in other cases such evidence is suppressed or ignored. In such cases, international law has an important function. Within this context, how research methodologies are structured can influence labour policy, so differing opinions and methodologies can lead to differing policy views and debates. Even within the context of migration, there is a strong need to collect more uniform information and disseminate it through the use of common language. There is a need to consider positive as well as negative factors, for example by using a strength-based approach to what migration can bring to a society. This in itself can lead to a change in the perceived 'social climate' of issues for refugees.

There is also a need to collect additional uniform data that is highly descriptive and not simply concerned with the gap between poverty and wealth. The complications arising from terminology alone can bring nuances that are problematic. There remains an overriding responsibility on the part of state authorities to demonstrate cultural competence and to commission and influence research on the growing understanding and knowledge of multi-cultures, for the betterment of community life for all within a human rights frame.

AN INTERFAITH PERSPECTIVE[24]

Interfaith dialogue in schools and higher education is a central issue in human rights and as such deserves clarification in terms of its role and function. At its most basic level, faith–accompanied by knowledge, wisdom and freedom–underpins human rights and is demonstrated through compassion, love and social justice. Religion can itself affect a broad spectrum of situations–for example through sparking violence in communities and societies–and researchers will always be challenged by how institutionalized practices can negatively affect indigenous groups that hold exclusive views of truth and faith. For educators at the school and university levels, there is a responsibility to promote interfaith dialogue that can promote relationships towards a common right to faith and humanity. In this context, various curricula have already explored the role of faith, such as multi-faith learning, in introducing understanding by bringing in a range of elders from differing religions to demonstrate diversity.

Various curricula and events have explored the role of faith, for instance multi-faith commencement services. For youth, there are examples of interfaith workshops from around the world that encourage young people to learn from others while continuing to affirm their own religion. UNESCO Chairs could play a role in promoting interfaith training, education and understanding and, for university undergraduates, the use of meditation across religions.

Moreover, it is likely that as a result of the 11 September 2001 tragedy in New York, religious stereotyping has increased; Islamophobia is one example of this. Universities play a vital role in combating such stereotyping through teacher training and the revision of misleading textbooks. In order to achieve this, universities need to develop appropriate teacher training and pedagogical skills that empower students through critical and insightful learning practices. For example, in one faith-oriented training school, other faiths are not only respected but actually taught to students.

In addition to the role played by school and/or university teaching programmes, media professionals also have a duty not to sensationalize faiths, but instead to link and harmonize understanding between them by highlighting commonalities, not differences. They could join forces with educators and researchers to work against discrimination, for example by collaborating on International Women's Day or by exposing unsafe detention camps. More positively, they can highlight the need for a more compassionate policy by promoting a "Reconciliation Week" for indigenous people and faith communities to come together. Finally, human rights education must promote internal freedom of faith, while also providing education on religious worship to allow learners to understand such issues as practices related to religions and faith. This will support appropriate and respectful dialogue among civilizations, so as to enable faith communities to move forward. While a specially designated 'Day' or 'Week'

24 Adapted from the paper presented by Prof. Swee-Hin Toh at the 2009 World Conference on Higher Education, Parallel Session on 'The Role of Research Networks of Rights and Values in Education,' UNESCO, Paris, 7 July 2009.

can highlight the importance of these issues, they need to be structured and integrally woven into the curricula so that learners do not perceive them as tokenistic.

THE PREVENTION OF VIOLENCE IN SCHOOLS[25]

Being able to go to school in a secure environment is a basic right of all children, yet it is not guaranteed, particularly in the case of girls. Researchers in higher education have a key role to play in helping to implement this right in practice by influencing civil society to prevent violence against girls in school. Apart from the EFA goals, access to an equitable school system is a fundamental right of young girls. Providing a safe and adequate education remains the responsibility of the state, but requires the support of many other stakeholders, including researchers and particularly within fragile or post-conflict contexts. The national and international EFA agenda is key, from kindergarten and preschool settings through to the education of women. Girls are exposed to violence in school, but this is only one of the many actual or potential barriers to their education. In addition to obstacles such as poverty, many parents do not send their children to school because of negative perceptions on education and poor accessibility. Such barriers need to be both recognized and researched as key ways to help overcome discrimination against children in education, particularly girls.

From the perspective of developing a model of protection in the home and school environments there is an urgent need for empirical evidence, based on robust research, highlighting the prevalence of violence against girls in school; this includes types and frequency of occurrence. By establishing a full picture, policies to combat violence can be developed, including practical interventions. At the most basic level–as a matter of right–all children should experience equitable conditions in education regardless of gender, religion or social background. Ending violence in schools is a core human rights issue and solid research can help by providing a method to both define and defy the problem of violence. However, in doing so the researcher needs to operate in a 'real world' context and, based on evidence, offer pragmatic responses that can be applied to one's self, the family, school, community and wider civil society. This will forge other positive conditions to combat violence, leading to positive change in schools where girls are at risk. Methodologies to combat violence in schools need not be stand alone interventions, but should instead be integrated into regular educational activities. It is also important that they deal with such very real issues as financing separate toilets, recruiting qualified teachers, enabling parent education, and developing high-quality preschool education facilities.

Other sites where violence can occur also need to be considered, for example on the way to schools, on local streets, or on public transport. Such violence may lead parents to fear for the safety of their children or to feel uneasy about sending them to school. Safety charters can therefore be established by researchers working with

25 Adapted from the paper presented by Ms Victorine Kemonou Djitrinou at the 2009 World Conference on Higher Education, Parallel Session on 'The Role of Research Networks of Rights and Values in Education', UNESCO, Paris, 7 July 2009.

school and policy-makers to provide a vision for safety; this can be aligned to what girls see as workable for them and their protection. Such cooperation needs to take place not just on a North-South basis, but particularly through South-South collaboration at the local, national and regional levels. International conferences that highlight and educate on the issue can be organized. Finally, teachers in higher education need to be concerned about what occurs at primary and secondary levels. With this focus in mind, collaboration with girls, their families, NGOs and state agencies can lead to better outcomes and the attainment of a common goal of violence prevention. Additionally, UNESCO, UNICEF and other international agencies can act as disseminators of 'good practice models' in this field, and thus avoid a duplication of efforts.

GENDER AND MASCULINITY[26]

Gender and its perception by different cultures is diverse and often lacking in theoretical rigour. Over many years, studies of women have provided substantial knowledge, but little work has been done on gender-based violence. Overall, actual research on men and gender is not being read or applied within the policy landscape. This is very apparent in school and educational settings, where dissemination is a problem and implementation can be slow. This is illustrated in the case of research on cigarettes and health, in that a period of 50 years elapsed between the acquisition of knowledge and the implementation of safety practices in certain states.

This highlights the time lag between robust research, knowledge development and its implementation, which can also clearly be applied to the issue of men and gender violence. Even in terms of research on young males and education, those who are out of school tend to be out of the research net as well. Similarly, research on youth in the prison system–apart from the risk of being disregarded by the government or seen as unusable–may be seriously lacking in the field of basic education, both academic and social (in relation to gender violence). With regard to the education of boys, gender sensitivity, violence and mental health (such as living with HIV and AIDS) are just some specific education issues that arise. Similarly, pragmatic education on social communication and the prevention of unwanted pregnancies is essential for young men. Just as self-efficacy for young women is key, including empowerment and social network relationships, these issues have similar resonance among young men.

A key task for researchers is to work to an applied practice agenda by engaging with professionals who have ongoing contact with mainstream and vulnerable young males. It is essential that university professors and tutors, teaching at the diploma course level and working with youth, have knowledge of young people's problems, including those linked to masculinity and gender violence. It is crucial that education address the discrimination of youth, particularly in the context of masculinity and gender violence; this includes educating on stereotypes related to alcohol or adultism, where young

26 Adapted from the paper presented by Mr Benno de Keijzer at the 2009 World Conference on Higher Education, Parallel Session on 'The Role of Research Networks of Rights and Values in Education', UNESCO, Paris, 7 July 2009.

people are increasingly disregarded or seen as 'beyond redemption' and therefore not in a position to create positive change. The issues of violence in schools, as well as general behaviour in society at large, must be considered in terms of both research and education. This can be achieved by establishing better public policy, supported by research, that shows initiative by engaging with men. Some of this research should also be action-oriented, allowing it to immediately be used in formulating policies and inform practice.

COMMUNITY-BASED INTERVENTIONS FOR VULNERABLE YOUTH[27]

There is growing interest in the role of young people as positive contributors to their own well-being and that of their family, school, community and society, as highlighted both within the context of Article 12 of the United Nations Convention on the Rights of the Child, which underlines the participation of young people, and within the context of UNESCO's Education for All policy. One of the ways that children and youth–both male and female–can actively contribute is through their civic engagement and leadership role in society; not just in terms of their political and civic engagement, but also through a wider social leadership. Young people can contribute to helping others. Examples of the benefits this brings include intergenerational activities and young people acting as carers, both of which are subjects of major international research. More important than the benefits of such activities to society are the potential benefits to the young people themselves. However, more research is needed to establish the extent of this potential role for young people, both in terms of how and what it offers to others. Specifically, there is a need to ascertain if, through their civic engagement activities, a young person can enlist better a social network support and thus be more resilient to stress. The Commonwealth Youth Exchange Programme is a possible model whose applicability to other contexts may be worth analyzing with a view to providing such evidence.

Across the set of examples provided above, we can tentatively explore how linking the civic engagement of children and youth to research may play a role in connecting schools and communities, as active citizenship engagements can be part of developing democratic learning communities - institutionally and on an ongoing basis. For a start, by engaging with other cultures, a young person can, at an early stage, develop cultural competences and tolerance as well as act as an advocate for human rights. Learning other religious beliefs within the context of interfaith learning, while maintaining one's own faith through social activities, can only enhance the principle of mutual respect of different religions. Furthermore, through participation in violence prevention against girls such as in-school civic participation programmes, young people can not only acquire an understanding of issues of harm and risk, but can actually act to safeguard female friends and peers. For instance, there is growing international evidence from high-quality research of the potential of peer-led mentoring in schools as a method

27 Adapted from the Rapporteur's Report by Prof. Pat Dolan presented at the 2009 World Conference on Higher Education, Parallel Session on 'The Role of Research Networks of Rights and Values in Education', UNESCO, Paris, 7 July 2009.

to prevent violence and at the same time forge friendships. Finally, such civic activity holds equal promise for young men as it does for young women, with equal potential in terms of benefits to the young person (social support and resilience) as well as to civil society at large.

THE WAY FORWARD

In many of the crises referred to in this paper, education plays an essential role as part of public policy to proactively deal with inequalities in educational opportunities and outcomes in multicultural societies. Educational initiatives can also help in creating a new society that not only recognizes differences, but also helps develop shared values, rights and responsibilities within communities.

Unless there are concerted efforts to develop democratic engagements and build 'communities of development and hope', conflicts are likely to increase. Creating active citizens in poorer communities can only take place if there is deeper intercultural engagement, both within and outside educational institutions. Democratic and shared political cultures go hand-in-hand with greater levels of legitimate economic activities for all communities. Income inequalities are associated with a lack of education and social inequality.

To reinstate the 'voice' of the disenfranchised in the curriculum requires a great deal of fine diplomacy, persistence and sophistication, particularly if the desired changes aspire not to be relegated to the margins of academic life. Reactive, rhetorical and rebellious responses in curricular terms are not only inadequate, but also counter-productive.

At the same time, teacher education institutions have a major role to play in enhancing intercultural education, because the teachers act as multipliers, affecting the lives of those they teach for many generations.

One of the challenges for education systems that intervene in institutions is to build inclusive public values within policies that can accommodate the notion of difference. This can be achieved by the following:

- creating conditions for equity and belonging within diverse groups from an educational perspective;
- developing integrative mindsets based on difference, while decreasing the levels of inequality, thus providing multiple options;
- building, in education systems, mutuality among multi-divided groups in society leading to 'ownership' of these affinities;
- developing policies that bridge gaps between genders and groups at different levels, while nurturing notions of human rights and citizenship for the disenfranchised and excluded groups; and
- ensuring inclusive affirmative and positive action policies across population groups.

The International Commission on Education for the Twenty-first Century set up by UNESCO[28] placed the issue of 'learning to live together' not only as one of the four pillars of education for the future, but also as the greatest challenge facing education. Educators and civil society organizations have a major role to play in connecting communities through active citizenship and education based on human rights principles and values within both the private and public sectors.

28 Delors, Jacques, 1996, *Learning: The Treasure within*. Report to UNESCO of the International Commission on Education for the Twenty-first Century. UNESCO, Paris.

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2. STRANDS: ON THE ROLE OF HUMAN RIGHTS EDUCATION AND THE KEY ELEMENTS FOR IMPLEMENTATION

Countries have developed a wide range of unique and individual approaches at the school level to promote the concept of 'learning to live together' as part of a larger concept: human rights education. These initiatives are summarized below as seven major strands that come together to build on concepts of human rights education, as countries progress towards a more just and sustainable future. Each strand is illustrated by the action examples reported by Member States[29].

29 Sources: Country reports submitted at the Fourth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding and Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms; and materials and information submitted to 'Learn about Human Rights Education', an exhibit of human rights-related learning materials.

→ CELEBRATION OF DIVERSITY

Considering diversity as a positive element is key to building sustainable and peaceful societies. Celebrating diversity is fundamental to laying the foundation for human rights education, which is to be equally built upon intercultural respect and the acknowledgement of equal rights for everyone. It involves building solidarity and establishing a common ground among multi-divided groups in terms of cultures, religions, languages, gender, and so on, embracing the positive contributions of all human cultures and disseminating a culture of peace supported by values of mutual tolerance and respect throughout society.

Examples of Action

- Awareness-raising activities for students, school personnel, parents and communities on the diversity of cultures among nations: organizing school based events such as the 'A Flag in Every School Project in South Africa', or a photo archive development of various cultures in the Republic of Korea.
- Promoting harmonious exchange among youth with different backgrounds: organizing 'Youth Camps, Group Activities and Voluntary Work Opportunities in Oman' to celebrate values, human rights and democracy; inviting foreign residents to visit schools and present their own culture to local students, or hosting 'Promotion of Tolerance Programmes' among culturally diverse youth such as in Latvia.
- Oral History Competitions, such as South Africa's Nkosi Albert Young Historians Competition, which encourages young people and educators to focus on local and community history, engaging older members to share stories, and fostering tolerance and understanding between generations.

DIVERSITY IN HUMAN RIGHTS EDUCATION THROUGH CIVIC EDUCATION

Region: Africa
Country: Chad

Chad incorporates human rights education as part of civic and moral education from preparatory school level through to 6th year primary school using materials and inclusive teaching methods to develop a sense of public interest, respect for the law, a love of the home land and respect for cultural diversity among young people. Students also learn to understand the rules of democratic life and its foundation, knowledge of institutions, respect for human beings and their rights, tolerance and solidarity, and the rejection of racism and discrimination. Issues of patriotism, institutional understanding, tribalism, religious fundamentalism and terrorism are also discussed. This education instils in young people the desire to live together in a secular, republican and democratic state.

Chad Ministry of National Education. 2005. *Civic and Moral Education*. N'Djamena, Chad, Chad Ministry of Education.

→ PROMOTION OF MULTILINGUALISM

Language is at the heart of issues of identity, memory, transmission of knowledge and new forms of cultural expression. Linguistic diversity should be recognized through the development of multilingual policies to assist with access to learning, and to prevent further educational inequalities. Intercultural dialogue is closely related to language issues, as communication depends on the ability of individuals to communicate with each other.

Examples of Action

- Translating primary school storybooks into local languages, in such countries as South Africa and Nepal.
- Setting up intercultural bilingual/multilingual education policies in such countries as Peru, Slovakia, Mauritius and Cyprus.
- Developing Language Arts curricula that include teaching on ethnic diversity and English as a Second Language (ESL) to new immigrants, which should be included in mainstream education, in such countries as Canada, the Russian Federation, Denmark and Italy.
- Developing professional standards for minority languages with curricula and textbooks, in such countries as Algeria and Uzbekistan.
- Creating new higher education programmes and degrees in intercultural education, such as Panama's Diploma in Bilingual Intercultural Education and Masters in Gender.

NOMADIC EDUCATION

Region: Africa
Country: Mali

Mali has developed some interesting practices for the protection of nomadic populations. In the Northern areas, where there is a high concentration of nomadic tribes, the government has established special schools where teachers follow the students as the populations move around the country, providing continuity in education. In these schools, lunch is offered for free in order to promote registration and keep children in school.

UNESCO. 2007. Report of Mali submitted at the UNESCO Seventh Consultation of Member States on the Implementation of the Convention and the Recommendation against Discrimination in Education (1960), (34 C/56).

RESOURCES

MOTHER TONGUE MATTERS: LOCAL LANGUAGE AS A KEY TO EFFECTIVE LEARNING

The four case studies from Mali, Papua New Guinea, Peru and the United States demonstrate both the potential and the challenges of mother tongue-based bilingual education.
Mother tongue-based bilingual education significantly enhances the learning outcomes of students from minority language communities. Moreover, when mother tongue bilingual education programmes are developed in a manner that involves community members in some significant way and explicitly addresses community concerns, they also promote the identification of the minority community within the formal education process.

The parameters that shape a bilingual education programme include the availability of resources, its pedagogical and social goals, the political environment in which it is to be implemented, as well as the involvement of a range of participants in the process.

Bühmann, D and Trudell, B. 2007. *Mother tongue matters: local language as a key to effective learning*. Paris, UNESCO. This document can be downloaded at: http://unesdoc.unesco.org/images/0016/001611/161121e.pdf

PROMOTING MOTHER TONGUE-BASED MULTILINGUAL EDUCATION (MLE)

Published in 2007 by UNESCO Bangkok Asia-Pacific Programme of Education for All (APPEAL), this DVD provides useful resources for policy makers, academics, NGOs, civil society organizations, teachers, and community leaders, and shows steps for developing MLE programmes, with case studies from China, Thailand, Cambodia and the Philippines.

For more information, contact: appeal@unescobkk.org

→ PROMOTION OF INTERFAITH DIALOGUE

Tensions within religious communities as those surrounding secular and religious ideologies often lead to policies that are not based on multicultural and multi-faith principles. The role of religion in the formation of a constitutional and democratic society is essential for human rights education, which works to promote the sharing of ideas of interculturality, celebrating similarities rather than differences. Religions, including spiritual traditions, are close to one's identity and in many societies religions constitute the basis for community life, not only in culture but also in social and economic dimensions. The involvement of religious leaders and communities is considered crucial not only to dialogue but also in order to take concrete action in the development context (for example, health issues, the promotion of the rights of children, and so on).

Examples of Action

- Setting up class-level activities or special programmes for children from certain religious backgrounds, such as 'Class Without Abuse' programmes, to promote tolerance and respect for all students beyond differences in culture and religion, such as those in Latvia and the Russian Federation.
- Developing Intercultural Education Guides for Teachers on Languages of the World and Religion, such as those designed by Poland.

LEARNING TO LIVE TOGETHER MANUAL: A RESOURCE ON INTERFAITH DIALOGUE

UNESCO, UNICEF and the Arigatou Foundation published in 2008 a toolkit for educators to teach children about respecting and understanding diverse faiths, religions and ethical beliefs, entitled *Learning to Live Together: An Intercultural and Interfaith Program for Ethics Education*. The toolkit aims to help young people and children develop ethical decision-making skills while nurturing a sense of belonging, community and values. Its aim is to ultimately shape attitudes for building peace by teaching tolerance and mutual understanding.

The manual can be downloaded at: http://unesdoc.unesco.org/images/0016/001610/161059e.pdf

SCHOOLS LINKING PROGRAMME (UK)

Region: Europe and North America
Country: United Kingdom

The Schools Linking Programme (SLP) launched in September 2007 has been a successful bridge-building initiative between Jewish and Muslim students in London. More than 100 students from seven Muslim and Jewish schools came together for a series of curriculum-based workshops and field trips. Students were engaged in activities to combat misunderstanding and apprehension between the different faith groups, and build new friendships.

The SLP was the first of its kind in the UK providing young Jews and Muslims in London with the opportunity to meaningfully interact with each other over an extended period of time. The programme has pioneered confidence-building initiatives among young people between the ages of 10 and 15, and conforms to the new guidelines issued by the UK Government to promote Community Cohesion, Citizenship and Diversity in schools.

The SLP has been a significant contributor in building positive relationships between people from different faiths and cultures, and has established a unique partnership with faith schools, students, teachers and parents in London.

For more information: http://www.aauk.org/

→ GENDER-SENSITIVE EDUCATION SYSTEMS

All forms of discrimination on the basis of gender are violations of human rights and constitute a significant barrier to peace, sustainable development and the achievement of all internationally recognized development goals. Human rights education contributes to women's empowerment allowing women to take control of their lives: setting their own agendas; gaining skills; building self-confidence; solving problems; and developing self-reliance.

Examples of Action

- Developing gender sensitive policies for teachers, textbooks, teaching methods and the school environment. Country examples include Georgia, Bangladesh and Slovenia.
- Organizing teacher training on gender sensitive teaching and learning approaches, for example in Portugal's National Equality Plan.
- Developing national capacities to prepare and manage inclusive rights-based education sector plans and policies that are gender-sensitive and assure equitable access to education. An example is Cameroon's newly established Gender Committee within the Ministry of National Education.

RESOURCES ON GENDER-SENSITIVE EDUCATION

1. UNESCO, Priority Gender Equality – Action Plan (2008-2013) The document can be downloaded at: http://unesdoc.unesco.org/images/0018/001858/185856m.pdf

2. The UNESCO Guide: *Promoting Gender Equality Through Textbooks – A Methodological Guide (2009)* gives support to countries to analyze how gender inequality is built in the textbooks and in the curriculum. It provides key stakeholders in the textbook environment with the tools to revise textbooks or use existing ones critically.

This document can be downloaded at: http://unesdoc.unesco.org/images/0015/001588/158897e.pdf

NATIONAL PROGRAMME OF HUMAN RIGHTS EDUCATION WITH A FOCUS ON GENDER

Region: Latin America and the Caribbean
Country: El Salvador

El Salvador developed and implemented a national programme on human rights education, which was seen as an integral part of their peace process.

In particular, themes included gender parity and focused on: discrimination, intolerance, violence against women, violence against segregated pregnant girls in schools, juvenile delinquency and the use of force in schools (where it is often legalized).

Note: The full report and case study is available as an Annex to this publication.

Gearon, L. 2010. *From Universal Declaration to World Programme, 1948–2008: 60 Years of Human Rights Education, (*the report on the UNESCO Round Table: Putting Human Rights into Practice – The Role of Education). Paris, UNESCO.

→ PREVENTION OF RACISM, DISCRIMINATION AND VIOLENCE

Discrimination and violence are two of the most extreme problems facing schools. Human rights education strengthens measures against discrimination in access to, and enjoyment of, all forms of education. Education policy-makers should promote education issues of mutual tolerance and understanding, and intercultural dialogue that focus on the prevention of violence in schools, also instilling these core values throughout society; without a culture of human rights, education alone is not enough.

Examples of Action

- National Peace Education Programmes, which can include school committees for peace and understanding, or class mediators responsible for conflict resolution, such as in Sri Lanka.
- Creating a pupils survey as an opportunity for students to express opinions and concerns related to their education, with a focus on analysing and developing the learning environment to prevent bullying, harassment and discrimination. Norway's Pupil Surveys are also used as a starting point for discussions with pupils' councils, parents associations, teachers and other school employees.
- As seen in Turkey's 'Citizenship History Tours' organizing activities for teachers and educators promotes a common understanding of past histories that encourage intercultural understanding and opens dialogue and good practices related to conflict resolution and violence prevention.
- Teacher Exchange or Hosting Programmes, such as in Finland, allow teachers to interact with teachers invited from other countries on all issues of racism, discrimination and cultural understanding.

SCHOOLS OF PEACE PROGRAMME

Region: Asia and the Pacific
Country: Philippines

The 'Schools of Peace' is a project under the Act for Peace Programme of the United Nations Development Programme – Philippines. 'Schools of Peace' was set up as a post-conflict programme for rebel returnees. At the J. Marquez School of Peace, ninety percent of teachers are Christians while ninety percent of students are Muslims.

The curriculum involves integrating principles and concepts of peace into all subjects through both formal and non-formal education. This enriched the curriculum and is now being used by 53 Schools of Peace and all eight Mindanao State University campuses. In addition, students are enlisted as Peace Exemplars and role models.

The programme approaches the conflict-affected areas in two ways: through capacity-building, by giving assistance to the communities and their leaders, and by ensuring that those in areas affected – but not involved in the conflict – can lead normal lives like in other communities in the country.

Report of Asia-Pacific Centre of Education for International Understanding (APCEIU), 2008–2009. Submitted at the Fourth Consultation on the Implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

RESOURCE FOR THE PREVENTION OF RACISM, DISCRIMINATION AND VIOLENCE

In 2009, UNESCO published *Stopping Violence in Schools: A Guide for Teachers*, which examines the various forms of violence that take place in schools, and offers practical suggestions as to what teachers can do to prevent them from occurring. Ten action areas are proposed, each with specific examples that teachers can adapt to address and prevent violence. Excerpts from relevant international normative instruments, as well as a list of links to online resources on stopping violence in schools, are annexed at the end of the book.

UNESCO. 2009. *Stopping Violence in Schools: A Guide for Teachers*. Paris, UNESCO.

The document can be downloaded at: **http://unesdoc.unesco.org/images/0018/001841/184162e.pdf**

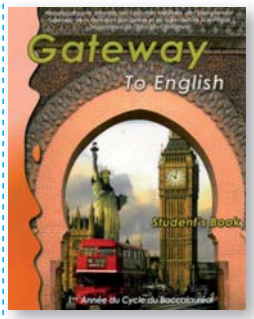
→ CIVIC ENGAGEMENT OF YOUTH

Youth engagement beyond formal schooling allows for the implementation and demonstration of human rights values in their real life situations. Human rights education instils values of peace, mutual respect, intercultural tolerance, and so on, in young people, and equips them with skills such as the recognition of the right of everyone to be treated fairly and to treat others in the same way, the ability to take action on rights and shared responsibilities, the ability to consider alternative viewpoints and evidence, to respect the rule of law in all circumstances, and to combat bias, prejudice, stereotypes and discrimination. The civic engagement of youth is also promoted within the context of Education for Sustainable Development. Starting at early childhood through to university, human rights education should be a lifelong process and should include the use of media and technology as creative outlets of promotion.

Examples of Action

- Democratic Citizenship School Projects, such as in Malta where special youth assemblies allow children to reflect on famous personalities who have contributed towards peace.
- Theatre Performances on key community issues, such as through Botswana's Youth Health Organisation (YOHO), where students perform plays on HIV and AIDS to encourage open dialogue, tolerance and the prevention of discrimination.
- School clubs and societies to practise skills in conflict resolution and human rights, such as in Oman, Jordan, and Lithuania.
- Advocacy through media outlets, such as in Gambia which uses radio, TV, musical shows, drama, excursions and field trips and arts competitions to promote peace-building and tolerance among youth and communities.
- Awards for outstanding students in schools for their 'contribution to peace'.
- Outreach, empowerment and mentorship programmes that bring together youth who are targets of exclusion, hate and discrimination to share their stories through digital media and dialogue, such as in Canada.

DEVELOPMENT OF INTERCULTURAL SKILLS THROUGH FOREIGN LANGUAGE ACQUISITION



Region: Arab States
Country: Morocco

Morocco developed a textbook entitled *Gateway to English*, which is used as a guide to train students in interpersonal communication, to discuss human and child rights, and to provide information about the status of child rights throughout the world. Through this training, youth are provided with new intercultural skills to engage with their communities and societies abroad, acquiring a sense of empowerment so as to affect change.

Moroccan National Ministry of Education/Nadia Edition. 2006. *Gateway to English*. Rabat, Nadia Edition.

RESOURCE

UNESCO. 2010. *The UNESCO Strategy for the Second Half of the United Nations Decade of Education for Sustainable Development: supporting Member States and other stakeholders in addressing global sustainable development challenges through ESD*. Paris, UNESCO.

The document can be downloaded at: http://unesddoc.org/images/0018/001891/189145e.pdf

→ ESTABLISHMENT OF NEW PARTNERSHIPS

Human rights education should go beyond schools to include all aspects of civil society, including partnerships between government institutions, professional bodies, trade unions, voluntary organizations and the private sector, opinion leaders such as artists, journalists, teachers, academics, sports personalities and community, religious and political leaders, NGOs and associations, research institutions, police and the military.

Examples of Action

- International Partnerships and Networks on Human Rights Education, such as the Network Trialog: Human Rights Education in Austria, Germany and Switzerland; the European Neighbourhood Action Plan (ENPAP); or The Arab Network for Human Rights and Citizenship Education (ANHRE).
- Teacher exchange programmes, open lessons, thematic round tables.
- Establishing Global Education Centres to run various education projects for all sectors, producing films and educational materials, such as in Estonia at the Jaan Tõnisson Institute's Global Education Centre.

INNOVATIONS IN PUBLIC-PRIVATE PARTNERSHIPS FOR HUMAN RIGHTS EDUCATION

Region: Europe and North America
Country: Canada

The Ministry of Education in Alberta, Canada, has initiated educational projects crucial to the protection of human rights values and the creation of a culture of human rights. Partnerships were established with civil society and with the private sector, establishing unique opportunities for funding of human rights education projects. A 'Human Rights, Citizenship and Multiculturalism Education Fund' was established, which receives an annual allocation from the Alberta Lottery Fund to foster equality, promote fairness and encourage inclusion in communities.

This innovative method of public–private sponsorship has proven very effective in implementing a culture of human rights within communities across Alberta and throughout Canada.

Gearon, L. 2010. *From Universal Declaration to World Programme, 1948–2008: 60 Years of Human Rights Education* (the report on the UNESCO Round Table: Putting Human Rights into Practice – The Role of Education). Paris, UNESCO.

ANNEX I: FROM UNIVERSAL DECLARATION TO WORLD PROGRAMME 1948-2008: 60 YEARS OF HUMAN RIGHTS EDUCATION

REPORT
THE ROUND TABLE:
PUTTING HUMAN RIGHTS INTO PRACTICE –
THE ROLE OF EDUCATION
UNESCO HEADQUARTERS, PARIS, 10-11 DECEMBER 2008

Section for the Promotion of Rights and Values in Education
Division for the Promotion of Basic Education
Education Sector
UNESCO

▶ General Rapporteur: Liam Gearon

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GENERAL INTRODUCTION:
THE UNITED NATIONS, UNESCO AND HUMAN RIGHTS EDUCATION

Human rights education (HRE) refers to education, training, and information for the purpose of building a universal culture of human rights. A comprehensive education in human rights consists of two components: knowledge and information on human rights and the mechanisms that protect these inalienable rights. It is important that HRE also impart the skills needed to promote, defend, and apply human rights in daily life.

HRE is distinct from other types of values education. For example, citizenship education or education for democratic citizenship (EDC) is a set of practices and activities aimed at making young people and adults better equipped to participate actively in democratic life by assuming and exercising their rights and responsibilities in society. Education for mutual respect and understanding (EMRU) is concerned with self-respect, respect for others, and the improvement of relationships between individuals and communities of different cultural traditions. In EMRU, students learn to respect and value themselves and others; appreciate the human interactions within society; recognize and understand the commonalities as well as the differences between many cultural traditions; and learn how to manage conflict in a non-violent way. Ultimately, EMRU fosters an environment of tolerance and mutual understanding which enables people to live together peacefully. It is clear that HRE, EDC and EMRU share many common features despite their distinctions. Each of these disciplines contain essential elements that should be included in educational systems all over the world in order to prepare youth to be active, responsible and caring national and global citizens.

The importance of human rights education in promoting a global culture of human rights is becoming more widely recognized. Supporting human rights for all - regardless of ethnicity, language, religious beliefs or other differences - and the role of human rights education in this process, is now deemed essential to the security and welfare of all peoples.

As a follow-up to the UN Decade for Human Rights Education (1995-2004), the United Nations General Assembly proclaimed the World Programme for Human Rights Education (WPHRE) on 10 December, 2004 to further the implementation of human rights education programmes in all sectors (Resolution 59/113A). Building on the achievements of the UN Decade, the World Programme seeks to promote a common understanding of the basic principles and methodologies of human rights education; provide a concrete framework for action; and strengthen partnerships and cooperation from international to grassroots levels. The World Programme is structured around an ongoing series of phases, the first of which covers the period 2005-2009 and focuses on primary and secondary school systems. The programme's Plan of Action was developed

by a group of education experts and human rights practitioners from different regions of the world. This approach assured a truly global document based on the ideas and experiences of countries from around the world. The first phase of the Plan of Action outlines concrete strategies and practical recommendations for nation-wide human rights education implementation.

As adopted by the 34th session of the General Conference in November 2007, a series of activities have been undertaken by UNESCO throughout the year of 2008 to commemorate the 60th anniversary of the Universal Declaration of Human Rights (UDHR) which was celebrated on Human Rights Day, 10th December 2008.

UNESCO's Education Sector participated in the commemoration of the UDHR by organizing a series of three events based on the theme: "60 years of Human Rights Education" at UNESCO Headquarters in Paris from the 2nd of December 2008 till the 27th of February 2009:

- "Learn about Human Rights Education", an exhibit of human rights-related learning materials from over fifty UNESCO Member States and reflecting a wide-range of creative approaches and cultural perspectives from regions around the globe.
- "UNESCO Works for Human Rights: a poster exhibition on the street", leveraging UNESCO's campaigning strengths through art work, with posters from around the world displayed outside UNESCO Headquarters late in 2008.
- "Putting human rights into practice: the role of education", a Round Table – held on 10-11 December 2008 – providing an international forum for the discussion of research, policy, curriculum and partnerships in human rights education across formal and informal contexts.

This publication highlights some of the key ideas and features of these events. In addition to substantial opening and closing sessions, the Round Table consisted of four panels, the reporting of each consists of Summary, Introduction, Case Studies, Discussion and Recommendations.

This publication can be read on a number of levels: as a retrospective commemoration of human rights education; as a celebration of current good practice; and, through its discussion and recommendations, as a source of guidance for future directions in human right education.

FIVE PILLARS OF THE PLAN OF ACTION OF THE FIRST PHASE OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION:

- Policies and curricula

Educational policies, such as legislation, national plans of action, policy statements, curricula and training policies, should explicitly promote a rights-based approach to education.

- The learning environment

Learning environment should be one in which human rights are practised and lived in the daily life of the whole school community (e.g., whole school approaches, school governance).

- Teaching and learning practices and tools

Teaching and learning practices and tools should reflect human rights values. For example, materials and textbooks should be consistent with principles of human rights education, and teaching methodologies should be democratic and participatory (e.g., methodologies, resources).

- Professional development of teachers and other educational personnel

Professional development of teachers and other educational personnel should be targeted to enable educators and school staff to demonstrate and transmit human rights values (e.g., methodologies, training policies, modules)

- Evaluation and assessment approaches and tools

The policies as well as educational activities aiming at integrating human rights education should be subject to impact evaluation and analysis (e.g., indicators of evaluation, methodologies).

For more information on UNESCO's Plan of Action for Human Rights Education, please consult the website: **http://unesdoc.unesco.org/images/0014/001478/147853e.pdf**

UNESCO FRAMEWORK

The Constitution of UNESCO states that the Organization's principal purpose is to *"contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language and religion"*. In 2003, UNESCO and Human Rights Education was developed and integrated into the overall UNESCO Strategy on Human Rights that was then adopted by the General Conference during its 32nd session. The Organization assists Member States in formulating policies, strategies, action plans, and programmes, which will promote education for human rights and facilitate dialogue and cooperation among diverse actors. Its commitment to human rights education is further enhanced by its key role in the Education for All (EFA) movement and education-related Millennium Development Goals, both of which are concerned with content and processes in, as well as access to, education with a universal nature and pledge to quality.

THE ROUND TABLE

PUTTING HUMAN RIGHTS INTO PRACTICE: THE ROLE OF EDUCATION

UNESCO Headquarters, Paris, 10-11 December 2008

The Round Table "Putting Human Rights into Practice: The Role of Education" was organized by the UNESCO Education Sector on 10-11 December 2008 as a follow-up to the on-going first phase of the World Programme for Human Rights Education (2005-2009). The Round Table served to provide a forum for UNESCO Member States to share their experiences on the integration of human rights principles into national educational policies and practices.

Participants included representatives from Ministries of Education, National Commissions and Permanent Delegations to UNESCO, NGOs, research institutions, universities and educators. Over two days, the wide variety of participants' knowledge and experience, together with their national and institutional backgrounds gave rise to rich and productive discussion.

The Round Table had the following objectives:

- To exchange good practices and innovative policies on human rights education;
- To identify priority areas for action to develop and improve human rights education;
- To promote partnerships at national, regional and international levels.

The four panels addressed priority areas for the improved integration of human rights principles into educational frameworks:

PANEL 1

HUMAN RIGHTS EDUCATION: POLICY AND RESEARCH

Towards the strengthened linkages between research and national policies

The link between research and policy development in the area of human rights education (HRE) is a key issue. The development of effective educational policies requires knowledge and understanding of current research on key human rights issues. This panel explored good practices for the incorporation of existing research into the formulation and implementation of human rights educational policies. It examined how to strengthen the relationship between research institutes and policy-making bodies. A strong partnership between the two is needed for the sustainability of human rights education through appropriate programmes and monitoring mechanisms.

PANEL 2
PROMOTING HUMAN RIGHTS EDUCATION: CURRICULA CONSIDERATIONS
HRE as a specific issue or as a cross-cutting issue

While it is important to learn about specific human rights principles, it is equally important to introduce these principles into the overall learning process so that educational practices, curricular development, teacher training, teaching methodologies, learning resources and the school environment all reflect the human rights principles taught. This panel evaluated the advantages and disadvantages of teaching human rights as a single subject or as a cross-cutting issue throughout the curriculum.

PANEL 3
PARTNERSHIP IN HUMAN RIGHTS EDUCATION: CURRENT PRACTICE AND FUTURE INNOVATION
Putting partnerships in place

Strong institutional partnerships are required between Ministries of Education, national human rights institutions, NGOs, schools and colleges, teacher unions, teacher training institutions, research institutions and universities, to ensure the effective implementation of human rights education. The UNESCO National Commissions have the potential to mobilize these stakeholders for the building of institutional partnerships critical to fostering cooperation, and achieving sustainable outcomes.

PANEL 4
HUMAN RIGHTS EDUCATION BEYOND SCHOOLING
Links between formal and non-formal education

If human rights education is to effect positive changes within society, it is essential that concern for human rights be extended beyond the immediate school environment to the community-at-large. To this end, several countries have begun to examine the possibility of mainstreaming human rights education in both formal and non-formal educational settings and linking the two in a complementary manner.

OPENING SESSION

UNESCO AND HUMAN RIGHTS EDUCATION
Nicholas Burnett, Assistant Director-General for Education, UNESCO

HUMAN RIGHTS EDUCATION: CURRENT STATUS AND FUTURE CHALLLENGES
François Audigier, University of Geneva

CASE STUDY: LEBANON
H.E. Ms Sylvie Fadlallah, Ambassador, Permanent Delegate of Lebanon to UNESCO

UNESCO AND HUMAN RIGHTS EDUCATION

Nicholas Burnett
Assistant Director-General for Education, UNESCO[30]

Since its founding in the aftermath of World War II, UNESCO has leveraged its fields of competence "to construct the defences of peace in the minds of men" as stated by its visionary founders. UNESCO remains committed to this important aim and recognizes that education is a powerful tool to foster inclusive societies within a broader culture of peace based on respect for human rights.

The Universal Declaration of Human Rights assigns two basic functions to education. Firstly, it stipulates that, *"Education shall be directed to the full development of the human personality"* and secondly, that, *"it shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."*

Member States have adopted the Universal Declaration of Human Rights (UDHR) along with other more recent human rights instruments, but it is the UDHR that notably establishes the right to education. This fundamental right is the basis of human development and personal fulfilment. It serves as an essential means for reducing poverty, promoting better health, livelihoods and social cohesion. However, this right is still denied to some 75 million children of primary school age, 55% of whom are girls[31]. Despite progress towards gender parity, girls are still subject to discrimination and violence. Linguistic and ethnic minorities, as well as other vulnerable groups, are all too often excluded from education. Additionally, in many societies, universal values such as tolerance, respect, mutual understanding, and non-discrimination are not yet guiding principles in teaching and learning processes. Government ratification of normative human rights instruments is crucial, but equally important is the successful implementation of these instruments in order to address all forms of discrimination.

UNESCO's work in the area of human rights education (HRE) is set within the broader context of assisting Member States to develop and implement inclusive educational policies – in short – to achieve quality education for all. A human rights-based education imparts the skills needed to promote, defend and apply human rights in daily life. It promotes respect for human dignity and equality, fundamental to human development, and serves to further inclusive-based societies and participation in democratic decision-making.

30 Mr Burnett was Assistant Director-General for Education at UNESCO from 2007 to 2009.

31 UNESCO (2009). *Education for All Global Monitoring Report*, Paris, UNESCO.

UNESCO provides a platform for cooperation and partnership among actors committed to this process. In close coordination with other UN agencies, the Organization plays a major role in the implementation of the World Programme for Human Rights Education that was adopted by the UN General Assembly in 2004.

One of the key objectives of the World Programme for Human Rights Education is to encourage Member States to adopt a holistic approach in their efforts to mainstream human rights education. In this regard, UNESCO has recently supported a programme in Albania, with the financial support of Italy, to implement human rights education into curriculum development, in-service teacher training, school policies and the wider school community. Such a comprehensive approach is necessary if human rights values and democratic practices are to be successfully integrated into the educational system as a whole.

Human rights education is also about historical remembrance and transmission. During UNESCO's 34th General Conference in October 2007, Member States adopted General Resolution 61, which requests UNESCO to explore the role it can play in promoting Holocaust remembrance through education and in combating all forms of Holocaust denial. It requests UNESCO to place education at the centre of its work for Holocaust remembrance. UNESCO works with major stakeholders and Member States to promote learning materials and educational resources which use the lessons of the Holocaust to foster human rights values throughout the world.

UNESCO has also been actively involved in efforts related to the memory of the Slave Trade. Freedom from slavery and servitude is a fundamental human right recognized in Article 4 of the Universal Declaration of Human Rights. Through its ambitious Slave Route Project, UNESCO has created greater understanding of the slave trade and its consequences for modern societies. It has addressed racial prejudice and attempts to conceal the scale and impact of this tragedy. The "Breaking the Silence" project carried out through UNESCO's Associated Schools, is another example of the work to deepen understanding of the slave trade and to promote a world free of stereotypes, injustice, discrimination and prejudice.

The ultimate aim of both these projects is to contribute to the establishment of a culture of tolerance, peaceful coexistence and respect for human rights. Our task is to help teachers sensitize students to the reality of genocides and human rights crimes and enable them to resist all forms of prejudice and hate. This is made possible through our Associated Schools network, our UNESCO Chairs at the university level, our International Bureau of Education and civil society partners.

Today, we are here to discuss what progress has been made in the area of the implementation of HRE, what challenges have yet to be overcome, and how to best overcome them. Human rights education is based on the universal values and concerns found in our everyday lives. I hope that by the end of this round table, we will have developed a clear roadmap indicating the next steps to successfully mainstream human rights education in all learning contexts, as well as in our societies at large.

HUMAN RIGHTS EDUCATION: CURRENT STATUS AND FUTURE CHALLLENGES

Professor François Audigier
University of Geneva

Goals expressed in any national, international or multilateral declaration concerning human rights education (HRE) possess a certain nobility, proclaiming as they do the ideals of dignity, equality and equal access to education for all. However, a simple look at the current state of affairs demonstrates that these goals and objectives are often not actually realized.

HRE itself can be a rather ambiguous term, and for the purposes of this Round Table, it is important to explain exactly what is meant by it. In the context of our discussions, *education* will refer to academic education. In order to further clarify this, two statements can be made. First, education is a human right in itself and inherent in this idea is the notion that education must aim to teach students about human rights ideals and principles. Second, the exercise of powers and responsibilities in schools must uphold the very principles they are aiming to instruct. Otherwise, the discrepancy between what is being taught and what is being demonstrated will encourage a distorted understanding of the idea of respect for human rights.

Another important feature in the idea of human rights education is that the learning which occurs outside the school setting is equally as important as the learning which occurs inside the school setting. Non-formal education takes place in the family and in the community through the day-to-day interactions between people. The family in particular plays an important role. Thus, the harmonization of values taught in school with those observed in the family, is a crucial factor for success.

The current exploration of HRE is in two parts: first, an overview of the current status of HRE by specifically examining theoretical and practical components, and second, some of the challenges that the international community is currently facing in the mainstreaming of human rights education at the national level.

THE CURRENT STATUS OF HRE: AN OVERVIEW

National governments, intergovernmental and non-governmental organizations around the world have been active in the area of developing and implementing human rights education programmes. In order to be effective, human rights education must be context specific: programmes must draw on national experiences and existing social, economic and cultural conditions. This process of contextualization is essential in order to make this knowledge relevant for the people of a particular country.

There are two important facets to a successful HRE programme: the conceptual and the practical. The conceptual facet is fairly self-explanatory; it requires a solid understanding of human rights principles and ideas as well as an understanding of the mechanisms and instruments that exist in order to protect them. In order to be able to defend one's rights, it is necessary to first understand what these rights are.

The practical facet uses real-life situations to build on the knowledge that students have acquired and takes into account the needs, interests and priorities of all actors. Active participation and support for human rights principles will stem from the knowledge that one possesses. While teaching children about ideas such as justice, equality, freedom and liberty are important, what is more important is that these notions be grounded in the students' daily realities. Teaching children the skills that accompany these rights: non-violent communication, active listening, mediation, etc. will foster the development of an informed, educated, and socially conscious population.

AMBIGUITIES AND CHALLENGES

HRE poses numerous challenges for educators, policy-makers and community leaders. A first set of challenges relates to the different kinds of learning that can take place: HRE programmes must be target-based to address the specific age group and desired learning outcome. Therefore, teaching methods and pedagogical materials must be similarly adapted. For example, a lesson on the concept of liberty would be conducted much differently in a group of five-year olds than in a group of high school students.

A different set of challenges concerns the possibility for various interpretations of human rights. Although one of the underlying features of human rights principles is the idea of universality, the notion of selective interpretation negates this. Political communities, states, and institutions can interpret the idea of human rights to suit their particular aims or needs. While it is necessary to achieve a harmony between the different groups of rights, that is, between political and civil rights and social and economic rights, this is often not the case. Depending upon the conditions of a particular country, it can be very easy to deny one group of rights in favour of another group of rights in order to achieve certain political goals or garner support among certain segments of the population. But the links between these groups of rights are clear. Civil and political rights ensure that the marginalized and disadvantaged segments of the population have access to what are considered basic human needs (food, shelter, fresh water, etc.).These same rights also ensure that social and economic rights are guaranteed for all. If this harmony becomes unbalanced and some rights are denied in favour of others, it could have a devastating impact on society as a whole.

Human rights principles support the notion that our inherent rights and social order cannot be contradictory to the values and ideals upheld by these principles and must be reaffirmed through the actions of governments. These principles must be applied equally among all segments of the population with no discrimination of gender, religion, wealth, etc. This is a challenge that states need to address if they want to

ensure the successful implementation and sustainable impact of HRE programmes. Responsibilities, both personal and professional, are a duty of every human being. However in order for respect for human rights to exist throughout society, it is important that all, including those in a position of power, exercise respect for human rights principles.

CASE STUDY: LEBANON

Her Excellency Ms Sylvie Fadlallah
Ambassador, Permanent Delegate of Lebanon to UNESCO

Historically, Lebanon has played a key role in the elaboration of the Universal Declaration of Human Rights (UDHR) with Charles Malik, a Lebanese national, acting as Rapporteur of the drafting committee. Lebanon has demonstrated a continued commitment to upholding the basic values of UNESCO in support of the defence and respect for human rights, particularly through its attempts to mainstream human rights education (HRE) at national and international levels. For example, following the 1998 educational reforms, new citizenship textbooks encouraged the educational development of a proactive Lebanese citizenry by integrating human rights values such as freedom, democracy and justice into education, undergirded by human rights principles. Attempting to forge an open, tolerant and democratic society, these educational reforms have encouraged young citizens to aspire to take a full participative role in Lebanese life – social and cultural, civil and political.

As a member of the Arab League, Lebanon has striven to embody the principles of the UN Charter and the UDHR through its legal framework, aspiring to uphold the ideals of a democratic, parliamentary republic founded on respect for public liberty, freedom of expression and belief as well as social justice and equality among all citizens. Active social and political participation on the part of the Lebanese citizen is viewed as a right and responsibility, the groundwork for which is established though education.

If primary and secondary schooling are crucial here, Lebanon furthers the notion that human rights education must take place both inside and outside the classroom in both formal and non-formal educational settings. The involvement of civil society groups and NGOs is therefore crucial in the creation of a culture of human rights through education.

Neither the formal nor the informal contexts of HRE are static but the basic principles of human dignity, of social justice, of equality should pervade the lives citizens. If new social and political conditions, especially times of crisis, present challenges to the realization of these principles such times of crisis also present opportunities for their reaffirmation. The use of the term "education" in human rights education is therefore not arbitrary. It reflects the basic notion of education: the diffusion and evaluation of ideas and concepts, the creation and dissemination of new knowledge, reflection on and preservation of culture and tradition, and the development of attitudes and aptitudes.

Development and implementation of HRE is thus an on-going process. Key challenges are:

- to produce enriching national educational policies in the area of human rights education;
- to improve existing curricula; to diversify pedagogical methods;
- to improve teacher training;
- to strengthen non-formal education.

Despite the work accomplished nationally and internationally, these challenges are those shared by Lebanon and the world community.

PANEL 1
HUMAN RIGHTS EDUCATION: POLICY AND RESEARCH
Toward the strengthened linkages between research and national policies

SUMMARY

The link between research and policy development in the area of human rights education (HRE) is a key issue. The development of effective educational policies requires knowledge and understanding of current research on key human rights issues. This panel explored good practices for the incorporation of existing research into the formulation and implementation of human rights educational policies. It examined how to strengthen the relationship between research institutes and policy-making bodies. A strong partnership between the two is needed for the sustainability of human rights education through appropriate programmes and monitoring mechanisms.

INTRODUCTION

Moderator: Daniela Benjamin

CASE STUDY: EL SALVADOR

Florentin Meléndez

CASE STUDY: NORTHERN IRELAND AND THE REPUBLIC OF IRELAND

Avril Hall Callaghan

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

KEY QUESTION

How should research be linked to policy formulation and implementation of human rights education?

INTRODUCTION

In order to ensure that human rights values are understood and respected by all, human rights education (HRE) needs to be incorporated not only into the school system, but also throughout society in general. This will also help to ensure sustainability. In order for this widespread integration of principles to be successful, what are the major problems related to human rights? Who should be targeted? What methods are being applied?

Moderator: Daniela Benjamin
First Secretary, Permanent Delegation of Brazil to UNESCO

Education is essential for the promotion of human rights. As Daniela Benjamin suggested, education is not only a right in itself, but also a tool which can be used to guarantee the protection and promotion of other rights. Given the interdependence and mutually reinforcing nature of human rights principles, knowledge and understanding of these principles are essential in order for people to be aware of their rights and the responsibilities that accompany them.

Human rights education (HRE) provides knowledge about both human rights values and the mechanisms that protect these values. In addition, it provides the tools for people to apply human rights in their daily lives to combat discrimination, intolerance and other human rights violations. HRE also improves the quality of learning achievements and assures the full development of the individual's personality by fostering understanding, tolerance and peace.

In order to cultivate a universal culture of human rights, a global understanding and implementation of HRE is essential. However, this is proving to be quite challenging as each country has its own set of human rights issues to address and its own set of obstacles to overcome in implementing HRE. While a common understanding and implementation of HRE is beneficial, HRE programmes must reflect the particularities of a given country or geographic location. Consequently, HRE programmes must draw from national experience and identity and be nuanced to reflect the particularities of a given country or geographic location.

Here, arguably, states have not made use of the knowledge acquired through research when designing and implementing policy in the area of HRE to be effective. Policy-

makers need then to be aware of current research findings in this field in order to develop sustainable and effective programmes.

Crucially, the international community could here consolidate the links between research institutes, universities and governmental authorities charged with educational development in HRE. This is an issue calls for further examination.

CASE STUDY: EL SALVADOR

Dr Florentin Meléndez
Former President, Inter-American Commission for Human Rights, El Salvador

Dr Florentin Meléndez shared the El Salvadorian experience in terms of the development and implementation of a national programme of human rights education (HRE). Thus, following years of civil war, violence, political unrest and military dictatorships, El Salvador initiated a peace process in the 1990s. The El Salvadorian case was distinctive in that HRE was an integral and concurrent part of this peace process, in conjunction with a wider series of educational reforms. Led by the Ministry of Education (MOE), a national plan was established which received overwhelming levels of public support. The reforms actively promoted the inclusion of human rights values in across curricula of schools and colleges. This process, which emphasized positive changes in the mindsets, attitudes and behaviors of youth through the promotion of economic, social and cultural rights, fostered the development of new knowledge and skills in many schools. While the reforms have been successful, certain areas deserve closer attention. For example, the reforms lack a commitment in the area of improving teacher training.

National experience and identity were seen as playing a critical role in the development of HRE programmes. In El Salvador, themes of particular relevance include: discrimination, intolerance, violence against women, violence against segregated pregnant girls in schools, juvenile delinquency, and the use of force in schools (where it is often legalized). Also relevant are levels of democratic freedoms (such as decision-making) in schools, as well as in homes and wider society.

Despite the fact that HRE programmes have to respond to the specific needs of a country or a community, regional initiatives can also play an important role. The Inter-American Committee on Human Rights was upheld as a good example of such collaboration. Of particular challenge for El Salvador, and across Latin America, was the requirement to synthesize research with educational policy as an important component for HRE's success.

In addition to those areas of concern specific to El Salvador and the region, several generic research questions were thus identified:

- Has an impact assessment been developed so that all actors, including those at the political level, have an accurate idea of the importance of HRE?
- What are some of the legal aspects of HRE? For example, have national laws been harmonized with international human rights instruments?
- Are countries preparing textbooks integrating human rights values for all grade levels?

- What is the current state of research in universities, research centres and international or non-governmental think tanks?
- Does this research have an impact on policy development?

CASE STUDY: NORTHERN IRELAND AND THE REPUBLIC OF IRELAND

Avril Hall-Callaghan
General Secretary, Ulster Teachers' Union

Avril Hall-Callaghan presented a human rights education (HRE) initiative to address issues between Northern Ireland and the Republic of Ireland. This project was developed during the early1990s in the last years of the Troubles. Two teachers unions cooperated, the Ulster Teachers' Union (UTU) and the Irish National Teachers Organisation (INTO), and Education International (EI), an important all-Ireland educational initiative, opening new channels of communication and cooperation.

The vision for a project was to teach about human rights. By developing young people's skills in articulating their rights to others, the project hoped to have a wider societal impact. The programme consisted of a research-based approach combined with a strong monitoring and evaluation system to ensure the continued confidence of key partners. Also important was the programme's reliance on the input of teachers, support services and the education inspectorate. Materials were developed by teachers from the North and South who produced lesson plans in their own time. The fact that teachers were the ones developing the material meant that it could be directly implemented in classrooms. The experience of having educational professionals from both sides of the border was instrumental in fostering cooperation and communication. The project relied on a "whole school approach" which created an atmosphere of accessibility, respect, tolerance and integration in all school activities.

The Lift Off programme was based on a series of pilot projects, implemented in three phases:

- Phase 1 (2001-2002) targeting 8-10 year olds:

Through a scenario involving a friendly alien coming to Earth, children were encouraged to examine problems that exist on Earth as well as their individual and collective human rights and responsibilities.

- Phase 2 (2003-2004) targeting 10-12 year olds:

This phase attempted to widen the scope of understanding and address issues on a global basis.

- Phase 3 (2005-2006) targeting under-8 year olds:

This phase concentrated on building the necessary skills and attitudes that would lead to later learning. Although the term human rights was not specifically used, lessons were built around ideas of empathy, cooperation, respect and conflict resolution.

The pilot project was implemented initially in a small number of schools on both sides of the border. By 2005 however, the project had quickly grown to 90 schools. Subsequently, an additional 25 new schools were recruited.

The project has successfully generated unprecedented levels of cooperation between the North and the South, including an important spill over from the educational realm into the political, not least cooperation between the Ministers of Education of Northern Ireland and the Republic of Ireland.

In additions to teachers' forums and conferences, involved too were the Human Rights Commissions both from the Republic of Ireland and Northern Ireland. The two Ministers also shared the stage in Northern Ireland as another example of cross-border cooperation and communication.

The current phase (2007–2010) focuses on mainstreaming human rights education. In February 2008, materials were launched in both English and Irish in an additional 900 schools in Northern Ireland and 3000 schools in the Republic of Ireland. Given the widespread reach of the programme, it is clear that the focus has moved from the research phase into the implementation phase. There are three main goals for the future of the project: to develop a body of teachers with the knowledge and skills to integrate human rights education into their own practice; to establish a mechanism for promoting and monitoring a "whole school approach" for HRE; and to develop a consistent, coherent and sustainable strategy for HRE within primary schools in Northern Ireland and the Republic of Ireland.

Key generic research questions which emerged from this case study were:

- What are the key elements of success in HRE programmes?
- How can evidence-based evaluation of HRE be used to enhance effectiveness?
- How can wider societal impact of HRE be measured?
- What might be the indicators of this success?
- How can research contribute to the conceptual understanding of HRE?
- What is distinctive of HRE in post-conflict educational contexts?
- What role can historical research in HRE play in developing understanding of the educational challenges of the present?

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon
Faculty of Education, University of Plymouth[32]

DISCUSSION

In the debate that followed, a number of important policy and research issues were raised including: the efficacy of HRE; the contextualization of HRE in developing versus developed countries; the assessment of best practices; and the historical evolution of human rights in educational contexts. A number of troubled issues were raised in regard to the varying levels of difficulty with which HRE can be implemented, often being dependent upon a nation-state's respect for human rights. Thus some participants highlighted the fact that in certain states a lack of respect for basic human rights makes it difficult to implement an HRE programme.

As a result of this considerable diversity in experience of HRE on the ground, participants identified a pressing research focus to be the *impact* of HRE. Many participants highlighted the importance of raising public support and awareness for HRE to ensure funding and wide-scale implementation. Yet there was presented here an issue of considerable epistemological, methodological and theoretical difficulty: what measurable objectives and practical indicators might be used to assess of the successful implementation of HRE within states and internationally? Although participants agreed that assessing impact is crucial, many felt that it is too early to do so as several states are still in initial phases.

Key research questions for HRE were:

- How are human rights conceptualised in different states?
- How can educators better understand and analyze how HRE in order to develop learning outcomes and subsequent teaching and learning methods best suited to their country?
- Are there differences in conceptualisation between developing and developed countries?
- What is the impact on the conceptualisation of human rights and HRE as a result of historical colonial experience?
- As countries emerge from long histories of colonial oppression, years of one-party, dictatorial rule, or violence and civil war, education in human rights issues becomes increasingly important: what are the distinctive features of HRE in such countries?
- What scope is there for comparative international research?

32 Liam Gearon is currently at Department of Education, Oxford University.

- In times of war, conflict or deprivation, how is it possible to teach children and young people about human rights when they are non-existent in people's daily lives?
- How can the right to education become an integral part of HRE?
- How can this be clarified so that policy makers and educators can propose relevant solutions in the absence of basic human rights?
- How is good HRE practice in general to be identified? And since HRE must affect society as a whole, how can HRE be seen to impact at all different levels of society – from formal education to those in positions of authority such as the police, judiciary and prison service.

RECOMMENDATIONS

In order to enhance political commitment to HRE, national and international networks/ projects should be established to create a stronger a policy-research interface for HRE, including the consolidation of existing and creation of new strategic partnerships between universities, international organization such as UNESCO and the Office of the High Commission for Human Rights.

Further research should be undertaken into the following aspects of HRE and policy:

1. Conceptual, contextual and philosophical research should be undertaken into the disparate understandings of human rights and HRE within, across and between nation-states. This should include historical research to investigate specific geo-political factors which have affected and continue to effect the implementation of HRE policy on the ground, especially in present-day conflict zones and post-conflict situations.

2. Research should be undertaken into evaluation and monitoring tools for HRE, including legal frameworks, to assist and support policy implementation.

3. Research should be undertaken into the most effective means of curriculum development, including the development of appropriate HRE materials and methods, in schools but also in teacher training.

4. Research should be undertaken into the means of fostering of active student leadership essential to creating a culture of human rights in schools, colleges and wider community.

PANEL 2
PROMOTING HUMAN RIGHTS EDUCATION: CURRICULA CONSIDERATIONS
HRE as a specific issue or as a cross-cutting issue

SUMMARY

While it is important to learn about specific human rights principles, it is equally important to introduce these principles into the overall learning process so that educational practices, curricular development, teacher training, teaching methodologies, learning resources and the school environment all reflect the human rights principles taught. This panel evaluated the advantages and disadvantages of teaching human rights as a single subject or as a cross-cutting issue throughout the curriculum.

INTRODUCTION

Moderator: K. Peter Fritzsche

CASE STUDY: ARGENTINA

Mara Brawer

CASE STUDY: JORDAN

Abeer Ammouri

CASE STUDY: BURUNDI

Victoire Nahimana

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

KEY QUESTIONS

How can human rights education be integrated into, for example, school programmes and textbooks as well as teacher training?

Should HRE as be taught a specific issue or as a cross-cutting issue?

INTRODUCTION

The successful integration of a national programme of human rights education (HRE) requires partnerships between different sectors of society. While many countries have initiated projects at the regional, local and national levels, what is lacking is a coordinating body to ensure the development of a cohesive strategy. Who should take on this role and how can cooperation be achieved between the various partners?

Moderator: Professor Dr K. Peter Fritzsche
UNESCO Chair in Human Rights Education, University of Magdeburg, Germany

Several countries have made the integration of a national programme of human rights education (HRE) a priority. But what challenges must be overcome so that HRE becomes a priority for all states? A number of experts and practitioners highlight a lack of conceptual clarity in defining HRE. In addition, an incomplete and unclear understanding of the differences between HRE, Education for Democratic Citizenship (EDC), Education for Mutual Respect and Understanding (EMRU), as well as peace education also add to this lack of clarity surrounding the definition and therefore effective implementation of HRE. The question to ask here is, how can states best ensure the development of a holistic approach for HRE in this context?

The sharing of national experiences is important as it allows states to explore commonalities, and differences in the development and implementation of HRE. An examination of issues around the implementation of HRE leads to four main questions:

- What progress has been made?
- What are the remaining challenges?
- How can we ensure that the process is sustainable?
- Who are the major actors?

Further analysis of HRE raises other questions:

- How can we integrate children's rights into HRE, for instance in relation to the Convention on the Rights of the Child?

- What *standards* should be expected for HRE?
- Considering the lack of a strong conceptual framework, how can we ensure that HRE is being implemented and not something similar such as EDC or EMRU?
- Do we have the right or obligation to educate about those rights which are most often violated?

It is clear, then, in short, that HRE attempts to foster a climate of change, but it is important to be clear on the kind of change that is desired.

CASE STUDY: ARGENTINA

Mara Brawer
Secretariat for Human Rights, Section for Education, Ministry of Education, Argentina

Argentina is a federal state where education is part of the mandate of the provincial governments but where collaboration exists at national level. In this context, Mara Brawer explored recent curricular reform in Argentina, including debat on how to teach human rights to children. In terms of broad curricular revision, consensus was established that the curriculum be organized into two parts:

- Curricular spaces: consisting of subjects that would be taught with a disciplined logic
- Transversal content: consisting of cross-cutting content that can be taught by incorporating the material into more than one discipline.

The question remained as to where can human rights content be incorporated into such a curricula framework. To answer this question it was considered necessary to examine what is meant by human rights education (HRE) and how HRE should be taught.

At a fundamental level, HRE implies an education in values which, though often contested, have been agreed by the consensus of an international community, and taken as basic and universal. It was agreed though that HRE cannot be confined to or solely equated with an education in values. HRE, for example, also implies an understanding of governance. In order to understand the mechanisms that protect human rights, it is necessary to understand the idea of a supra-national judicial body and the idea that human rights can limit the power of states over individuals. State support is therefore critical since through its legislative and related power, the state can either strengthen or curb these rights.

The historical and political background of Argentina illustrates this balance. HRE can be therefore also said to be closely linked with education in democratic citizenship. In teaching HRE it is thus important to understand the historical context behind the struggle for human rights, nationally and internationally. Understanding this historical context should therefore form a significant element of any HRE curriculum. An example of this can be found in a school in a barrio of Buenos Aires. During the military dictatorships, a secret detention centre was established within the school. There is currently a project underway which aims to help the barrio recover its memory. Through interviews and the collection of oral histories, students are attempting to understand what life was like during the decades of military dictatorships with the aim of eventually turning the centre into a memorial. Given the community involvement, it is hoped that this project will have a wide impact.

As well as instilling a sense of democratic heritage, history can be the gateway to understanding how rights might be defended in the present. In Argentina, teaching materials have been developed to transmit the memory of the struggle for human rights during the years of military dictatorship.

Thus, with the support of audio-visual material, children can hear stories from Argentinean grandmothers about past generations and learn about the struggles that people underwent during the years of military rule in order to draw attention to the grave human rights violations that were being committed on a massive scale. This material is conceived in a way that allows children to relate it to the realities of life through their Argentinean heritage. Additionally, the sharing of living histories of the Abuelas de la Plaza de Mayo, with related activities to recover still missing children, is a perfect illustration both of proactive citizenship and a reminder of the constant fight for human rights.

In the Argentinean experience, then, educators and policy-makers have agreed that for HRE to become an integral part of school curricula, it is necessary to integrate it as a stand-alone topic *and* as a cross-cutting one, for example, through history, democratic citizenship education, supported in both models through school-community cooperative projects.

CASE STUDY: JORDAN

Abeer Ammouri
Coordinator for Human Rights Education, Ministry of Education, Jordan

Abeer Ammouri explored the Jordanian experience of HRE stating that in order to protect human rights individuals must play a greater role in political and social activities. The Kingdom of Jordan is committed to the reinforcement of human rights principles which seek to maintain public freedom and democracy for all. Jordan is also committed to the principles of Islam – tolerance, justice, equality, neutrality and moderation – all of which provide Jordan with a unique sense of national unity and stability.

To reinforce HRE, the government has taken the following steps towards enhancing the quality and quantity of education in Jordan:

- implementing a national plan for pre-school education to increase enrollment;
- upgrading basic education and promoting the concept of free education for all in order to limit drop-out rates in poor and rural areas;
- promoting the equality education for all as well as the principle of life-long learning;
- tailoring educational programmes in order to comply with labor market needs for certain skills and abilities;
- improving the quality of national learning standards and the organizational climate in school and classrooms;
- establishing partnerships in the public and private sectors to support the process of decision making in educational policy making;
- increasing the quantity and quality of services for special needs students;
- developing curricula and text books to reflect the needs of different communities;
- creating programs that aim to eliminate gender discrimination; and
- working to empower women through education.

The government of Jordan thus realizes that education has a broader socio-economic and cultural-political significance that extends beyond the school setting and encompasses families, communities and the full range of institutions that exist in a given society. Education is here essential for the construction of a national code of conduct based on a general knowledge of human rights principles and values.

It is also considered necessary in order to understand one's duties to both oneself and one's fellow citizens. Awareness and understanding of human rights must enjoy a particular and special significance if these principals are to be respected. The Ministry of Education is therefore aiming to transform education in Jordan into an ongoing process of learning and skills acquisition. This will ensure that the people of Jordan

have every opportunity to develop their full potential and enable stronger relationships between people, societies and nations to be built.

The education process must teach students to think carefully and critically. It should also be used to convey the values of dignity and democracy to students. It should encourage self-development and allow students, regardless of gender, to play an active role in the development of their society. The Ministry of Education believes that HRE should form part of citizenship education. A citizen, who cannot understand his or her rights, cannot practice them with others, and so the teaching of HRE is closely related to values, including religious values, as well as the realities of citizenship and the ideals of democracy.

Currently, human rights principles are included as one of the major components of the general framework and outcomes of the social studies curricula. These outcomes are then translated into units, lesson plans and activities by building a conceptual map of human rights concepts adapted to the age of the students. Human rights are also incorporated into other subjects that have undergone the process of educational legislation.

Another vehicle for the communication of human rights issues is the publication of a bulletin called *Letters to our Students*. This publication explores issues such as belonging, independence, dignity, and respect for self and for others, etc. It also contains the mission of the Ministry and core values.

In terms of the implementation of a Jordan-wide plan for HRE, a national committee for HRE has been formed, drawing on the contributions and experiences of the following ministries and government organizations: the Ministry of Education as the lead agency, the Ministry of Scientific Research and Higher Education, the Ministry of Culture, the Ministry of Holy Affairs, the Ministry of Political Development, and the National Centre for Human Rights. The task of this committee is to approve the national action plan for HRE, to follow the process of its implementation and conduct periodic evaluations. Achievements to date include the creation and approval of the national action plan for HRE (this plan has been approved by the national committee for human rights). As well, the first phase of the plan, an analysis of the current state of HRE in all Ministry of Education programmes, has been implemented.

Future goals for the prompt implementation of the national action plan include:

- Updating the matrix of human rights concepts
- Organizing workshops for curriculum specialists and text book writers
- Identification and inclusion of human rights concepts in the curricula and text books
- Creating learning activities based on human rights principles and values
- Holding workshops for administrators, supervisors, teachers and students
- Organizing extracurricular activities related to HRE

This will naturally require a significant financial commitment, and there is a need for international donor organizations, UN agencies and donor partners to contribute in the provision of financial, technical and consultative support, as well as expert trainers and researchers.

CASE STUDY: BURUNDI

Victoire Nahimana
Director-General, Pedagogical Bureau,
Ministry of Education, Burundi

Victoire Nahimana stated that each society shapes human rights education (HRE) according to its own experiences and attitudes. Her presentation examined the implementation of a national plan for HRE in Burundi initiated in 2003. That year, while conducting a revision of the national education system, it was decided that there was a need for to promote peace along with moral and civic values and particular emphasis was given to HRE.

Yet despite widespread levels of support for HRE, there has been a significant lack of political will. Years of violence and civil war in Burundi had severely eroded respect for human rights values. It was not until 2005, that any real political drive to protect and promote human rights began to materialize. At that time, the President of Burundi announced that primary education would be free for all and efforts were made to introduce human rights values into both primary and secondary education.

Critical to these efforts, was the elaboration of a national plan including a national vision for HRE objectives. The objectives for formal HRE were simple: teach children human rights principles and values to improve their decision-making skills and bring about positive change in society. In order for the plan to have a serious impact though, a reform of the educational process was necessary including: teacher training; development of textbooks; classroom management; and creation of extra-curricular activities.

During this process, policy-makers and educators debated the merits of teaching HRE as a specific topic or as a cross-cutting one. There were multiple advantages to using a cross-cutting approach. Fundamentally, it meant that human rights principles and values could be integrated into existing subject areas without the addition of a new subject or class. Secondly, by introducing human rights concepts into various subjects, children could see how these principles and values related to the different aspects of life (history, science, social studies, etc.) This would enable the children to develop the necessary skills to confront life's challenges in a positive and constructive manner acting as agents of change to further sustainable development and a culture of peace.

However, there were certain disadvantages to the instruction of HRE in this manner. It necessitated the complete modification of existing modalities to incorporate the new material which in turn, required significant financial investment. For a developing country, this might not be feasible.

The other option was to incorporate HRE as a separate subject. This would clearly necessitate the creation of a new class making the existing educational programme

heavier. It would also mean that new teachers would have to be hired and specialists would be needed to develop course content and train teachers in the new subject matter. For these reasons, it was decided to take on HRE as a cross-cutting issue.

Policy makers also began to question the best ways to teach these values to children. It was important in the elaboration of the national plan to ensure that human rights learning take place not only in schools, but also throughout the entire community in order to be effective. The objective was to make the school the centre of influence for HRE while also involving other important stakeholders in the educational process such as parents' committees, religious groups, administrative bodies and community associations. It was decided to engage in the topic through existing textbooks in subjects where text concerning human rights concepts and principles could be easily included. An effort was also made to diffuse HRE through audio visual materials. However, not all of the population had access to these materials. To overcome this challenge, an existing educational radio station was used to transmit messages furthering HRE objectives.

The following key themes have been identified by educators and policy-makers: knowledge of self and others; human values; human rights; international human rights law; sexual health and reproduction; peace education; environmental education and power and democracy. In line with the cross-cutting method used in HRE, these principles have now been fully incorporated into fundamental courses in civic, social and human sciences. What remains to be implemented is the sensitization and training of trainers in the principles of HRE and the establishment of permanent training sessions for teachers. There is also the question of resource mobilization in order to respond to these demands.

Another way that human rights principles were introduced was through oral traditions such as stories, fables, customs, proverbs, games and songs. This takes us back to the idea that HRE stems from the individual experiences of each country. The use of oral traditions reinforced instruction by drawing upon traditional African methods of education centring on family and community and served to preserve this important element of African culture in an age of globalization and modernization. Also, because illiteracy rates remain high, traditional methods of education are sometimes the only way to reach certain sectors of the population. This is concrete proof that while it is important to undertake pedagogical innovation in terms of teaching tools and teaching methods, it is crucial not to disregard older processes. Even in the development of new materials and pedagogical tools, it is important that experts draw from these age-old methods which reach into the very hearts of the children. The use of oral traditions has proven to be very successful.

Often, though, the most effective means of inculcating human rights and values in education is through good relationships and personal example. In classrooms, teachers are encouraged to respect human rights values at all times even in conflict situations. This is referred to as the "teach by example method." It is hoped that students will adopt the methods they see teachers using in their own lives, specifically in the area of conflict resolution. Indeed, the President of Burundi is himself also very involved in the

promotion of HRE. He often visits primary and secondary schools as well as universities to discuss human rights. This has a significant impact, as you have the first citizen of the country, the President, telling children about the importance of respect for human rights values and principles.

From the experience of Burundi, it is clear that HRE can be tackled either as a specific subject or as a cross-cutting theme depending upon the needs and experiences of the particular country. Given the increasing level of violence in many developing countries, it is clear that some sort of HRE is necessary to reinforce positive concepts and values.

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

DISCUSSION

The debate concerning the merits and challenges of HRE as a single subject or cross-cutting theme was reiterated during the discussion. It was agreed, that the specific curricular balance within schools and classrooms may depend much on the needs of the community and the national experience of the country. The case studies from a number of continents richly illustrated this with historical and contemporary context. A clear consensus from this panel, therefore, was that that HRE should not be examined in the dichotomy of one approach versus another (cross-cutting vs. specific) as these approaches are not mutually exclusive.

Human rights can clearly be examined through different disciplines in order to provide students with an overview and deepen their understanding, from the arts, humanities and languages to the sciences. It was felt however that there was always more scope for imaginative curriculum development.

The idea of learning by example can be formally incorporated into the school setting through school organization and classroom management and can serve as either a positive or negative example in the exercise of human rights. There was thus agreement that students' voices should be heard through class council and students should be part of decision-making processes. This allows them to take an active role in the promotion of democratic values and the respect for human rights. Educationalists should also ask themselves the question, then, how do our educational establishments – from pre-school to university – reflect the values we espouse?

Some aspects of human rights do however seem to lend themselves to be taught as and learnt through separate subject areas. For example, the examination and analysis of relevant human rights laws, mechanisms and principles in classes on citizenship or civics education. But even here creative teaching can find alternative means to illustrate even technical points of law through case study and links with the wider community.

These wider cultural, political and social contexts therefore remain important contexts for HRE. It is critical for children and young people to see these values being respected in public life. Any person with political or public authority – teacher, police officer, civil servant, and so on – has a special responsibility when it comes to respecting human rights. Due to its ubiquitous power, therefore, the state has a particular and joint responsibility not only to defend human rights but to facilitate supportive contexts for HRE.

Significant debate surrounded the relationship between human rights and human values. While human rights add to the fostering of values within a society, the distinction is that human rights are enshrined in international legal frameworks and therefore extend beyond notions of individual or cultural values. This of course, it cannot be denied, has often between a source of national and international tension.

This panel came up with many creative pedagogical approaches for the delivery of HRE:

- through story-telling, oral tradition;
- through written works of philosophy and literature;
- through drama and role-playing;
- through art work, drawing, even cartoons;
- through public speaking;
- through sports; and
- through health education and science in the service of human rights.

An important model of human rights education was presented which outlined how participative learning (a "hands-on" learning), active learning (whereby the student seeks to learn) and experimental learning (the process of making meaning from direct experience) can all play a part in HRE. This model was shown to break down perceived barriers between schools and their communities, and on a larger scale, between nations with histories of suffering. The panel also touched upon the importance of religious and cultural traditions which have informed notions of dignity, law and human rights. This is a worthy reminder that the concept of human dignity was invented in 1948, or that the idea of human rights or principles of equality were of an entirely secular origin.

Each member of the panel stressed the critical importance of training, innovation and continual revitalization so that statements such as the UDHR do not become *simply* declarations or lofty aspirations, but sources of societal transformation. There was some consensus here that broader community, including families, remain an often neglected factor in the development and implementation of HRE.

In short, educational and pedagogical innovations in HRE depend not only on teachers, their communities but also on real political will within states, thus constituting a profound responsibility for those vested with political power.

RECOMMENDATIONS

Through addressing a specific question related to HRE in the curriculum, this panel demonstrated the considerable richness of provision for HRE within, across and beyond the formal curriculum. The following recommendations might be drawn:

1. Further national, regional and international opportunities for sharing the formal and informal good practice in HRE, through virtual interactions, meetings and publications.

2. In view of the wealth of good quality material in HRE, it might be useful for a teacher-friendly data-base of such good practice to be developed.

3. Close attention should be paid in particular to the development of cross-cutting or cross-curricular materials and methodologies, policies and pedagogies which develop and drive forward our thinking about how to deliver HRE across a range of academic subjects.

4. Close attention too should be paid to the development and sharing of materials and methodologies, policies and pedagogies which develop and drive forward our thinking about how to deliver HRE beyond formal school contexts, especially in links with organs of the state such as police and judiciary but also through civil society and non-governmental organizations.

PANEL 3
PARTNERSHIP IN HUMAN RIGHTS EDUCATION: CURRENT PRACTICE AND FUTURE INNOVATION
Putting partnerships in place

SUMMARY

Strong institutional partnerships are required between Ministries of Education, national human rights institutions, NGOs, educational institutions, teacher unions, teacher training institutions and research institutions to ensure the effective implementation of human rights education. The National Commissions for UNESCO have the potential to mobilize these stakeholders for the building of institutional partnerships critical to fostering cooperation, and achieving sustainable outcomes.

INTRODUCTION

Moderator: Jacqueline Costa-Lascoux

CASE STUDY: UGANDA

Augustine Omare-Okurut

CASE STUDY: ALBANIA

Zana Tabaku

CASE STUDY: MOROCCO

Albert Sasson

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

KEY QUESTION

How can HRE become a reality through an efficient institutional partnership with concerned Ministries, NGOs, educators, teacher training institutions, research institutions, and so forth?

INTRODUCTION

Several countries have made the integration of a national programme of human rights education a priority. But what challenges must be overcome so that HRE becomes a priority for all states? A number of experts and practitioners highlight a lack of conceptual clarity in defining HRE. In addition, an incomplete and unclear understanding of the differences between HRE, Education for Democratic Citizenship (EDC), Education for Mutual Respect and Understanding (EMRU), as well as education related to other values such as peace and tolerance, also add to this lack of clarity surrounding HRE and represent a main obstacle to overcome. How can states best ensure the development of a holistic approach for HRE in this context?

Moderator: Jacqueline Costa-Lascoux
Researcher, French National Centre for Scientific Research (CNRS)

The successful integration of a national programme of human rights education (HRE) requires partnerships between different sectors of society. While many countries have initiated projects at the regional, local and national levels, what is lacking is a coordinating body to ensure the development of a cohesive strategy. Who should take on this role and how can cooperation be achieved between the various partners?

It is only through cooperation among all stakeholders that human rights principles and values can be implemented and enforced. This requires political will and drive on the part of national institutions. It also requires institutional vigilance and commitment from civil society. The 60th anniversary of the Universal Declaration of Human Rights (UDHR) has engendered hope for the creation of partnerships to advance these ideals. However, in order to be effective, there must be coherence between all stakeholders on issues of human rights.

This raises some important questions. First, how can HRE be used to encourage positive change and evolution in people's attitudes and mindsets? In order to ensure that results are sustainable and spread throughout all levels of society, successful programmes require more than the simple creation of new textbooks but call for concerted action to ensure that human rights principles become a way of life.

HRE seeks to advance human dignity and justice at all levels. Human rights violations cannot be justified through local customs and practices. Indeed, it is necessary to continuously fight against discrimination, xenophobia and racism in honour of those who have given and continue to give their lives in the battle for the achievement of universal human rights.

The idea of partnerships also means establishing solidarity among those who are currently fighting against human rights violations, sometimes in extremely difficult conditions. Human rights belong to all human beings underlining the principle of universality.

It is necessary to make this principle operational by giving due importance to the role of civil society and all those who fight for the full respect of everyone's rights.

Round tables such as this one allow national borders to be transcended through the sharing of our common experiences to overcome human rights violations and further human rights values and principles. This gives new meaning to the idea of universality as walls are broken down and cooperation is fostered in an attempt to achieve common values and goals.

CASE STUDY: UGANDA

Augustine Omare-Okurut
Secretary-General, Ugandan National Commission for UNESCO

Augustine Omare-Okurut opened with a critical historical analysis of the state of human rights in Uganda. In the context of ethnic and tribal diversity, he outlined the significant socio-political upheaval, conflict and war in the country's recent history.

He then presented the work of the Ugandan National Commission for UNESCO in the area of human rights education (HRE) and its role as coordinator at the national level. In order directly to influence policy development in the area of education, the Commission has started participating in all policy sector review meetings. Presently, a representative of the Commission sits on the top management committee which brings together all the Ministries in charge of education as well as the Permanent Secretaries. The Commission has also made efforts to engage with the curriculum development sector and has cooperated with local NGOs and the Ugandan Catholic secretariat to develop educational materials.

He noted that the Commission had aimed to entrench HRE into the country's strategic plan and lead the development of HRE centred initiatives by engaging partners on issues of peace and human rights generally but that there was little coordination of efforts between parties concerned. While a significant number of initiatives were undertaken, they were all ad hoc and very few partnerships or concrete linkages were established. There was no national public framework and no point of reference created; this is problematic for sustainability. Schools are only involved in HRE to the extent that they are asked to do so, and there is a perceived unwillingness to engage further.

In 2005, an initiative from the Ugandan Human Rights Commission led to the creation of a plan of action for HRE. Although the Ministry of Education was charged with all matters related to HRE, initial actions remained fragmented and very few concrete measures were accomplished.

Clearly, it was necessary to enhance cooperation among stakeholders, but the question was with whom did we engage and how? Following a call by the Ugandan National Commission for UNESCO, a meeting was convened to bring together all partners in the area of education to discuss the state of HRE in Uganda. During the course of this meeting, it was noted that there was an urgent need to coordinate activities of diverse actors in the field of HRE. It was decided that the Ministry of Education would take on this role by leading the UN World Programme for Human Rights Education (WPHRE) and linking it with existing activities. This said there is no national strategy in place for the implementation of the WPHRE.

In 2008, an Education Act was passed to accord the Ministry of Education the power to ensure implementation of all national policies and measures enshrined in the Constitution.

Presently, a number of concrete measures are taking place to mainstream human rights education in Uganda. The Human Rights Commission of Uganda has been charged with sensitizing primary and secondary school children to human rights issues. It has also been charged with establishing human rights desks to facilitate development of human rights readers for basic education, particularly in primary schools. These desks are to cooperate with the national curriculum development centre to integrate human rights principles into existing curricula and support sensitization on issues of sexual and gender based violence, specifically in internally-displaced persons (IDP) camps. The Ministry of Education and Sport is also a key partner in the mainstreaming of HRE while UNICEF acts to supports initiatives to increase school attendance among female children and the use of non-violent disciplinary measures in schools.

There are a number of challenges facing Uganda in terms of its HRE project. These include: fragile leadership; inadequate resources, especially in terms of *human* resources; fears concerning curricular and teacher overload; and a very uncertain funding situation for future HRE initiatives. In addition, there is a near absence of involvement of teacher training colleges and no mention has been made of any sort of review of teacher training curricula. A situational analysis is necessary before it will be possible to move forward and engagement of not only formal schools but also within informal educational settings.

Despite the many challenges and problems that Uganda is currently facing in terms of its HRE implementation, as of the beginning of December 2008, an agreement was reached introducing HRE content in schools on the condition that it is incorporated into the existing curriculum. This is a positive step forward in terms of advancements in the promotion and protection of human rights nationally.

CASE STUDY: ALBANIA

Zana Tabaku
Director of Curriculum Department, Ministry of Education and Science, Albania

Zana Tabaku presented a project Human Rights and Democracy Education, implemented in Albania in cooperation with the national Ministry of Education and Science, the Albanian National Commission for UNESCO and UNESCO HQ with financial support from the Italian Ministry of Foreign Affairs. The first phase of the project was launched in 2001, the second phase ended in 2008.

The project was a result of the current political and social situation in Albania. In recent years, Albania has been undergoing a transition to democracy. In order to support this, education was seen as one of the best ways to foster the democratization process in the country. The project focused on the promotion of a climate of respect for human rights and the practice of democracy within Albanian schools. Under the project, human rights content was officially included in the curricula of pilot schools in 37 regions of the country. These schools were provided with pedagogical materials, and teachers underwent training in HRE.

The project functioned on two levels from a top-down to bottom-up approach. Top-down initiatives included the creation and publication of HRE manuals, the establishment of HRE trainers' networks and the subsequent creation of training sessions. Bottom-up initiatives included the establishment of an "Effective School" model.

Major outcomes of the project include numerous publications on HRE written in Albanian, including textbooks for national trainings and HRE manuals for teachers. A network of 50 national trainers and 70 local trainers was also established. Through a "cascade" training system, they were able to reach nearly 3,400 teachers all over the country.

In terms of pedagogical materials produced, three manuals have been printed. The first is targeted at primary level students and is intended for third-grade teachers. The second is for elementary level students (grades 6-9) and is divided into three parts. The first part integrates human rights concepts into lessons, the second part develops extracurricular activities building on these principles, and the third part explores key human rights instruments and texts. The third publication is intended for high school students (grades 10-12) and was compiled by experts in human rights and international law.

The goals of this programme include fostering participation among students; developing cooperative learning and the ability to "learn by doing"; encouraging students to take initiative and responsibility for the learning process and to allow them to engage in critical thinking. Subjects include the respect for one's rights and those of

others; cultural, ethnic and religious diversity; environmental protection; equity; and an exploration of human values.

Another important result was the development of an "Effective Schools" model for the promotion of human rights and a democratic climate in the school setting. Within this framework, questionnaires were distributed to students, teachers and parents.

Based on the results of this consultation, follow-up activities were organized for students and teachers including parenting classes, student government models and sport and cultural activities. "Effective Schools" emphasized the process of democratic decision-making by encouraging the participation of students, teachers and surrounding communities.

In order to ensure continued success, it is necessary to bring certain elements forward to the follow-up phase. First, continuous trainings are essential and school-based trainings should be promoted. As well, HRE principles should inform the selection of textbooks and other pedagogic tools. Strategic partnerships are also important as the Ministry of Education and Science is playing a major role in the institutionalization of HRE in the national curriculum. It is clear that without the support and the political will of the government, large-scale HRE implementation would be impossible.

As the schools of today mirror the societies of tomorrow, it is clear that the area of HRE deserves continuous attention. The focus on human rights principles in Albania is informing all national educational reform and it is hoped that this will create young people who are more aware of their rights and those of others and who will work towards combating violations of these rights and injustices.

CASE STUDY: MOROCCO

Albert Sasson
Member of the Consultative Council of Human Rights, Morocco, Former Assistant Director-General of UNESCO (1993-1996)

Albert Sasson explored the Moroccan experience in the implementation of a national programme of human rights education (HRE). Specifically, he gave an overview of the partnerships that exist in the Moroccan context. He stated that already the general idea of HRE has been put into practice but what is lacking is reinforcement or strengthening of the concept.

The Moroccan experience in terms of HRE dates back to 1990 when King Hassan II created the Advisory Committee on Human Rights. The Committee consists of representatives from various NGOs. Their main task is to act as an advisory body and give advice on matters relating to human rights issues. For example, they suggested that Morocco engage in the implementation of a national HRE programme. This was approved in 1991.

At the pragmatic level, in terms of experience in the promotion and protection of human rights, especially in developing countries, a strong Ministry of Justice is the most important feature. That said this does not discount the importance of independent human rights bodies and an active civil society.

In terms of HRE in Morocco, it was decided to introduce the concepts as a cross-cutting theme with human rights values and principles integrated into subjects such as history, geography, civics, as well as languages (English, French and Arabic). This instruction begins in the last three years of primary education and continues into the first three years of secondary education.

Key partners include the Ministry of Education, the Advisory Council and civil society actors including religious groups. The participation of religious groups is important as Moroccan society believes that all begins with Islam. There is also a conviction that HRE must be constantly evolving; instruction must reflect the current situation both on a national and a global scale.

In implementing a programme of HRE, policy-makers and educators were careful not to treat the Universal Declaration of Human Rights (UDHR) as a constitution. This document, while very important, does not have the means to be forced into action but instead relies on the willingness of states and individuals. The same way it is necessary to continuously update methods of HRE, it is also necessary to revisit the articles and principles found in the UDHR.

The successful implementation of an HRE programme should enable people to re-evaluate the obligations demanded by the Declaration and suggest emerging rights. This will only enrich the process.

In Morocco, substantial achievements have been made to date in the area of HRE:

- the creation of 122 manuals incorporating human rights principles;
- the creation of an integrated curriculum;
- the development of pedagogical tools; and
- the implementation of a generalized system of HRE throughout the country.

The Moroccan experience should not be considered as a model to be followed by other countries but rather a process guided by pragmatism and informed by the particular political evolution that occurred at the time. The implementation of a HRE system depends to a large extent on national political leadership. Morocco was fortunate to benefit from the political will and the desire to move forward.

A separate initiative involves the countries of the *Organisation internationale de la francophonie (OIF)* which in cooperation with other agencies, has initiated the creation of a HRE manual to be available in May of 2009. This is an interesting example of a partnership between national governments and civil society.

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

DISCUSSION

This panel explored HRE partnerships. The debate that followed stressed the need to educate those in positions of key civil and political power, including civil servants working at all levels across local and national administrations such as municipalities, Ministries, and so forth. It also addressed the need to ensure that concepts and principles move from the formal school environment to the wider arena of society.

Participants recognized the importance of national social, political, and cultural contexts, but questioned how to incorporate certain cultural elements in HRE particularly when they are religious in nature. Indeed, this leads to a wider aspect of the debate which we have only barely touched upon: what is the historical and contemporary relationship between notions of human rights and religious traditions? This relationship does not have to be antagonistic as it so often portrayed.

This panel also explored the issue of partnerships in the implementation of HRE programmes, and debate reflected the diversity of practice in this area. Highlighted partnership models for HRE were between:

- schools and teacher training institutes,
- schools research institutions.

Given the fact that HRE aims to foster change, there was agreement as to the importance of remembering that changing people's mindsets, principles and attitudes begins at home. Greater efforts be made in order to involve families in the HRE process were thought desirable and for great partnership or involvement between parents' associations and schools HRE programmes.

In the debate that followed this panel, there were many reminders that education occurs in a number of contexts today and not simply in the more traditional settings (schools, colleges and universities). Often, the wider civil society (including NGOs) plays a major role in both producing pedagogical materials for schools and universities and informing government policy. Civil society also contributes to transmitting human rights values and principles to learners.

The discussion raised some other important issues. Notably, participants examined the sustainability of the HRE process and the need continuously to enhance existing partnerships and seek out innovative and creative alliances. Also touched on was the issue of moving beyond teaching normative standard-setting texts. Highlighted too was

the importance of ensuring that HRE conveys the universality and linkages between all human rights instruments.

A recognised priority was to implement projects on the ground, and for policy makers constantly to remember this. There must therefore be enhanced efforts at the institutional level, for states to breathe life into coordination of HRE and by ensuring limited duplication of efforts and that wasted resources are minimized. In addition, there needs to be more effective cooperation with teachers; while they are agents of change, they still need to be involved in the administrative and development process. Teachers remain essential to strengthening these HRE partnerships.

Significant overall was the impressive and highly distinctive manner in which participants outlined their particular HRE contexts against the backdrop of varied political histories, national identities and cultural diversities. All of which provides models for mutual international development and implementation within the field.

RECOMMENDATIONS

With recognition of the immense possibilities for the promotion of effective HRE through partnership across a range of civil and political contexts, the following recommendations might be made.

1. Further opportunities might be made to share good methodological and policy practice in developing partnership across civil and political society through virtual interactions and or publications.

2. Research might be undertaken to explore more systematically the partnership models currently available for HRE.

3. HRE educators should be cognisant how partnership models can enhance the student experience.

4. Since limited attention was paid to the inherent potential for HRE in cooperating with religious organizations, models for such partnerships might be explored.

PANEL 4
HUMAN RIGHTS EDUCATION BEYOND SCHOOLING
Links between formal and non-formal education

SUMMARY

If human rights education is to affect positive changes within society, it is essential that concern for human rights be extended beyond the immediate school environment to the community at-large. To this end, several countries have begun to examine the possibility of mainstreaming human rights education in both formal and non-formal educational settings and linking the two in a complementary manner.

INTRODUCTION

Moderator: Huguette Redegeld

CASE STUDY: CANADA

Cassie Palamar

CASE STUDY: REPUBLIC OF KOREA

Younghee Na

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

KEY QUESTIONS

What are the linkages between formal and non-formal education? And how can they benefit each other?

INTRODUCTION

In order to ensure that human rights values are understood and respected by all, human rights education (HRE) needs to be incorporated not only into the school system, but also throughout society in general. This will also help to ensure sustainability. In order for this widespread integration of principles to be successful, what are the major problems related to human rights? Who should be targeted? What methods are being applied?

Moderator: Huguette Redegeld
Vice President, ATD Quart Monde

This panel examined the important question of the links between formal and non-formal education: specifically, what are these links and how can they be complementary?

In the previous sessions, participants explored a broad range of educational experiences (adults, youth, and children). This is particularly important in the context of non-formal education as the promotion of a culture of human rights requires that all age groups be targeted inside and outside of formal educational settings.

When HRE is considered in the context of formal or non-formal education, it is important to remember that one of its most important features is its ability to create a level playing field necessary for affecting positive change in society. Therefore, it is important to include HRE in both formal and non-formal educational settings in order as fully as possible to widen access to HRE across society.

CASE STUDY: CANADA

Cassie Palamar
Director of Education and Community Services, Alberta Human Rights and Citizenship Commission, Member of Canadian Commission for UNESCO

Cassie Palamar argued that feelings of exclusion, marginalization or discrimination and racism prevent some people from fully contributing to the political, economic, social or cultural life in their community. Increasing diversity has seen a parallel increase in systematic discrimination. Though the issue of discrimination in Canada is long standing in relation to the country's aboriginal communities, current discrimination now extends to new and growing minority populations, resulting in complex human rights issues.

Resolving and settling human rights complaints are an important part of the work of all human rights commissions established at the provincial level in Canada, including the Alberta Human Rights and Citizenship Commission. What is more important however, is the preventative and promotional work that takes place through education, and the recognition of need of community involvement in education to address human rights issues.

Given its service to the entire community as well as its non-formal educational structure, educational work carried out by the Commission is typically non-formal. At the community level, human rights education (HRE) work involves all sectors including the not for profit and profit sectors ,through educational development projects which engage people to achieve goals of social change as a community. These educational projects are crucial for the protection of human rights values and the creation of a culture of human rights. In order to have a sustainable impact throughout society, HRE must be accessible, relevant and responsive to the needs of both individuals and communities. This will enhance both family and individual well-being and encourage social cohesion. This wide-scale approach is also an effective way of addressing systemic inequities.

Another important area to be targeted in dealing with HRE in non-formal settings is the private sector. In addition to the community development perspective, our work in the field of HRE is guided by a research-based model called "Pathways to Change".[33] In this model, public education and awareness-raising are key strategies applied in the area of employment. The workplace generates a high volume of human rights related complaints, including discrimination. A large part of the Commission's work aims to reduce discrimination in the workplace area. This is done through a curriculum-based

33 For more information : http://culture.alberta.ca/educationfund/priorities/docs/PathwaysToChange.pdf

educational programme that teaches employers to build respectful office environments. The programme is customized to meet the needs of specific organizations, and as it is funded directly by the organization in question, it is a self-sustaining initiative.

The ability to target all sectors of the community is an important feature of HRE. The Alberta Commission has developed an initiative that targets adults who have been historically difficult to reach, including non-English speakers. Through the creation of a newspaper-type publication entitled, "Human Rights in Alberta"[34], human rights concepts as well as existing protective mechanisms are explained to the public. This publication features plain language and art in order to reach people at all literacy levels. This is the first publication of its kind, and to date, it has been very successful. The publication is also available in audio form so that people can listen while reading the words. An accompanying educational guide for teachers and tutors was also created. This project has been so successful; it is currently being used in formal educational settings even though this was not its intended purpose.

Racism and discrimination are major concerns in most Canadian communities. The Commission works closely with local governments and other partners to realize a UNESCO initiative: the Coalition of Municipalities against Racism and Discrimination[35]. This coalition is intended to act as a network of solidarity and exchange among municipal authorities world wide. Under the framework of this project, education is considered a key area for local authorities and stakeholders to make a positive impact on the public. This is clearly an important initiative. However there have been some setbacks. While municipalities may wish to make commitments to affect positive change and address problems of racism and discrimination in their communities, they may not have the necessary capacities to take this action. The gap between their intention and their ability to do so must be closed.

Other concerns stem from the fact that many people continue to encounter discrimination and racism in their day-to-day interactions with people on the street: an "us vs. them" mentality persists in many communities. This raises the question of how to motivate people to change these attitudes and behaviours. One way that has proven successful in Calgary, is the use of media partnerships. Through a series of public service announcements, people are encouraged to make positive changes to improve inter-cultural relations and communication. These advertisements have proven very successful, due in large part, to the wide reach of the campaign. In addition, teacher materials were created to accompany the ads. These materials can be used in either a workplace or a school setting. Feedback indicates that the ads have been very meaningful to many different groups in society. This initiative could serve as a model for other communities.

In terms of outreach to youth, educators in HRE across Canada have designed an interactive web-based resource to engage youth in learning and dialogue on issues

34 For more information : http://www.albertahumanrights.ab.ca/publications/bulletins_sheets_booklets/1316.asp

35 For more information : http://www.albertahumanrights.ab.ca/cmard.asp

relating to human rights[36]. This initiative was developed in commemoration of the 60th anniversary of the Universal Declaration of Human Rights and explores contemporary human rights issues such as the work of the Provincial Human Rights Commissions, various legislative frameworks and practical ideas for the promotion and protection of human rights.

Funding and financial support are very important in the success of any organization. The Alberta Commission is supported by the Human Rights, Citizenship and Multiculturalism Educational Fund[37]. This fund receives an annual allocation from the Alberta Lottery Fund to foster equality, promote fairness and encourage inclusion in the community which serves to reduce discrimination and barriers to full participation in society for all Albertans. This is very unique method of funding for human rights organizations but has proven quite successful. It could perhaps be implemented in other communities.

Protecting human rights is clearly a challenging and complex task. In order that these efforts have a sustainable impact, work must be undertaken across many dimensions, from formal to non-formal and involving all community stakeholders. Continuous learning for both students and educators is also a key condition for success. We must encourage organizations to be proactive versus becoming involved only when human rights issues arise. We must also move beyond consultation to a full measured engagement.

36 http://www.tigweb.org/themes/udhr60/

37 http://culture.alberta.ca/educationfund/default.aspx

CASE STUDY: REPUBLIC OF KOREA

Younghee Na
Director-General, Human Rights and Education Department, National Human Rights Commission of the Republic of Korea

Younghee Na explored the Korean experience in terms of implementing a programme of human rights education (HRE). Specifically, she examined the links between the formal and non-formal education sectors. In the Republic of Korea, work is undertaken mainly by the National Human Rights Commission which was established in November of 2001 as an independent government body. The Commission is made up of a number of departments including: human rights education, human rights policy development, human rights violations and discrimination investigation. In terms of HRE, there are three teams: the school education team, the public education team and the civic education team. The HRE sector has a very widespread mandate as it is in charge of undertaking policy development, HRE curriculum development and the institutionalization of HRE.

One important area where HRE has been implemented is in the army and the Ministry of Defence. Under the framework of this initiative, the army created several HRE programmes directed at both commanding officers and soldiers. There has also been engagement to introduce HRE into the police force with particular emphasis placed on the training of police and army personnel involved in the peaceful control of demonstrations.

The recognition of poor human rights conditions in military camps, led to the establishment of a training programme for military staff. In cooperation with the military, the Human Rights Commission developed a programme which aimed to offer training in human rights to all branches of the army. HRE training is also being offered in national police academies and textbooks have been developed for use in these courses.

The Human Rights Commission has also been active in making available HRE trainings to civil servants in the Republic of Korea. The Commission has also been focused on the issue of human rights legislation to make HRE mandatory.

Another effort that would link formal and non-formal education is currently underway at the higher education level. In many universities in Korea, the Commission has been developing and implementing courses in human rights. It is hoped that by introducing human rights classes into the curricula of various university programmes, students will become human rights practitioners in their respective fields. This increased awareness and knowledge will enable them to develop a stronger appreciation and understanding of the current state of human rights issues, both in the Republic of Korea and abroad. Education courses for civil servants in the area of gender discrimination and/or sexual

discrimination are also offered. In the field of social work, there is also a growing emphasis on HRE with a focus on the treatment of the elderly as well as individuals with mental and physical disabilities. Textbooks have also been developed that correspond with these classes.

The integration of HRE in the field of civic education is also underway. For example, the Commission conducts trainings for employers who commonly hire migrant workers. These trainings are specifically tailored and allow participants to focus on the issues that they would face in their daily work.

There has also been an effort to incorporate HRE into life-long education. Courses are being tailored for different target groups within society to address a variety of specific issues. To date, however, there has been little interest from the general population. Activists for HRE are currently working closely with individuals from marginalised socio-economic groups to raise awareness of human rights issues. One way these groups are being targeted is through the production and distribution of animated films which highlight certain key human rights issues that they might face.

While concrete links are still needed between formal and non-formal HRE initiatives, it is important that HRE be incorporated into each educational system. This is the only approach that will guarantee sustainability and a wide-reaching impact within our society.

DISCUSSION AND RECOMMENDATIONS

General Rapporteur: Liam Gearon

DISCUSSION

Many countries face difficulties in building a human rights education (HRE) system when their own recent national past is very violent and large sectors of the population have suffered grave human rights violations. The issue of how to teach children about human rights when they have never experienced such principles and values in their lives, remains an important challenge. However there was consensus between panellists and in the debate that followed that education is a key starting point: education is essential to instil in young people respect for tolerance and peace. The school can play a catalytic role in creating both sociological and political transformation. Schools are also a valuable place to explain the rights of children. It is hoped that if these concepts are conveyed at a young age, children will carry them forward throughout their lives.

In order for HRE to have a sustainable impact, it is necessary that the beneficiaries of HRE be actively involved in developing materials and methodology. Thus it was suggested that it might be beneficial if parents and guardians played a role and become actively involved in both the formal and non-formal processes of HRE.

In terms of funding for HRE development and implementation, what was stressed throughout the discussion, even above political will and resources, was the need for creativity when exploring sources of funding. It was suggested that states look for new donors such as major corporations or businesses; this is in line with the suggestions of the UN Secretary General to explore links between the private sector and human rights. Potential partnerships with the private sector can be developed in areas such as human resources which has the potential to be a valuable market for new talent. Governments can also earmark funds for human rights activities from taxes collected on oil consumption or gas emissions. In addition to government funds, it was also suggested that states approach charities and aid organizations.

This final discussion, in many ways, reiterated the connections made by all three previous panels. The examples cited came from organizations whose underpinning mission is to foster equality and reduce discrimination. But in societies where human rights are not practiced or respected and learners are suffering from discrimination, exclusion and violence, how is it possible to institute a practice of HRE when this goes against common and acceptable social norms? How do we teach parents and families about these human rights concerns? This issue it was agreed requires further development through non-formal education components with a stronger link to formal education.

There was some consensus on the potential impact that non-formal education can have on affecting attitudes and skill sets through civil society. The creation of a nation-wide model whereby the state takes direct responsibility for the inculcation of a culture of human rights through the training and education of public servants, particularly those in positions of power such as the police and army, provides a good example.

It was hoped that by engaging in both formal and non-formal HRE, we can reach those in the top echelons of power as well as the children and youth to achieve a lasting change in attitudes, mindsets, and behaviours.

RECOMMENDATIONS

Against the backdrop of an emergent model for the development and implementation of HRE, the following recommendations might be made in relation to developing links between formal and informal education.

1. Research should be undertaken into the diverse models of HRE beyond schooling.
2. Particular areas for exploring new models of HRE beyond schooling might include the private sector, especially business.
3. Opportunities for further exploration of models of HRE beyond schooling should be shared in contexts of civil and political power including within prisons, police and judiciary.
4. The World Programme for Human Rights Education might take note that HRE beyond schooling is a neglected or under-explored are to which more attention might be made.

CLOSING SESSION

Chair:
Dr Linda King
Chief of Section for the Promotion of Rights
and Values in Education
Acting Director of the Division for the Promotion
of Basic Education
UNESCO

THE UNITED NATIONS AND THE REDRAFTING OF THE DECLARATION ON HUMAN RIGHTS EDUCATION
Emmanuel Decaux

CLOSING COMMENTS
General Rapporteur: Liam Gearon

THE UNITED NATIONS AND THE REDRAFTING OF THE DECLARATION ON HUMAN RIGHTS EDUCATION

Emmanuel Decaux
Member of the Human Rights Council Advisory Committee, Rapporteur of the drafting group for the proposed Declaration on Human Rights Education and Training, United Nations

It is important, argued Emmanuel Decaux, that human rights education (HRE) is highlighted in the commemorative ceremonies of the 60th anniversary of the Universal Declaration of Human Rights. HRE is an important part of the sensitization process and helps to encourage vigilance in terms of respect for the promotion and protection of human rights values. It also encourages the process of life long learning.

In terms of the role of the Advisory Committee[38], specially created within the framework of Human Rights Council for elaborating the proposed "Declaration on Human Rights Education and Training", its main responsibility consists essentially of standard setting as stipulated in Human Rights Council Resolution A/HRC/6/10, adopted in September 2007. One of its main tasks is to collect information on normative instruments and key initiatives that relate to HRE, most of which came out of the recent Decade for Human Right Education (1995-2004). The Committee is also taking into account other existing initiatives such as the Plan of Action of the first phase for the World Programme for Human Rights Education (WPHRE).

The future work of the Committee must build on the existing strengths in the field of human rights education on both international and pedagogical plans. As the aim is to produce a political document, the viewpoints of all countries are equally important.

Part of the Committee's mandate is to seek input from all relevant stakeholders. To this end, a questionnaire has been created for all partners in order to target specific actions and objectives. All interested parties, including teachers or researchers, are invited to participate in this consultation process. The goal is essentially to identify best practices and undertake comparisons among the various experiences.

In order to create a declaration that is precise and concise, the Committee will proceed in a two-step process. First, a framework document with basic principles will be created followed by a specialized, technical series of documents that will deal with specific issues. Second, a solid legal foundation will be established as the right to HRE necessitates the creation of a common vision and an integrated approach.

38 http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm

Education is a permanent process that should continue throughout one's lifetime and HRE must be incorporated in all stages; it cannot be treated as an additional subject but must be integrated into the pedagogical process in its entirety.

This clearly presents some challenges for the international community. First, there are organizational challenges as it is proving difficult to develop a clear and coherent vision that takes into account the diverse views and experiences of the many different countries.

There are also pedagogical challenges stemming from the fact that countries are at different stages in terms of training, development of methodologies and implementation of practices. A series of technical parameters must be developed to address particular aspects of HRE, for example, the notion of public versus private, training, specific content of HRE (such as the narrow versus the wide definition of human rights, the issue of where human rights end, etc.) and means for allowing the use of new technologies such as the internet.

The field of HRE is vast and its objectives ambitious. The next steps should include sharing experiences of good and bad practices and providing suggestions and criticism for improving the quality of a HRE. The Committee has only just embarked on what will be a long, challenging process.

CLOSING COMMENTS
General Rapporteur: Liam Gearon

This Round Table marked the 60th anniversary of the 1948 Universal Declaration of Human Rights (UDHR). Throughout the Round Table this commemoration was much to the fore. So too were the histories behind the founding of the United Nations itself and UNESCO, a histories of dictatorship and totalitarianism, world war and genocide.

Indeed, the Opening Session provided an apt reminder that the United Nations and UNESCO were created in order to help prevent the recurrence of such histories. The Round Table also provided many other reminders, however, that war and other such ills have plagued every subsequent decade of the sixty years since the UDHR. Thus, while the *successes* of the UN, UNESCO and the UDHR were celebrated, the Round Table was also the forum for recognition of the *failures* in implemention of those original ideals of dignity, equality and universal human rights.

In the context of these harsh, historical and contemporary realities, there was nevertheless considerable and heartening consensus at the Round Table that education remains critical to bridging the gap between the ideals of universal human rights and their realization.

This same recognition was also prominent at the time of the UDHR. The International Decade of Human Rights Education and the ongoing World Programme for Human Rights Education are signs of the *continuing* recognition of this importance of education in making universal human rights a reality.

Human rights education (HRE) may not always be as effective as hoped for by its intentions but without it socio-political realities might be worse. Despite persistent difficulties in implementation of HRE across states, then, the Round Table was pervaded with a certain determination and a clear optimism.

Yet such determination and optimism was not naive. As so many delegates passionately remarked, if the basic right to education itself is denied to so many millions, this too can make the reality of effective HRE problematic. Again, we heard powerful testimony about the impoverished educational realities of so many children and young people.

Indeed, here delegates remarked on the potential disaffection of young people being taught HRE when these same young people are living in near absolute poverty, or in other circumstances of deprivation and extreme distress.

Amongst not only the young, this potential disaffection with the failed realities of HRE ideals can easily transform itself into a wider rejection of democratic political process, and even violence. This is an issue for all countries. Such disaffection is often a breeding ground not only for apathy but also for extremism.

So throughout the meeting, the Round Table reflected on the integral connection between politics and education in the promotion of human rights, as did the United Nations in making the 1948 UDHR when declaring 'a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, *shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance* (empahsis added).

The importance of understanding the relationship between politics and education, between politics and pedagogy, remains critical then, and it was a theme that ran powerfully though the Round Table. In particular, the Round Table examined in detail strategies that will continue to effect political change through education, engaging in debates about the most effective means of realizing the ideals of universal human rights through HRE.

There was thus robust debate, but also a remarkable degree of consensus on some essential frameworks for future progress. In policy and research (Panel 1), for example, strengthening the research-policy nexus was seen as critical to revitalizing HRE.

In curriculum terms (Panel 2) – and across the richness of country experiences shared over the course of the Round Table – there was consensus that HRE has no pre-conceived curriculum models: it can be treated as a specific or a cross-cutting issue or both. And these two approaches can be complementary. At national level, it is clearly necessary to develop tangible and concrete actions to address the implementation of HRE projects such as: the development of training for teachers; the creation of appropriate and innovative HRE curricula and related training materials; the cultivation of strategic partnerships; and the proper use of research for the effective implementation of HRE.

There was also agreement that HRE takes place in many areas, in wide social contexts, not just in the classroom (Panel 3). Therefore, the role of partnerships remains a crucial one. Beyond institutional partnerships, it is necessary to focus on building partnerships with civil society, NGOs, teacher training institutes, research institutes and universities, the private sector, parents' associations, and so on. These partnerships will greatly enhance the links between formal and non-formal education (Panel 4), and HRE beyond schooling.

In short, the Round Table demonstrated that education is critical in order to bridge the gap between the ideals of human rights principles and socio-political realities.

The Round Table set out with the following objectives:

- To exchange good practices and innovative policies on human rights education;
- To identify priority areas for action to develop and improve human rights education;
- To promote partnerships at national, regional and international levels.

Given the foregoing, the Round Table might be said to have achieved these objectives.

ANNEX II: LEARN ABOUT HUMAN RIGHTS EDUCATION
An exhibition of learning materials

INTRODUCTION

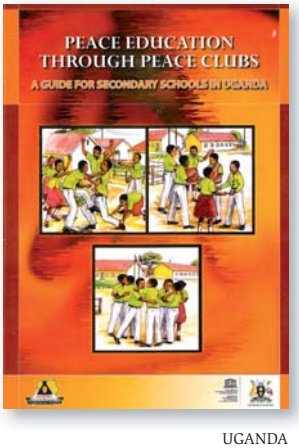
The General Conference of UNESCO adopted, in November 2007, a resolution to welcome the commemoration of the 60th anniversary of the Universal Declaration of Human Rights. Following this resolution, UNESCO organized a number of activities throughout 2008 to contribute to the celebration of the anniversary for the promotion of human rights and fundamental freedoms.

As part of the celebration, an event entitled *Sixty Years of Human Rights Education* was organized on 2-10 December 2008 at UNESCO in Paris, France. Human Rights Education (HRE) promotes a holistic rights-based approach, and addresses respect for human rights and the right of every person to quality education. It seeks to foster inclusion, diversity, equal opportunities and non-discrimination toward developing societies in which all human rights are valued and respected. HRE plays a critical role in furthering a culture of peace and sustainable development. With a view of acknowledging and celebrating efforts and achievements made for HRE over the past sixty years, the event presented teaching and learning materials used in primary and secondary schools on this area of work from around the world.

Fifty-one Member States contributed a diverse collection of human rights-related textbooks, teaching and learning manuals, toolkits and multimedia materials addressing themes of democratic citizenship, tolerance, non-violence, and a culture of peace. Materials were presented with a brief description, year of publication, target age, language, and name of author/creator. The exhibit was extremely successful, visited by a wide array of groups: delegates, teachers, students, NGO partners, and the public.

HUMAN RIGHTS EDUCATION: A BROAD SPECTRUM

The materials presented at the event reflect the diverse approaches of Member States in addressing HRE. They include: materials designed for teachers, such as teaching guides, manuals and lesson plans; those for students, such as textbooks and exercise books; and materials for the general public, such as posters, DVDs/videos/CDs, and games. Through discussion, activities and exercises, these materials aimed to facilitate students' understanding of human rights and how they are exercised and protected, and to encourage students to explore what they could do to promote and protect human rights.



UGANDA
Peace Education through Peace Clubs- A Guide for Secondary Schools in Uganda
By: Gerard Mukasa, Chotilda Nakate Kikomeko, Rose Mary Kemigisha, Sylvia Atugonza/UNESCO

While taking various forms, the activities all addressed key questions related to HRE, summarized as follows:

– How can we raise awareness of human rights among younger generations?

– How can we best integrate HRE into classroom discussions and activities, as well as in everyday life?

– How can individuals put human rights principles into everyday practice?

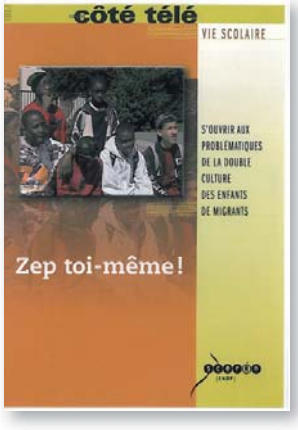
These questions were explored through a broad spectrum of concepts including the rights of the child, democracy, citizenship, non-discrimination, equal opportunity, culture of peace, human dignity, respect, and learning to live together. Examples of activities and information for further learning were also provided.

This report discusses and analyzes the diverse approaches to HRE according to five main thematic areas found in the materials presented at the event. They are:

- Learning about international human rights laws
- Civic and citizenship education
- History: learning from the past
- Culture of peace and Learning to Live Together
- Gender

LEARNING ABOUT INTERNATIONAL HUMAN RIGHTS LAWS

For many countries, international conventions on human rights, such as the Convention on the Rights of the Child, provide an entry point for HRE. Nearly every country submitted at least one teaching and learning material on international human rights laws and frameworks, aimed at enhancing not only the learners' general knowledge about human rights laws, but also their ability to incorporate into their daily lives the principles and values expressed therein.



FRANCE
Zep toi-même! Collection côté télé – Vie Scolaire
By Inès Segré ©SCEREN-CNDP, 2008

Some countries, such as Kuwait and Morocco, have designed specific textbooks to explore the many international human rights laws and frameworks, such as:

- The United Nations Charter
- The Universal Declaration of Human Rights
- International Covenant on Civil and Political Rights
- International Covenant on Economic Social and Cultural Rights
- The Convention on the Rights of the Child
- The United Nations Standard Minimum Rules for the Administration of Juvenile Justice ('the Beijing Rules')
- The United Nations Rules for the Protection of Juveniles deprived of their Liberty
- The United Nations Guidelines for the Prevention of Juvenile Delinquency (the Riyadh Guidelines)

- United Nations Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- 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 Kuwait textbook also mentions United Nations agencies, such as the Office of the High Commissioner for Human Rights (OHCHR), International Labour Organization (ILO) and UNESCO, as bodies dealing with human rights issues.

Among the many international human rights laws and frameworks, the Universal Declaration of Human Rights and the Convention on the Rights of the Child appear to be the most cited in textbooks. Below are some examples of educational materials that treat the Declaration and the Convention.

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Close to seventy-five percent of the materials submitted to the event make explicit reference to the thirty articles of the Universal Declaration of Human Rights. Some of them explain the articles of the Declaration in textbooks (e.g. Albania, Germany, Lithuania, Morocco) while others use a poster (e.g. Democratic Republic of the Congo, El Salvador, Norway), a video (e.g. Bolivia), or a CD-Rom (e.g. Colombia).

- In Albania, *Commentary on the Universal Declaration of Human Rights: A teaching resource for high school teachers* explains the thirty articles of the Declaration with examples and practical activities for students. It discusses each article from both a legal point of view and an educational one.
- *Your Rights* from the Russian Federation explains the articles of the Declaration to primary school students through illustrated stories for children.
- *Amnesty Goes to Classroom* from Germany provides guidelines for incorporating human rights content into the existing curriculum. Examples are provided for a variety of subjects, such as philosophy, religious education, social science history, math, biology and geography. The textbook also provides succinct examples to explain each right of the Declaration, as well as worksheets.

LAO PEOPLE'S DEMOCRATIC REPUBLIC
Basic Knowledge of Human Rights
By: NRIES, Ministry of Education

- In Zambia, the Universal Declaration of Human Rights was translated into the five major national languages (Chewa, Bemba, Tonga, Kikaonde and Lozi) to ensure that these rights are understood by all.

THE CONVENTION ON THE RIGHTS OF THE CHILD

In addition to the Universal Declaration of Human Rights, the Convention on the Rights of the Child is featured prominently in the materials presented by Member States. As with the Universal Declaration of Human Rights, the Convention is treated in a variety of ways. Some texts focus on **the right to education** (e.g. Cyprus, Denmark, and the UK), while others explore each of the thirty-eight articles of the Convention (e.g. Chile, Croatia, Denmark, and Namibia).

- Finland and Germany consider the right to education as the most basic and fundamental right. Their learning materials seek to explain this right to children through exercises to help them understand that attending school and learning is a right to which all children are entitled.
- Materials submitted by Morocco include supplementary material on UNESCO's Convention against Discrimination in Education to further the understanding of the right to education.
- In Croatia, *Understanding and Living Our Rights - a Manual for Education on the Rights of the Child in Primary School*, suggests that teachers introduce basic facts about the rights of the child through workshops. The manual provides detailed descriptions of activities and ready-to-photocopy materials, along with the text of the Convention on the Rights of the Child together and a list of international days and anniversaries.
- *My Rights*, also from Croatia, is a booklet for upper-level primary school children and young adolescents, explaining the four basic groups of rights contained in the Convention on the Rights of the Child: the right to survival; the right to develop to the fullest extent; the right to be protected from harmful influences, abuse and exploitation; and the right to participate fully in family, cultural and social life.

KYRGYZSTAN
Children rights. Manual for Secondary School Teachers (12-13 years)
By: Youth human rights group

The rights of **children with disabilities** are specifically discussed in several textbooks and manuals.

- Educational material from India explores definitions of disabilities in national and international contexts and examines the issue of disability in relation to human rights, HRE and policy recommendations.
- In Lao People's Democratic Republic, a learning material was shown that focuses on the issue of children with disabilities.
- In Australia, the DVD *Youth Challenge: Teaching Human Rights and Responsibilities* explores the relevance of human rights to their own lives through issues of disability, discrimination, sexual harassment and rights in the workplace.

Many learning materials also addressed country-specific issues of **child exploitation**, such as forced marriage, slavery, child trafficking, or child labour.

- Publications from Lao People's Democratic Republic address problems of the sale of children into slavery and forced marriages.
- *Children: excluded and exploited* from Germany addresses child labour, including child soldiers, street children and child prostitution, as "the most pressing issue concerning children of our time." *Children in Armed Conflicts* provides teachers with a framework to integrate the issue of children in armed conflict in their lesson plans. It also contains short stories to relate the students to the experiences of children in armed conflict situations.
- In Colombia, *With Open Eyes,* a teachers' manual, calls attention to the fact that child labour constitutes *"the worst form of commercial and domestic exploitation*."
- In *Our News, Our Views*, an educational video produced in the United Kingdom, young reporters present news stories exploring the lives of working children in today's world. The video is supplemented by over 30 activities to help students gain a better understanding of child labour and the rights of the child. The video also aims at developing students' critical awareness of the media by posing questions, such as "Whose views are represented on the news?" or "Do the images you see in the news convey the full story?"
- Four manuals from Lithuania addressed the prevention of human and child trafficking**.** They provide examples on how educational professionals can approach the issue of trafficking in schools and enable students to protect themselves against the threat of trafficking and rape.
- A learning material from Pakistan deals with the issue of child labour through art illustrations made by the children themselves.

Information on child abuse was also incorporated into many of the materials received from Member States.

- *Childhood without abuse: Toward a better child protection in Eastern Europe*, published by Nobody's Children Foundation in Poland, aims at enhancing the skills and abilities of professionals who work with child victims of abuse or children at risk. *10 Steps to Becoming a Better Parent*, one of the series of leaflets on child abuse by the same publisher, deals with the issue of corporal punishment.
- In Jamaica, the manual *What You Should Know about Child Abuse* provides students and teachers with information on how to react in the event of a threat of abuse.
- *The Reference Book to the Arts Project to Protect Children from Abuse* from Jordan explains the importance of child protection and the prevention of child abuse as well as its consequences.

It is important to note that HRE can likewise be integrated into already existing curricula and classes e.g. in second language learning:

- In Morocco, *Gateway to English*, a foreign language textbook, discusses human and child rights issues. The textbook also provides information about the status of the rights of the child in different parts of the world.
- In Jordan, the rights of the child are discussed in a language arts textbook, *Arabic Language*. The unit, devoted to HRE, discusses the protection of the rights of the child, preventing child abuse, and ensuring medical care and education for children. In addition, the book refers to young peoples' rights in terms of employment and gives them concrete examples on the protection of their rights and the promotion of the rights of others.

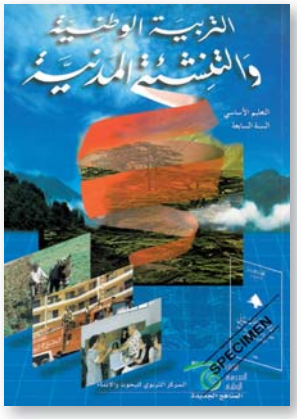
CIVIC AND CITIZENSHIP EDUCATION

Many materials submitted for the exhibition situated HRE within civic education or education for citizenship, in particular, democratic citizenship. They discussed a wide range of topics that relate to the knowledge, skills and values considered necessary for the exercise of citizenship in the respective country.

ALBANIA
Human rights and Democracy in Action
for Elementary School Teachers
By: UNESCO, Institute of Curriculum and Training (IKJ)

CIVIC EDUCATION

- *Civic Education: Pupil's Book Grade 10*, a secondary education textbook from Zambia, discusses topics such as the constitution, citizenship, human rights, corruption and equality.
- Materials from Chad explore patriotism, institutional understanding, tribalism, religious fundamentalism and terrorism.
- Learning materials from Denmark and Croatia include topics such as democratic structures, the functioning of institutions, the rule of law, and the legal system.
- *Civic and Citizenship Education*, developed in Slovenia for teachers, places the discussion of human rights in the context of national identity and citizenship.
- The series from the former Yugoslav Republic of Macedonia, *Strengthening Civic Society and Fostering Partnerships through Civic Education Programs*, presents case studies on the practical experiences and impacts of civic education programs on the teaching process.
- *Social and National Education* from Jordan presents the concept of human rights together with that of duties and responsibilities, such as children's rights and duties at school, rights related to school discipline, and the idea of student government and the right to participate in student councils.



LEBANON
Civic Education
By: Ministry of National and Higher Education – Centre for Research and Pedagogical Development

DEMOCRATIC CITIZENSHIP

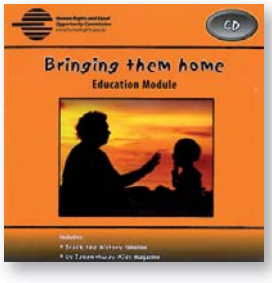
- *Human Rights, Democracy and Society based on Rule of Law,* a textbook used in Denmark, focuses on the role of human rights in the globalized world. Current issues are linked with historical events.
- *Democracy*, a magazine in Germany, explores democratic citizenship through such concepts as majority representation, participation and leadership. The authors discuss the necessary preconditions for democracy and the potential dangers which can bring it down.
- In Croatia, *Democracy Education from Early Childhood* is a handbook for pre-school and kindergarten teachers as well as parents. It discusses the theoretical background of education for democracy, psycho-social characteristics of pre-school children, and the values that allow for the development of interpersonal relations.

THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA
Elements of Democracy

- *Citizenship Education for Malawi Schools* stimulates a reflection on democracy. Through brainstorming, research activities, debates and discussions, the material explains the national political structure and describes how each citizen can serve his/her country in a democratic way.
- *Youth Participation and Sexual & Reproductive Rights* from Colombia and *Education for Human Rights and Democracy in Namibia: Reproductive Health and Sexual Rights* from Namibia discuss human rights and democratic citizenship through the issues of sexual and reproductive health, aimed at enabling young people to make informed choices.
- One of the textbooks from Canada attempts to develop students' personal commitment to bettering the world by encouraging them to engage positively in their own environment.

HISTORY: LEARNING FROM THE PAST

The development of a human rights system often takes place in a country in response to the need to address human rights issues that arise in the country's social and historical contexts. As such, the teaching and learning of history, which pertains to people's collective memory and identity in a country, plays an important role in HRE. Through pictures, comic strips, DVDs and videos featuring historical personalities, anecdotes, narratives and facts, these educational materials emphasize the importance of the past in the country's struggle for human rights.

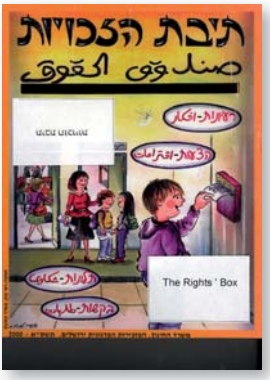


AUSTRALIA
Bringing them home: Education Module (CD)
By: Human Rights Equal Opportunity Commission

- *Educating the Memory to Construct the Future* from Argentina consists of twenty-five panels on the history of the country's military dictatorship. Thirty writers, poets, educators, psychoanalysts, journalists, filmmakers, artists, photographers and actors participated in creating the panels, each person choosing a significant image that best represented his/her personal experience during the years of the military dictatorship. The images are accompanied by brief texts summarizing the reasons for their selection.
- In Chile, Grimaldi Village is a place of collective memory for the period of the military dictatorship. Today, the Village is a Park of Peace to preserve the memory of those who fell victim to the atrocities and human rights violations committed during that period.
- In the United Kingdom, *Breaking the Silence*, a handbook produced by the Anti-Slavery International, an NGO, deals with the transatlantic slave trade, and aims at helping learners understand the issue.
- In South Africa, the Ministry of Education designed learning materials on Nelson Mandela. These materials aim to inspire readers to become more involved or play an active role in South African society as agents of change.

CULTURE OF PEACE: LEARNING TO LIVE TOGETHER

Values and principles such as peace, tolerance and living together (including non-discrimination) are recurring themes in much of the materials submitted by Member States. While discussed in many materials, they were treated in various ways, depending on each country's context. Many materials took a comprehensive approach by focusing on the development of cognitive, social, and emotional skills, while others focused on conflict management/resolution skills as a way to foster peace and tolerance. Materials from countries with migrants, immigrants, asylum seekers and cultural minorities discuss concepts such as cultural diversity and non-discrimination. Overall, student-centred and participatory learning processes seem particularly effective for HRE for peace, tolerance and living together.



ISRAEL
The Human Rights Box

COGNITIVE, SOCIAL AND EMOTIONAL SKILLS

COLOMBIA
Bienestar familiar llega a su casa [Family well-being in the house] (CD)
By: Colombian Institute for Family Well-being

- A curriculum in Australia, *Human Rights Today: Students in years 9-10*, aims at developing global awareness and fostering some of the skills required to create a culture of peace, such as skills for communication, cooperation, empathy and critical thinking skills.
- In Ghana, *Promotion and Protection of Children's Rights in Schools* aims at equipping teachers with the necessary knowledge and skills to create a child-friendly school environment, one in which children can develop to their full potential.
- *Life Skills Education – Curriculum* of the former Yugoslav Republic of Macedonia is a programme for children's rights education and aims at establishing a social and emotional environment conducive for children's personal development.

CONFLICT MANAGEMENT/RESOLUTION SKILLS

RUSSIAN FEDERATION
We Study Human Rights
By: A. Antonov

- *Words on purpose: A Civic Journey* from France focuses on living together and managing conflicts through the expression of thoughts and emotion in a positive and constructive manner as well as through the understanding of behaviour. It aims at developing citizenship skills among students by connecting learning with behaviour and emotion.
- *Children's Rights: A Manual for Secondary School Teachers (12 -13 years)* in Kyrgyzstan also contains a lesson devoted to the process of conflict resolution.
- *Code for Living Together* from Finland lists the rights and duties of citizens for peaceful and respectful living. Also from Finland, *On the Path to Tolerance* provides guidelines for teachers to promote tolerance.

EDUCATION FOR DIVERSITY AND NON-DISCRIMINATION

- *A Place for Diversity,* a publication from Denmark, was inspired by the country's experience in fostering multi-cultural inclusiveness in schools. The publication aims to present schools with new tools and methods in order to create an educational environment which celebrates diversity.
- Ecuador offered a Student Calendar for 2008-2009 which reflects the cultural and natural diversity that characterizes the country. The calendar provides twelve fundamental values for living harmoniously together with teaching aids and tips

for each value. It also provides activities to promote self-reflection and a teacher's guide outlining important dates and events.

- Lithuania's Study Kit, *Ideas, resources, methods and activities of informal intercultural education*, is intended for use by teachers to help students learn about the concepts and principles associated with an intercultural education. The book aims to foster respect for all cultures and attitudes among young people.
- The German handbook, *Schools without Racism – Schools with Courage*, is aimed at children and contains special sections that deal with violence and discrimination in all its various forms (e.g. ancestry, physical features, gender, sexual orientation, religious persuasion, and political affiliation). Children come to understand the impact of discrimination on its victims through theatre, music and dance.
- Also from Germany, *Youth and Violence* addresses sexual identity and the prejudice that can often accompany it within a context of youth participation and youth citizenship. It discusses the terms sexual identity and orientation in detail and how a lack of knowledge and widespread prejudice can impact those who are labelled as 'different'.
- *Respecting Differences* from the former Yugoslav Republic of Macedonia is a manual which outlines a program of extracurricular activities focusing on student-teacher and student-student relationships. Through enhanced communication, students are encouraged to promote interethnic tolerance and reduce social tensions.
- *Participation of the Roma Children in Education: Problems, Solutions, and Actors*, prepared by the Ministry of Education of Romania, is the first in-depth examination on the education of Roma children at the national level. Directed at teachers, teacher trainers and policy-makers, the report proposes concrete measures for improving the educational situation of the Roma children and encouraging their participation.
- *Finding a New Home: Integration of refugees in Europe* is a manual adapted from a training program developed by the University of South Bohemia in the Czech Republic. Originally intended as a study material for future teachers, it now consists of a video programme for young people studying education, presenting key definitions and statistics to help learners understand the complexities surrounding migrant integration.

STUDENT-CENTRED AND PARTICIPATORY LEARNING

POLAND
Educational Board Game: Coming Back Home
By: Secure Child Centre from Kaunas & Nobody's Children Foundation

- To foster intercultural dialogue, students in Cyprus developed *A Code against Racism*, an illustrated booklet which explores the idea of respect for human rights and tolerance. Students were able to discuss their ideas and express their thoughts by creating posters and slogans that were then compiled to create the booklet.
- Also from Cyprus, *Two Different Worlds Meet* was written and illustrated by third grade primary school students with the aim of promoting respect for diversity, human rights and tolerance. The story revolves around a young boy from Africa who moves to Cyprus with his family and struggles to fit in at his new school.
- The Lithuanian *Domino Manual* also demonstrates active student involvement through the use of peer group education as a mean to fight racism, xenophobia, anti-Semitism and intolerance.

GENDER

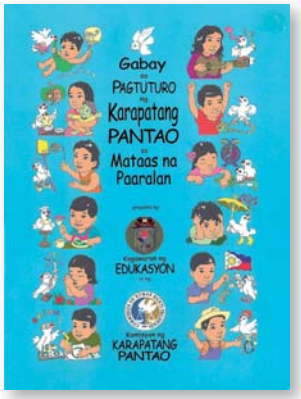
Most of the materials included in the exhibition focused on broad human rights education. However several materials made a special focus on gender.

REPUBLIC OF KOREA
Human rights matter for everyone
By: Korean National Commission for Human Rights

- *Girls and Boys Have Equal Rights* from Germany is a workbook for children. It contains worksheets that depict daily situations familiar to children, such as those which take place on a playground or in the home, but with illustrations that reverse stereotypical gender roles, e.g. women going to work and wearing suits while men knitting, or girls playing with cars while boys playing with dolls. The reversal of these stereotypes allows children to question traditional gender roles and reflect on any stereotype that might exist in their own lives. The booklet contains no text, and can be used in other countries and for a wide-range of age groups and classroom contexts.
- Developed by the Women and Law in the Southern Africa Research and Education Trust for DevTech Systems Inc., *Code of Conduct* addresses school related gender-based violence (SRGBV), and specifically, violence perpetrated by teachers in Malawian primary schools.

ADOPTION OF A HOLISTIC APPROACH TO EDUCATION POLICIES

Human rights education can be implemented in a variety of ways, decided upon by each culture or state-based on their own unique circumstances, needs and priorities. Regardless, there should be a cross-cutting focus to include aspects of human rights within curricula, teacher training, professional development programmes for educational administrators and other school personnel, textbooks and teaching materials, teaching methods, and the overall school environment. Without a holistic approach to policy-making and programme development, the impact of human rights education in promoting a culture of human rights is limited and potentially ineffective.



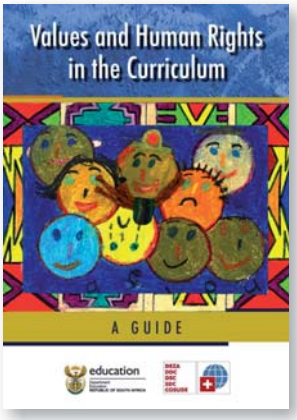
THE PHILIPPINES
Human Rights Education Teaching Examples for Secondary Schools
By: Philippine Commission on Human Rights and the Ministry of Education

Examples of Action

- **Incorporate human rights education as a cross-curricular experience, being a core part of social studies and social development, history, religion, science, mathematics, European studies, expressive arts and languages, as seen in Malta through their National Minimum Curriculum Initiative *'Creating the Future'*.**
- **Design university courses for teachers and teaching assistants on intercultural competence, communication and human rights law.**
- **Consider the use of compulsory courses on intercultural communication and human rights for teachers.**
- **Develop curriculum audit and research processes, including the establishment of committees to monitor human rights education processes, such as in Gambia.**

VALUES AND HUMAN RIGHTS ACROSS ALL LEARNING AREAS

Region: Africa
Country: South Africa



Within the Chief Directorate for Equity in Education, the Race and Values in Education Unit is at the forefront of the promotion of school integration, constitutional values and a culture of human rights in the school system. The *Manifesto on Values, Education and Democracy* describes ten fundamental constitutional values which should inform all programmes of learning and teaching, and which should guide the policy development governance and administrative procedures of the Department. As part of the *Strategy for Integration and Anti-discrimination*, provincial and district teams were created to focus on the violation of human rights and to administer education workshops and other programmes.

"A Guide on Values and Human Rights in the Curriculum" has been developed by Department of Education to "assist educators to implement this focus on human rights in the Revised National Curriculum Statements (RNCS) as priority areas that should be infused across all Learning Areas".

http://www.education.gov.za/dynamic/dynamic.aspx?pageid=329&catid=7&category=Publications&legtype=null

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Chile – Classwork at the San Alfonso Public School, in San Alfonso, around 60km east of Santiago.

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Children at school in a small village located near Xi'an, China.

p. 10 © 2000 Mohsen Allam, Courtesy of Photoshare
A group of school children in Egypt.

p. 28 © UNESCO
HAGARA ELEMENTARY in Port Moresby (Hanuabada). Papua New Guinea has over 800 different languages and children can begin their learning experience in their mother-tongue.

p. 38 © 1989 Harry Blässar, Courtesy of Photoshare
Girls collect water at a well courtesy of the Finnish Development Aid, Finnida, which supported the creation of several thousand bore wells in Western Kenya.

p. 104 © UNESCO
Ecole Nort Westminster

Human Rights Education has been at the core of UNESCO's work, ever since the Organization was created, with the mandate to promote peace and tolerance in the context of a world torn apart by the Second World War. But our understandings of what constitutes an education that both promotes and respects Human Rights have shifted over time, as new social contexts have evolved, in turn throwing up ever more complex challenges to educators.

This volume addresses contemporary issues in Human Rights Education. It looks back at what has been achieved over the past sixty or more years since the Universal Declaration on Human Rights was first approved by Member States of the United Nations. And it looks forward to the new scenarios which require innovative practice in the field. Issues such as intercultural and interfaith dialogue, multilingualism, the elimination of discriminations in education (both in terms of access and curriculum), the prevention of violence, and gender sensitivity are just a few of the themes that have emerged as crucial for Human Rights Education policy makers over recent years.

In promoting Human Rights Education, UNESCO works both in terms of its own mandate, but more broadly in unison with major UN initiatives, in particular the World Programme for Human Rights Education (2005 – ongoing) and the United Nations Year for the Rapprochement of Cultures (2010). This collection of papers is a contribution to that work.

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CONTEMPORARY ISSUES in HUMAN RIGHTS EDUCATION