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Human Rights Education in Primary and Secondary School Systems:
A Self-assessment Guide for Governments

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PREFACE

The international community has on many occasions—most recently, with the adoption of the United Nations Declaration on Human Rights Education and Training on 19 December 2011—expressed its consensus on the importance of human rights education as a process that builds knowledge, skills and attitudes prompting behaviour that upholds human rights. In this sense, human rights education makes an essential contribution to the protection of human rights and supports communities and societies where the human rights of all are valued and respected.

This publication aims at assisting national authorities responsible for the school system with practical guidance to integrate human rights education in primary and secondary education. In particular, it will help them to assess where they stand, what they have accomplished so far and what areas need further attention.

The initial concept of this *Guide* was developed in the context of the Inter-Agency Coordinating Committee on Human Rights Education in the School System, a group of representatives of 12 United Nations entities that worked together, from 2007 to 2010, to contribute to a coordinated and coherent United Nations approach to strengthening national capacities in this area, increasing cooperation among international actors and promoting a sustained political commitment to human rights education, including follow-up within the framework of the World Programme for Human Rights Education (2005–ongoing). The Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), both members of the Committee, took up this project and brought it to completion.

The *Guide* builds on the Plan of Action for the first phase (2005–2009) of the World Programme for Human Rights Education, developed by experts and practitioners in human rights education in primary and secondary schools. While the first phase ended in 2009, numerous challenges remain and the World Programme, therefore, encourages Member States to continue their efforts to implement human rights education in primary and secondary school systems.

The development of this *Guide* has also benefited from the expert input of *EQUITAS - International Centre for Human Rights Education* and from the review by various practitioners.

OHCHR and UNESCO hope that this self-assessment guide will help Member States to increase teaching and learning about human rights throughout primary and secondary education, as a key component of achieving quality education for all.

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Introduction

Why promote human rights education in the school system?

The international community has increasingly expressed consensus on the crucial contribution of human rights education (HRE) to the realization of human rights as well as to the long-term prevention of human rights abuses and violent conflicts. Provisions on HRE, and in particular within the school system, have been incorporated into many international instruments, including the Universal Declaration on Human Rights, the International Covenant on Economic, Social and Cultural Rights, the Convention on the Rights of the Child, the Convention on the Elimination of All Forms of Discrimination against Women, the UNESCO Convention against Discrimination in Education, and the Vienna Declaration and Programme of Action.[1]

> **Defining human rights education and a human rights-based approach to education**
>
> Based on international human rights instruments, **human rights education** (HRE) can be defined as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes to prompt action directed at strengthening respect for human rights, fundamental freedoms, tolerance, equality and peace, among individuals, within societies and among nations.
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> Such education requires the adoption of a **human rights-based approach to education**, which promotes both "human rights *through* education", ensuring that all the components and processes of education—including curricula, materials, methods and training—are conducive to the learning of human rights, and "human rights *in* education", ensuring that the human rights of all members of the school community are respected and human rights are practised within the education system.
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> See Plan of Action for the first phase (2005-2009) of the World Programme for Human Rights Education, paras. 3, 4 and 17.

In the school system HRE is an important component of the right to education, as it enables the education system to fulfil its fundamental aims of promoting the full development of the human personality and appreciation of human dignity, of strengthening respect for human rights[2] and of delivering a quality education for all.

In this sense, HRE contributes to improving the effectiveness of the education system as a whole, which in turn contributes to a country's economic, social and political development by providing:

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[1] For a more comprehensive list, see the Plan of Action for the first phase (2005–2009) of the World Programme for Human Rights Education, paras. 10–14. Available from http://www2.ohchr.org/english/issues/education/training/planaction.htm.
[2] See Committee on the Rights of the Child, general comment No. 1 (2001) on the aims of education.

► Improved quality of learning achievements by promoting child-centred and participatory teaching and learning practices and processes, as well as a new role for the teaching profession;

► Increased access to and participation in schooling by creating a human rights-based learning environment that is inclusive and welcoming and fosters universal values, equal opportunities, respect for diversity and non-discrimination;

► A contribution to social cohesion and conflict prevention by supporting the social and emotional development of the child and by introducing democratic citizenship and values.[3]

The World Programme for Human Rights Education

In 2004, the international community launched the World Programme for Human Rights Education (2005–ongoing) to advance the implementation of HRE programmes in all sectors and as a follow-up to the United Nations Decade for Human Rights Education (1995–2004), and decided to focus its first phase (2005–2009) on the integration of HRE in the primary and secondary school systems. A related plan of action was adopted in 2005 by the United Nations General Assembly.

The Plan of Action encouraged Member States to follow a four-stage process to integrate HRE in the school system:

► Stage 1: Analysing the current situation of HRE in the school system (Plan of Action, para. 26, stage 1)

Actions
• Address the question: Where are we?
• Collect information on and analyse the following:
> – Current situation of the primary and secondary school system, including the situation of human rights in schools;
> – Historical and cultural backgrounds that may influence HRE in the school system;
> – HRE initiatives, if any, in primary and secondary school systems;
> – Achievements and shortcomings of and obstacles to initiatives undertaken within the United Nations Decade for Human Rights Education, 1995–2004;
> – Involvement of various actors, such as governmental institutions, national human rights institutions, universities, research institutes and non-governmental organizations, in HRE in the school system;
> – Good HRE practice existing at national and regional levels;
> – Role of similar types of education (education for sustainable development, peace education, global education, multicultural education, citizenship and values education) that may exist in the country.
• Determine which measures and components of HRE exist already, based on the reference tool provided in the appendix [to the Plan of Action]. Other elements for the analysis would be the national reports to the United Nations treaty bodies, as well as reports produced within the

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[3] See Plan of Action, para. 19.

framework of the Decade at national and international levels.
• Identify key features and areas by analysing and determining advantages, disadvantages, as well as opportunities for and limitations to HRE in the school system.
• Draw conclusions on the state of existence and implementation of HRE.
• Consider how to build on advantages and lessons learned, and how to use opportunities.
• Consider changes and measures that are necessary to deal with disadvantages and limitations.

Outputs
• National study on HRE in the primary and secondary school systems.
• Wide dissemination of the results of the study at the national level through, for example, publications, a conference or public debate to elaborate orientations for the national implementation strategy for HRE in the school system.

► Stage 2: Setting priorities and developing a national implementation strategy4 (Plan of Action, para. 26, stage 2)

On the basis of the situation analysis of the current status of HRE in the national school system:

Actions
• Address the question: Where do we want to go and how?
• Define a mission statement, that is, the basic goal for implementing HRE in the school system.
• Fix objectives using the appendix [of the Plan of Action] as a reference.
• Set priorities on the basis of the findings of the national study. These priorities may take into consideration the most pressing needs and/or the opportunities available.
• Focus on issues potentially leading to impact: What can we really do?
• Give priority to measures that will secure sustainable change vis-à-vis ad hoc activities.
• Set the direction of the national implementation strategy and link objectives with available resources, by identifying:
      – Inputs: allocation of available resources (human, financial, time);
      – Activities (tasks, responsibilities, time frame and milestones);
      – Outputs: concrete products (for example, new legislation, studies, capacity building seminars, educational materials, revision of textbooks, etc.);
      – Outcomes: achieved results.

Output
A national implementation strategy for HRE in the primary and secondary school system that identifies objectives and priorities.

► Stage 3: Implementing and monitoring (Plan of Action, para. 26, stage 3)

Actions
• The guiding idea should be: getting there.
• Disseminate the national implementation strategy.
• Initiate the implementation of the planned activities within the national implementation strategy.
• Monitor the implementation using fixed milestones.

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[4] In this *Guide*, the "national implementation strategy" is referred to as the HRE strategy.

Output
Depending on the priorities of the national implementation strategy, outputs can be, for instance, legislation, mechanisms for coordination of the national implementation strategy, new or revised textbooks and learning materials, training courses, participatory teaching and/or learning methodologies or non-discriminatory policies protecting all members of the school community.

▶ Stage 4: Evaluating (Plan of Action, para. 26, stage 4)

Actions
• Address the question: Did we get there and with what success?
• Adopt evaluation as a method of accountability and a means to learn and to improve a possible next phase of activities.
• Use self-evaluation as well as independent external evaluation to review implementation.
• Check the fulfilment of the set objectives and examine the implementation process.
• Acknowledge, disseminate, and celebrate the achievement of results.

Outputs
• National report on the outcomes of the national implementation strategy for human rights education in the primary and secondary school system.
• Recommendations for future action based on lessons learned throughout the implementation process.

As many relevant actors as possible should be involved in all four stages, not only all relevant departments and agencies of ministries of education (or equivalent institutions), but also national human rights institutions and non-governmental organizations (NGOs), teacher training institutions and related university faculties, teachers'/pupils'/parents' associations, educational research institutes, relevant legislative bodies and so on.

The Plan of Action encourages Governments to improve the integration of human rights education within the following five components of primary and secondary schooling:

▶ Policies;

▶ Policy implementation;

▶ The learning environment;

▶ Teaching and learning processes and tools;

▶ Education and professional development of school personnel.

As recognized in the Plan of Action, the situation of HRE in school systems differs from country to country. In some countries, there may be very limited focus on HRE. In others, there may be activity at the local level but this may be diffuse and uncoordinated because there is no national policy or plan of action. In other countries, HRE may be very well supported from national to grass-roots levels.

Purpose and structure of the *Guide*

Whatever the situation and context, **developing or improving HRE should be on each country's education agenda**, as highlighted above. Accordingly, it is important that Governments should be able to measure their progress in integrating HRE in the primary and secondary school systems through methodologically sound self-assessment.

This *Guide* is designed to provide practical guidance to national education authorities in order to **plan and conduct a self-assessment** to determine the degree of integration of HRE into the school system and what additional actions and changes are required to ensure HRE is fully integrated into policy and practice. This should begin by measuring progress against an initial set of targets, as laid out in each country's education policies and national HRE strategy, if any.

The **relevant national authorities** may be the ministry of education in centralized systems or a "council" in a federal system or subnational entities. In this *Guide*, "education authority" refers to any of these authorities that are responsible for education policies and other related issues.

It is important to highlight that **in many countries HRE and a human rights-based approach to education are promoted in the context of related educational efforts**, including peace education, citizenship and values education, multicultural education, global education or education for sustainable development, which often include human rights principles in their content and methodologies. This should be taken into consideration in the self-assessment, so that its findings duly reflect all initiatives related to HRE.

The *Guide* is composed of two chapters corresponding to **two levels of assessment**, depending on each country's status of implementation:

- ▶ **Chapter I - "The initial situation analysis of human rights education"**. For countries just embarking on the introduction of HRE into their education system, this *Guide* offers assistance in undertaking an initial HRE situation analysis, providing a brief overview or baseline of the current state of HRE in order to prioritize needs and inform the development of a national HRE strategy.

  Chapter I aims at facilitating stage 1, i.e., the initial analysis of the current situation, of the process proposed by the Plan of Action of the World Programme.

- ▶ **Chapter II - "Self-assessment of the implementation of a human rights education strategy"**. For countries that have already developed a national HRE strategy and are implementing it, this *Guide* proposes a more in-depth self-assessment of its implementation, to help

Governments determine what they have accomplished and how they intend to proceed in the future. It includes the following sections:

> **(a)** How to plan the self-assessment
>
> **(b)** How to address key issues and questions for each of the following five components of primary and secondary schooling:
>
> > **1.** Policies
> >
> > **2.** Policy implementation
> >
> > **3.** The learning environment
> >
> > **4.** Teaching and learning processes and tools
> >
> > **5.** Education and professional development of school personnel.

Chapter II aims at facilitating the monitoring and evaluation function addressed in stages 3 and 4 of the process proposed by the Plan of Action of the World Programme.

Chapter III of this *Guide* contains online United Nations documents and resources relevant to HRE and human rights-based education and, in particular, other useful online resources for the evaluation of HRE.

This *Guide* provides practical assistance to Governments in **situation analysis and self-assessment** only—that is, tools to help the authorities assess the current integration of HRE into the primary and secondary school systems. This Guide **does not** include the development, implementation or revision of national HRE strategies; related guidance is provided in the Plan of Action of the World Programme, and chapter III of this *Guide* points readers to more extensive material.

Finally, it is important to note that national HRE strategies will differ from country to country, with varying results, milestones and measures of progress depending on the national context. This *Guide* provides general direction on the issues and questions to be covered in a self-assessment; the authorities will need to adapt the material to their particular context.

I. THE INITIAL SITUATION ANALYSIS OF HUMAN RIGHTS EDUCATION

The Plan of Action for the first phase of the World Programme encourages Member States through their respective ministries or other responsible bodies, as a first course of action towards the integration of HRE in the primary and secondary school systems, to undertake an initial basic analysis of the current situation in this area. This chapter briefly explains how to carry out a situation analysis.

A. What is a situation analysis?

The situation analysis will provide **a rapid overview of** what is currently being done, where are the gaps and what are the needs for investment in HRE. This exercise is crucial for identifying the most pressing needs in order to inform the development of national policy commitments in HRE and a national HRE strategy.

1. What does it entail?

Because it is meant to provide a rapid overview, the initial situation analysis tends to rely largely on existing data sources and the involvement of a relatively modest number of decision makers, key informants and specialists in the education sector. This is in contrast to self-assessing the implementation of an existing HRE strategy (see chap. II), which would normally be more in depth and more analytical in reviewing performance and results.

A list of questions for an initial situation analysis of HRE is suggested in box 1 below. It is organized around the five components of primary and secondary schooling, as outlined in the World Programme's Plan of Action:

- Policies
- Policy implementation
- The learning environment
- Teaching and learning processes and tools
- Education and professional development of school personnel.[5]

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[5] For more details about these five components, see Plan of Action, appendix.

2. Who should be involved?

A **department or unit within the relevant education** authority would normally coordinate the development, implementation and monitoring of a national HRE strategy, including undertaking the initial situation analysis. A small **working group** could be created, under the leadership of the relevant education authority, to coordinate data collection and analysis, report preparation and dissemination/feedback. This working group could consist of a small number of senior decision makers, leading academics, civil society leaders and/or education specialists.

3. What is the output?

The working group would be responsible for preparing a **national study on the status of HRE in the primary and secondary school systems,** including the context for HRE in the school system; a description of what is currently being done; an overview of good practices in the country; and an analysis of gaps or needs, according to the five components listed in subsection 1 above.[6]

4. What about dissemination and validation?

The relevant education authority would be responsible for organizing the dissemination and feedback process for the national study (through conferences, publications, public consultations and other means) to ensure broad input in and ownership of the recommendations, which would then inform policy and the development of a national HRE strategy.

B. How to carry out a situation analysis

Box 1 suggests questions, organized by HRE component as outlined in the Plan of Action, which a situation analysis needs to address.

Box 1: Situation analysis

Key questions for a situation analysis in human rights education: Where are we?

Policies

▶ Is HRE integrated within education policies, national education laws/acts, education sector plans and strategies aimed at improving education access, quality and outcomes?

▶ Is HRE addressed in human rights action plans, national plans of action against any form of discrimination, national plans of action addressing the rights of the child,

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[6] For more details on the national study, see the introduction to this *Guide*.

national plans of action on gender integration or other related plans of action?

▶ Do national and subnational education policy objectives explicitly promote human rights, the right to education, a human rights-based approach to education and HRE?

▶ Do national or subnational policies address a human rights-based approach to school governance, school management, school discipline and codes of conduct, inclusion policies and other regulations, directives and practices affecting the school culture and learning environment?

▶ Is HRE included in the national curriculum and national educational standards? What is its status (e.g., obligatory or optional, subject-based or cross-curricular)?

▶ What are other current challenges and opportunities with regard to the integration of human rights and HRE in education policies?

Policy implementation

▶ Which national mechanisms are in place to ensure implementation of education policies?

▶ Which governmental institutions are responsible for HRE? How do they communicate and cooperate with each other?

▶ What are the resources (financial, human, time) allocated to HRE?

▶ Is there an institution that could function as a resource centre for collecting and disseminating HRE initiatives and information at the national level?

▶ Have the national education authorities put in place a human rights-based quality assurance system (including assistance for school self-evaluation and development planning, school inspection, etc.) for education in general and for HRE in particular?

▶ What are other current challenges and opportunities with regard to HRE policy implementation?

The learning environment

▶ Do regulations and directives issued by the relevant education authority promote a human rights-based learning environment, taking into consideration both physical and psychosocial aspects, including the incorporation of human rights principles into school policy, school management, school governance, extracurricular programmes and school outreach into the community?

▶ What practices are being undertaken in schools that reflect a human rights-based approach to education? Are human rights principles (e.g., equality and non-discrimination, fairness, transparency and accountability, participation and inclusion) reflected in the policies, codes of conduct, disciplinary procedures, governance structures, management practices, extracurricular programmes and community outreach efforts of primary and secondary schools?

► Are there evaluations, special studies or research papers available on noteworthy initiatives in human rights-based learning environments in schools which could inform lessons learned and good practice? Such initiatives could be pilot projects of larger programmes or isolated activities undertaken by individual schools, in conjunction with NGOs, individual academics and/or community leaders.

► Is there interaction among the school, local government, civil society and the wider community that may promote awareness of human rights and HRE?

► Are there other challenges and opportunities with regard to infusing human rights in the school environment?

► Are there any assessment procedures in place that promote personal development?

Teaching and learning processes and tools

► Which curriculum subjects in primary and secondary schools include HRE? Is there a cross-disciplinary approach to integrating HRE or is it delivered as a separate subject? How many hours are dedicated to HRE and at what grades? What are the key learning contents and objectives?

► What textbooks, guides, teaching and learning materials in primary and secondary education include HRE? Are schools using other materials on HRE beyond what the education authority provides? If so, who develops them?

► Do guidelines exist for writing or revising textbooks so that they are in line with human rights principles?

► What are the learning methodologies associated with HRE activities? Are they child-friendly, learner-centred, inclusive and culturally sensitive? Do they encourage participation?

► Who teaches HRE lessons in the classroom and how are they prepared to teach these lessons?

► Which institution(s) has/have the authority to develop, approve and change curricula, including for HRE? What is their capacity in HRE?

► What kind of expertise exists in curriculum design and teaching methodology for HRE in the country? Where is it based?

► Has evaluation or research in HRE learning and teaching processes been carried out? If so, what are the lessons that can be learned from this?

► What are the other challenges and opportunities with regard to the integration of HRE into teaching and learning processes and tools?

Education and professional development of school personnel

► Is there a comprehensive training policy on HRE for school personnel?

> ▶ Is HRE included in pre-service and in-service training for teachers and head teacher training? Is participation voluntary or mandatory? How many hours are offered?
>
> ▶ Who delivers pre- and in-service training for school personnel and what are their qualifications with regard to HRE?
>
> ▶ Are learning, good practice, research and other materials concerning HRE collected by the education authority? Are these made available to school personnel?
>
> ▶ Is HRE considered when hiring, appraising and promoting teachers, head teachers and school inspectors?
>
> ▶ What are the other challenges and opportunities with regard to the integration of HRE into the education and professional development of school personnel?

C. Where to go from here?

Based on the national situation analysis, education policymakers will need to set priorities for action and decide what can realistically be achieved given the needs outlined in the situation analysis, the available resources, and the opportunities and challenges. In this regard, the Plan of Action of the World Programme calls on education policymakers in all Member States to develop a national strategy for HRE that is clearly focused on achievable milestones and measurable results, is time-bound and adequately resourced.

II. SELF-ASSESSMENT OF THE IMPLEMENTATION OF A HUMAN RIGHTS EDUCATION STRATEGY

This chapter addresses the self-assessment process **for those countries that have already developed a national HRE strategy and are implementing it**. The aim of the self-assessment is to gauge progress and help education policymakers decide on the future goals and priorities in HRE. The intent is to begin measuring progress against an initial set of targets (as laid out in each country's education policies and national HRE strategy) in order to determine what they have achieved and what remains to be accomplished. Accordingly, this self-assessment will be broader in nature than the situation analysis presented in chapter I above, as it involves analysing **what was achieved**, **what could not be achieved** and **why**.

This chapter provides practical suggestions on how to plan, structure and focus a self-evaluation process that takes into account existing monitoring processes while laying the groundwork for future continuous HRE monitoring and evaluation. It is divided into two sections:

(a) Planning for HRE self-assessment: a detailed work plan
This section provides practical suggestions on how to plan the self-assessment. It addresses elements of work planning, including accountability, decision-making structures, roles, responsibilities, data sources, data collection methodologies and data analysis.

(b) Issues and questions for HRE self-assessment
This section provides guidance on how to focus the self-assessment. It includes a discussion of key issues and key assessment questions for the five main education components:
- Policies, in particular education policies;
- Policy implementation;
- The learning environment;
- Teaching and learning processes and tools;
- Education and professional development of school personnel.

A. Planning for human rights education self-assessment: a detailed work plan

It is helpful to begin the process by developing a detailed work plan with:
- A description of the **purpose and scope** of the self-assessment
- **The key issues/questions** to be addressed through the self-assessment
- **The data sources** (documents, organizations, individuals)

- **The data collection methods**

- **The data analysis**

- A proposed **reporting**/**dissemination**/**follow-up** strategy for the assessment, conclusions and recommendations

- The **roles**, **responsibilities** and **lines of accountability** for those involved in the self-assessment

What each of these elements might involve is briefly described below.

1. Purpose and scope of the self-assessment

The work plan needs to clearly define the **purpose** of the self-assessment in relation to accountability, learning or both. With respect to **accountability**, the self-assessment would help States fulfil their international human rights commitments as well as demonstrate achievements with regard to national policy goals, plans and reforms. In terms of **learning**, the self-assessment could help Governments assess the relevance and effectiveness of their HRE efforts, demonstrating what is working, what is not, why and what could be improved.

With respect to **scope**, the work plan would need to define the **time frame** of the self-assessment as well as the components of the national strategy to be assessed. Depending on the purpose of the self-assessment, the availability of resources and of data, the type of information needed by decision makers, the deadlines to be respected and other factors, Governments could decide to assess all or only some key aspects of the national HRE strategy at a given time.

2. Key issues / questions

The work plan also needs to define the key issues and questions to be addressed by the self-assessment, in keeping with its purpose and scope. Questions would normally relate to what Governments wanted to learn through the self-assessment, about their **progress and performance** in implementing their national strategy. In section B below, this *Guide* suggests issues and questions to be addressed in the self-assessment, organized according to the five education components (outlined above).

3. Data sources

To answer the key issues and questions, it is necessary to determine what the data sources will be for each question. Data sources generally include **documents and individuals**, as well as **direct observation** of a setting or phenomenon (for example, the introduction of a new teaching practice in a classroom, a meeting of stakeholders or a training course).

For each question, it is important to determine:

- ▶ What data sources already exist;
- ▶ What the quality of the existing data is;
- ▶ What new data sources might be needed to respond adequately.

Finding new data sources might mean broadening the categories of individuals that are surveyed or consulted, reviewing documents that have not been reviewed before, or commissioning a study or evaluation of new aspects of HRE not examined before.

In determining "new" sources of data, particular attention should be given to collecting data from and giving a voice to minority groups and/or those groups that are traditionally marginalized from the decision-making process. Specific disaggregated education statistics concerning those groups should also be sought.

Ideally, any "new" forms of data collection instigated in a self-assessment process could serve as baseline for future monitoring and evaluation efforts. The table below lists possible data sources for each of the five education components.

Data sources for human rights education self-assessments	
Education policy and policy implementation	
Documents and statistics	**Individuals and institutions**
Education policies, education acts, related legislation and regulatory frameworks	Education managers
	Education policymakers
Education sector plans and implementation strategies	Education specialists and academics
National curriculum, education standards and basic competencies	National, regional, local legislative bodies, including relevant parliamentary committees on human rights, on education
Education budgets	National, regional, local education departments responsible for HRE
Monitoring reports and research into policy implementation carried out by the relevant services, academics and NGOs	

The learning environment	
Documents and statistics	**Individuals and institutions**
Directives, regulations, implementation provisions for human rights in school	Pupils' associations
	Parents' associations
Examples of school policies, charters on rights and responsibilities, codes of conduct, disciplinary procedures that promote human rights and human rights-based education	Teachers, teachers' associations and unions
	Accrediting institutions
	School administrators
	School boards
School inspection reports	School inspectors
Special studies, evaluation reports, research on pilot projects, innovative approaches to HRE, human rights-based education, etc.	Regional or local education departments
	Academics/education specialists
	Community-based organizations (working with youth, on human rights, multiculturalism, etc.)

Teaching and learning processes and tools	
Documents and statistics	**Individuals and institutions**
Teaching and learning materials, textbooks and guides for specific HRE-related subjects	Institutes involved in the development of pedagogy, teaching and learning materials, textbooks
Sex-disaggregated education statistics and performance reporting related to education delivery (teachers' and head teachers' qualifications, training, hiring, appraisal)	Institutes involved in developing and approving curricula
	National and regional statistical departments
	National human rights institutions
Sex-disaggregated education statistics and performance reporting related to education outcomes	Human rights organizations, educators and training centres from civil society
Special studies, surveys, appraisals of classroom practice related to HRE and human rights-based education	Religious institutions
	Universities and research institutes
Education outcomes related to HRE in primary/secondary schools	

Professional development of school personnel	
Documents and statistics	**Individuals and institutions**
Teachers', head teachers' training policy	Teachers'/head teachers' training institutions and faculties of education at universities
Teachers', head teachers' training curriculum and content (pre- and in-service)	National and regional statistical departments
Teachers', head teachers' training evaluations	Teachers
Sex-disaggregated statistics on number of teachers, head teachers trained, refreshed, frequency of training	Head teachers

4. Data collection methods

The data collection methods selected can vary greatly, depending on the purpose and scope of the self-assessment, the key questions it needs to address, the documentation available, the sample of respondents, the depth and breadth of analysis expected, the resources available, and the time required to undertake it.

An important consideration which should guide the choice of data sources and the data collection methods for the self-assessment in HRE is the human rights principle of **participation**. Efforts should be made to ensure that the HRE self-assessment process provides an opportunity for stakeholders to exercise their right to participate in decision-making which affects them, including children (in accordance with their evolving capacities) and minority and/or marginalized groups in society.

Ideally, **both qualitative and quantitative** data should be collected. **Quantitative data**, including education statistics and data collected through surveys, can help **describe** a phenomenon (e.g., the number of teachers trained in HRE by sex and region), **compare** one group to another (e.g., HRE-dedicated hours by school or region) and/or **relate** variables to one another (e.g., the relationship between HRE-dedicated hours and the number of teachers trained in HRE per school).

Qualitative data collected from respondents, through key informant interviews, focus groups and community consultations, can complement and nuance **quantitative data**, by deepening the understanding of a given phenomenon or the relationship between cause and effect, from multiple perspectives (e.g., stakeholder perceptions on why a particular approach was successful in one region and not in another). Both types of data collection are essential and complementary in building a complete picture.

Some of the data collection methods that could be used are briefly described below.[7]

Qualitative and quantitative methods
Document review Content analysis should normally guide document review. The contents of key documents[8] are reviewed, in the light of key assessment issues and questions. As major themes and findings emerge, the content analysis evolves to incorporate them.
Applied statistics As seen above, statistics are useful in describing and comparing phenomena as well as relating variables to one another. What statistics are collected (from whom and in what sample size) and how the statistics are analysed will all depend on what key questions the self-assessment needs to answer. Ministries of education, national statistics departments, local education departments and schools will already have certain statistical data. Other statistical data will need to be generated through written or oral surveys. The quality and validity of existing statistical data may be a consideration in modifying, strengthening or creating new statistical data collection methods and procedures for HRE self-assessment. Ideally, any new statistical data collection would be incorporated into a future continuous monitoring system for HRE.
Questionnaires Many countries opt for a written questionnaire as a relatively cost-effective method of covering many stakeholders and evaluation issues in a short time, using relatively few resources. Different questionnaires may need to be developed, covering different issues, for different categories of respondents (e.g., policymakers, teachers, parents or pupils) in order to distinguish their particular roles and points of view. Written surveys can include both quantitative and qualitative questions. Response rates to written surveys can be low (individuals forget, procrastinate, responses get lost, etc.) so that there is a need for a management process to ensure an adequate response rate. Given sampling limitations and low response rates, questionnaires need to be supplemented with other quantitative data sources (e.g., national statistics, other quantitative research which may already exist) and

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[7] The field of applied research and evaluation is vast and cannot be addressed comprehensively in this publication. Several resources and websites that could be consulted in designing an assessment methodology are listed at the end.

[8] For examples of document review and statistical data sources, see the table in section 3 above.

qualitative data collection methods (e.g., focus groups, community consultations, key informant interviews) to ensure data validity and reliability.

Key informant interviews

The points of view of key informants or respondents, within the education system, civil society, the private sector or other parts of the Government, can be extremely enlightening as they provide an expert assessment of what is working well, what is working less well, why and what might be done to improve the situation. Key informant interviews can provide more depth of analysis than surveys or focus groups (a discussion session with a group of selected individuals), although they are less cost-effective and less representative. Key informant interviews can supplement and nuance data collected through other means such as surveys, focus groups and consultations but they should not replace broader, more systematic and more quantitative data collection efforts such as surveys.

Qualitative research and evaluation

Special studies, evaluations or research may be commissioned to look in depth at a specific phenomenon or aspect of HRE. This is a particularly effective strategy when assessing pilot schemes or special education programmes for potential replication or scale-up, when trying to determine what may be needed to support a particular region, ethnic or minority community or, alternatively, how to address a specific human rights issue through the education system. Again, this type of qualitative research can supplement other, broader and more quantitative assessment techniques discussed above.

5. Data analysis

How can the resulting data from the self-assessment be applied to decision-making? Ideally, data analysis would normally entail taking these data and:

- ▶ Ensuring that all key questions and issues initially identified for the self-assessment have been addressed;

- ▶ Assessing the country's context for HRE, identifying those factors facilitating the implementation of the national HRE strategy and those constraining it;

- ▶ Highlighting successes, identifying aspects of implementation where progress has been significant and explaining why;

- ▶ Determining challenges, identifying aspects of implementation where progress has been constrained and explaining why;

- ▶ Identifying areas for improvement and gaps to be filled, given the country's context and the analysis of successes and challenges;
- ▶ Translating improvements and gaps into concrete recommendations for specific stakeholders;
- ▶ Validating and confirming recommendations with stakeholders to ensure that they are feasible and appropriate.

6. Reporting and follow-up

The output of a self-assessment process is the publication of its results, for which it is important to foresee a national dissemination and follow-up strategy. How the report is produced and disseminated will largely depend on the ultimate purpose of the self-assessment as well as on the resources available. It is very important to think ahead and imagine, at the planning stage, how the conclusions and recommendations of the self-assessment could be shared and used, and by whom.

The end purpose of the self-assessment (i.e., how its conclusions and recommendations will be used to effect positive change) will determine the reporting format, content, tone and dissemination strategy. The tone and content of the report could be academic, geared to education or human rights specialists; it could be of a policy or programming nature for decision-making and concrete action by politicians and civil servants; or it could be informative and reader-friendly for accountability to the general public. In the end, different reports and products, of varying length and complexity, tailored to different audiences and purposes may be needed. The results of the self-assessment aim not only at assessing the current situation, but also at informing future policy and practice. It is suggested that the report should be shared with key national decision makers, budget holders, etc., as well as with relevant international organizations.

Regarding format and dissemination, the report can be made available electronically or in print, and it can be brief or detailed. Finally, it is also important to consider up front whether the report needs to be translated into different languages and how that may affect its dissemination costs and timing.

7. Roles, responsibilities and lines of accountability

As stated above, a department or unit within the education authority normally ensures the overall coordination, supervision, support and day-to-day management of the self-assessment process as well as the production of all deliverables.

Opportunities to involve research centres and/or universities to support the process should be explored.[9]

In addition, a high-level steering committee could be established to provide strategic direction and guidance to the self-assessment. Ideally, it would be modest in size (8-10 members maximum) and include senior officials from the education authority, representatives of key stakeholder groups and education specialists, in order to ensure high-level accountability and efficient decision-making, as well as coordination across departments, levels of authority and education stakeholders.

More detailed responsibilities for the department or unit within the **education authority** might be:

- ► Engaging consultant(s) and/or designating civil servant(s) at the national, regional and local levels to manage the design, planning and implementation of the self-assessment and preparing its report;
- ► Identifying and collecting all relevant documentation and assessing information gaps;
- ► Designing the data collection methodology and undertaking sample selection;
- ► Producing all deliverables associated with the self-assessment, including work plans, interim and draft reports, the final report and dissemination products for various audiences;
- ► Planning, coordinating and managing data collection with stakeholders at various levels;
- ► Facilitating and leading data analysis and validation processes in collaboration with the steering committee and key stakeholder groups;
- ► Reporting periodically on progress to the steering committee;
- ► Publishing and disseminating the report widely (translate, if required).

More detailed responsibilities for the **steering committee** might be:

- ► Setting the overall direction and timetable for the self-assessment process;
- ► Approving key documents and resource allocations related to the self-assessment;
- ► Delegating roles and responsibilities for the planning and management of the self-assessment;

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[9] On the contribution of higher education institutions to human rights education, see the Plan of Action for the second phase (2010–2014) of the World Programme for Human Rights Education, available from http://www2.ohchr.org/english/issues/education/training/secondphase.htm.

- ▶ Overseeing progress, key milestones and coordination among actors across the education system;
- ▶ Decision-making and troubleshooting at a senior level, as required;
- ▶ Ultimate accountability for the self-assessment report.

B.   Issues and questions for human rights education self-assessment

This section provides guidance on how to focus the self-assessment, including a discussion of key issues and assessment questions for each of the five education components:

1. Education policies

2. Policy implementation

3. The learning environment

4. Teaching and learning processes and tools

5. Education and professional development of school personnel.

1. Education policies

(a) Key issues for assessment

Human rights education is both an **educational aim** in itself and an **approach** to education delivery:

- ▶ By integrating HRE into education content, pupils learn about their rights and responsibilities in society;
- ▶ By integrating the promotion of human rights principles and fundamental freedoms into education delivery—that is, integrating respect for human rights in the way in which schools are managed, classrooms are organized and individuals are treated at school—the quality of education improves.

Ideally, education policy commitments should include clear statements of intent with regard to HRE as both an educational aim and an approach—i.e., identifying the desired change that is expected in **integrating human rights principles into education content and delivery.** Policy commitments in HRE would then be consistently referenced across all key policy and legislative texts, at the national and local levels, including in the country's education policy framework, education legislation, education sector plans, national curricula, education standards and quality criteria, and relevant programming.

The **development of policy commitments** in HRE would promote and fulfil key human rights principles of participation, inclusion and accountability. Ideally, the policy development process should involve broad-based consultation and an opportunity for key stakeholders, particularly minority or more marginalized groups in society, to have a voice in decisions affecting them. Children (both girls and boys), as major players in education, should certainly participate in meaningful ways and in accordance with their evolving capacities.

(b) Key questions for assessment

Box 2 presents key issues and corresponding questions to determine the extent to which human rights have been integrated into education policies, as both an educational aim and an approach to content and delivery.

Box 2: Education policy assessment

Key issues and questions

Issue to assess   **1.** THE PROCESS USED TO DEVELOP EDUCATION POLICIES IS IN LINE WITH HUMAN RIGHTS PRINCIPLES

Key questions to address

▶ Was there an initial situation analysis to determine the current status, gaps and priority needs before the education policies were formulated?

▶ Were significant opportunities provided to pupils, parents, teachers, education administrators (both female and male) at school and in the community to express their views on the content and delivery of HRE in primary and secondary schools?

▶ Were national consultations organized with civil society leaders, academics, experts in curriculum design and pedagogy to analyse the relevance of the policies to HRE?

▶ Were the views expressed during the consultations taken into account in the formulation of the education policy commitments in HRE? How were opposing views addressed? How were minority views weighed?

2. THE EDUCATION POLICIES WITH REGARD TO HUMAN RIGHTS EDUCATION ARE COMPREHENSIVE AND CONSISTENT

Key questions to address

▶ Do education policy objectives uphold international human rights standards and commitments (e.g., Convention on the Elimination of All Forms of Discrimination against Women, Committee on the Rights of the Child, Education for All goals and Millennium Development Goals, World Programme for Human Rights Education)?

▶ Do the education policies address human rights as both an educational aim and as an approach to education delivery?

▶ Is there consistency across all relevant education policy documents, legislation, regulations, decrees, sectoral plans and programmes with regard to HRE in primary and secondary schooling?

▶ Is the promotion of HRE consistent in policy at national, regional and local levels?

▶ Are education policy commitments in HRE regularly reviewed to ensure that they address the most pressing gaps, challenges and needs?

3. THE EDUCATION POLICIES CLEARLY INDICATE THE DESIRED CHANGE IN EDUCATION CONTENT WITH REGARD TO HUMAN RIGHTS

Key questions to address

▶ Do the education policies clearly indicate the desirable impact on the integration of human rights in educational content?

▶ Is HRE integrated in the national curriculum and national educational standards? What is its status (e.g., obligatory or optional, subject-based or cross-curricular, starting at which level, how many HRE-dedicated hours)?

▶ Do the education policies clearly indicate the expected changes in learning standards and learning outcomes with regard to HRE?

4. THE EDUCATION POLICIES CLEARLY INDICATE THE DESIRED CHANGE IN EDUCATION DELIVERY WITH REGARD TO HUMAN RIGHTS

Key questions to address

▶ Do the education policies clearly indicate the desirable impact on the integration of human rights principles in education delivery and improvements in education quality?

▶ Do national and subnational policies foresee a human rights-based approach to school governance, school management, school discipline and codes of conduct, inclusion policies and other regulations, directives and practices affecting the school culture and learning environment?

2. Policy implementation

(a) Key issues for assessment

Having established clear, consistent and comprehensive education policy commitments related to HRE, it is crucial to then translate them into action. Rather than having a set of ad hoc, diffuse and sometimes overlapping or inconsistent initiatives in HRE at different levels of the education sector, establishing **a national HRE strategy** encourages a unified vision of change and a road map. It contributes to improved accountability for results, greater coordination and synergy across initiatives, as well as to ensuring that the necessary resources are mobilized and made available on time.

For the self-assessment, what should be examined under policy implementation is:

- ▶ Whether the national HRE strategy represents a complete and effective plan to reach the stated education policy commitments with respect to HRE;

- ▶ Whether there is sufficient institutional capacity and political will to implement the national HRE strategy;

- ▶ Whether provisions are in place so that performance in HRE strategy can be measured and can inform decision-making for the future.

(b) Key questions for assessment

Box 3 outlines the issues and corresponding key questions that the HRE self-assessment can address with regard to policy implementation.

Box 3: Policy implementation assessment

Key issues and questions

Issue to assess

1. THERE IS CLOSE ALIGNMENT BETWEEN THE EDUCATION POLICY COMMITMENTS IN HUMAN RIGHTS EDUCATION AND THE PROVISIONS OF THE NATIONAL HUMAN RIGHTS EDUCATION STRATEGY

Key questions to address

- ▶ Does the national HRE strategy support implementation of the education policy commitments in HRE?

- ▶ Are the activities, their desirable impact and allocated resources outlined in the national HRE strategy sufficient to achieve education policy commitments in HRE?

2. THE NATIONAL HUMAN RIGHTS EDUCATION STRATEGY IS REALISTIC AND ACTIONABLE

Key questions to address

► Does the national HRE strategy include:

- Clear results statements that support the achievement of education policy commitments in HRE?
- Detailed activities which will contribute to the achievement of each result?
- Specific roles and responsibilities for each stakeholder linked with specified timelines for all tasks?
- A description of the structures and mechanisms for coordination and communication among stakeholders?
- Realistic and measurable performance indicators and milestones?
- Systems to monitor progress?
- A budget and estimate of the resources needed (human, financial, technological) for strategy implementation?

► Are there any obvious implementation gaps in the national HRE strategy? What might have been overlooked? What might not be achieved and why?

3. THERE IS ADEQUATE INSTITUTIONAL AUTHORITY AND CAPACITY TO IMPLEMENT THE NATIONAL HUMAN RIGHTS EDUCATION STRATEGY

Key questions to address

► Is accountability for the effective implementation of the national HRE strategy clearly defined and situated at a senior level of authority?

► Are roles and responsibilities clearly defined at different levels of strategy implementation and among different actors?

► Do designated units/departments/individuals have the necessary authority, knowledge, resources and time to implement the national HRE strategy effectively?

► Is there sufficient political will at a senior decision-making level to ensure effective strategy implementation?

4. THE PERFORMANCE OF THE NATIONAL HUMAN RIGHTS EDUCATION STRATEGY IS MEASURABLE AND MONITORING INFORMATION CAN INFORM DECISION-MAKING

Key questions to address

▶ Are systems in place to measure the achievement of HRE strategy results and milestones?

▶ Are monitoring data on the national HRE strategy produced? How is the strategy reported on? Do stakeholders feel the monitoring information is accessible and useful?

▶ Do education decision makers use the monitoring information to inform decision-making around HRE?

3. The learning environment

(a) Key issues for assessment

Introducing HRE in primary and secondary education implies that the school becomes a model of human rights learning and practice. The extent to which schools effectively promote the human rights principles of equality and non-discrimination, participation and inclusion, fairness, transparency and accountability, is crucial to creating a learning environment that reflects and upholds human rights values.

Schools can promote these principles through their organizational culture and values, their policies and education plans, leadership styles and management practices, governance structures and decision-making processes, teaching approaches and classroom management practices, as well as through extracurricular activities and relations with the wider community. All of these elements contribute to creating an environment where human rights are understood, practised and respected, that is, a learning environment for human rights.

The table below outlines the key characteristics of a human rights-friendly learning environment.

Characteristics of a school learning environment for human rights
▶ **School values and culture** promote equality and non-discrimination, respect, peace, fairness, accountability, participation and inclusion
▶ **School policies and codes of conduct** uphold shared responsibility among pupils and staff for the promotion of equality, respect and peaceful conflict resolution as well as a school free from discrimination, violence, sexual abuse and corporal punishment
▶ **Governance structures and processes** emphasize inclusion and participation of all stakeholders (including parents, pupils and school staff) as well as decision-making that is democratic and transparent

> ▶ **School leadership and management practices** emphasize respect for rules and regulations that reflect human rights values and principles and that have been agreed upon and adopted collectively
>
> ▶ **Teaching approaches** are learner-centred and **school curriculum** includes HRE
>
> ▶ **Assessment approaches** are fair and transparent; equal marks are given for equal knowledge and skills
>
> ▶ The **participation of all pupils** is encouraged in extracurricular activities and in outreach to the broader community that promote human rights$
>
> ▶ **School self-assessment** is ongoing, leading to a continuously improving learning environment for human rights

The education authority can support primary and secondary schools to create a learning environment conducive to human rights promotion by developing a legislative and regulatory framework for education which upholds the principles of equality, non-discrimination, participation, respect for diversity and inclusiveness. Governments can develop incentive systems for schools, quality standards in education, school performance criteria and school inspection processes which emphasize respect for human rights and fundamental freedoms. The hiring, performance appraisal and advancement of teachers and school administrators can also take into consideration HRE knowledge and skills. Pre-service and in-service training for teachers needs to be considered in this context. Learning and good practices on promoting human rights in the school environment can be documented and disseminated to stakeholders, and networking among human rights educators can be fostered. All of these measures support a learning environment conducive to the practice and promotion of human rights in schools.

For the self-assessment, what should be examined under the learning environment is:

> ▶ Whether the education authority has put in place the necessary measures to support the creation of learning environments for human rights in primary and secondary schools;
>
> ▶ Whether primary and secondary schools are effectively responding to these measures so as to constitute learning environments for human rights.

Assessing the learning environment in **schools** will be challenging initially. Ideally, school inspections should be revised to include HRE as a criterion of school performance, while schools should be encouraged to undertake their own, internal assessment processes of the learning environment for human rights which are participatory and include the input of pupils, teachers, parents, community leaders and school administrators. Initially, it may be possible for the education authority to report on success only with brief case studies of a few more innovative schools.

Gradually, it is expected that a learning environment for human rights will be integrated as a national performance standard in education across the primary and secondary school systems.

(b) Key questions for assessment

Box 4 presents key issues and corresponding questions to determine whether the necessary measures exist and are being applied to promote the school as a learning environment for human rights.

Box 4: The learning environment assessment

Key issues and questions

Issue to assess

1. THE EDUCATION AUTHORITY HAS PUT IN PLACE THE NECESSARY MEASURES TO SUPPORT THE ADOPTION OF A LEARNING ENVIRONMENT FOR HUMAN RIGHTS IN PRIMARY AND SECONDARY SCHOOLS

Key questions to address

Do regulations and directives issued by the education authority promote:

▶ The development of a school charter which outlines the human rights and responsibilities of school staff and pupils?

▶ The development of school policies, codes of conduct and disciplinary procedures which promote and uphold equality and non-discrimination, fairness, respect, peaceful conflict resolution, participation, inclusion and accountability?

▶ School governance structures and processes that promote equality, accountability and participation, as well as fair and transparent decision-making?

▶ School inspection processes and school performance criteria that include assessment of a learning environment for human rights?

▶ Policies for hiring, appraising, educating and promoting teachers and school administrators which integrate attention to human rights principles and HRE?

▶ Incentives and rewards for schools innovating with regard to the promotion of a learning environment for human rights?

▶ Extracurricular and community outreach activities at schools to promote human rights principles?

▶ Budget and resource allocations for schools to develop and foster a learning environment for human rights?

▶ Professional development, learning and networking opportunities for school personnel to empower them to promote a learning environment for human rights?

2. PRIMARY AND SECONDARY SCHOOLS ARE LEARNING ENVIRONMENTS FOR HUMAN RIGHTS

Key questions to address

▶ What evidence is there that schools are promoting the human rights principles of equality and non-discrimination, respect, fairness, participation, inclusion and accountability through:

- School policies, codes of conduct, discipline?
- School governance structures and decision-making processes?
- School leadership and administration?
- Educational content?
- Teaching practices and classroom management?
- Extracurricular activities?
- Outreach to and service in the community?

▶ Do pupils, parents, teachers, non-academic staff and school administrators feel the school environment is increasingly respectful of human rights principles?

▶ Do different members of the school community feel they have a voice and influence in school decision-making?

4. Teaching and learning processes and tools

(a) Key issues for assessment

Introducing or improving HRE in primary and secondary schooling requires the adoption of a holistic approach to teaching and learning by integrating HRE into learning objectives and content; into teaching and assessment practices and methodologies; into teaching and learning materials, guides and resources; and by using new information technologies to give a broader audience access to these materials and good practices.

Educational content and materials

Defining HRE objectives and outcomes

A first step in promoting HRE in education content involves defining the basic human rights knowledge, skills, attitudes and behaviours to be acquired through HRE, depending on pupils' age and evolving capacities. HRE should be integrated throughout the national curriculum and start as early as possible in primary school. HRE should place equal importance on cognitive (knowledge, skills) and social/affective (values, attitudes, behaviour) learning outcomes, while relating HRE to the daily lives and concerns of pupils.

Revising teaching/learning materials

Another aspect of educational content are the teaching and learning materials, textbooks and guides which need to be developed or reviewed to conform with key human rights principles and learning objectives, while being adapted to the country's specific social, cultural and historic context. This would include audiovisual, technological and arts support materials, in keeping with the more experiential and learner-centred approaches encouraged in HRE.

There are often good teaching and learning materials in HRE developed in schools or through non-formal education by NGOs or human rights groups. The education authority can encourage the collection, sharing, translation and adaptation of these materials throughout the country, and make them available to teachers and pupils through libraries, resource centres, databases and the Internet. It is equally important to train teachers in the effective use of these teaching materials in the classroom.

Capacity-building for curriculum developers

The institutions that develop teaching and learning materials, guides and textbooks will require support in ensuring that human rights principles and human rights learning objectives are consistently applied across all publications. This can be achieved by developing their capacity through the hiring of human rights specialists or the establishment of a national team of experts to review all materials prior to publication.

New information technologies

Information technologies provide significant potential to expand the array of HRE materials and to provide more direct support in HRE to teachers and pupils, who can link to the websites of HRE organizations locally, nationally or internationally. Schools can access distance learning programmes in HRE. Pupils and teachers can enter into local or international online discussions groups on human rights topics.

Teaching processes and methodologies

Apart from education content, it is crucial that education delivery is also concerned with HRE. Teaching and assessment approaches and methodologies should reflect and respect human rights principles. The table below outlines core principles with regard to human rights-based teaching practice.

<table>
<tr><td style="background-color:#8B2500;color:white">Human rights-based teaching practice</td></tr>
<tr><td>

Teaching and assessment practices, approaches and methodologies:

▶ Are child-friendly, respectful, trustful, secure, democratic

▶ Provide equal learning opportunities for all pupils

▶ Are learner-centred and foster the participation, creativity and self-esteem of each pupil

▶ Are responsive to individual abilities, learning needs and styles

▶ Promote experiential learning where human rights are put into practice

▶ Promote the role of the teacher as facilitator, learning guide and adviser

▶ Build on the good practices of informal and non-formal HRE initiatives undertaken by NGOs, individual schools, community groups, etc.

</td></tr>
</table>

Defining and measuring education quality presents some challenges to education practitioners. While cognitive learning outcomes (knowledge, skills) with regard to HRE lend themselves to more quantitative methods of assessment and standardized testing, the social/affective learning outcomes of HRE for teachers and pupils (changed attitudes, behaviour and values learned and applied at school) tend to require more in-depth, qualitative assessment.

(b) Key questions for assessment

Box 5 presents key issues and corresponding questions to determine whether teaching and learning processes and tools are effectively promoting human rights and HRE.

Box 5: Teaching and learning processes and tools assessment

Key issues and questions

Issue to assess

1. LEARNING OBJECTIVES AND OUTCOMES IN HUMAN RIGHTS EDUCATION ARE CLEARLY DEFINED AND CONSISTENTLY REFLECTED ACROSS TEACHING AND LEARNING MATERIALS

Key questions to address

▶ Do HRE learning objectives define the basic human rights knowledge, skills and attitudes to be acquired?

▶ Are HRE learning objectives appropriate to children's age and evolving capacity?

▶ Do HRE learning objectives balance attention to cognitive (knowledge and skills) and social/affective (values, attitudes, behaviours) learning outcomes?

▶ Are HRE learning objectives appropriately reflected in the relevant teaching and learning materials and resources?

2. THOSE INVOLVED IN CURRICULUM AND MATERIALS DEVELOPMENT FOR PRIMARY AND SECONDARY EDUCATION HAVE CAPACITY IN HUMAN RIGHTS AND HUMAN RIGHTS EDUCATION

Key questions to address

▶ Which institutions have the authority to develop, approve and change curricula and in particular HRE curricula? What is the extent of their capacity in HRE?

▶ Do guidelines exist for writing or revising textbooks so that they are in line with human rights values and principles?

▶ What proportion of teaching and learning materials have been reviewed and revised by human rights experts with regard to respect for human rights principles and support to human rights learning objectives?

3. TEACHING AND ASSESSMENT METHODS ARE LEARNER-CENTRED AND RESPECT HUMAN RIGHTS PRINCIPLES

Key questions to address

▶ What are the learning methodologies associated with HRE activities? Are they child-friendly? Learner-centred? Do they encourage participation?

▶ Are there incentives, rewards and support in place to encourage teachers to innovate in the classroom in favour of more learner-centred and human rights-friendly methods? Are incentives and support sufficient to change attitudes and practices?

▶ Do teachers use an increasing diversity of teaching methods, learning materials, classroom groupings and assessment techniques to respond to different learning needs and styles?

▶ Are pupil assessment methods deemed to be fair, transparent and equitable?

▶ Does teacher performance appraisal address the promotion of human rights principles in the classroom?

▶ Are qualitative assessment techniques (classroom observation, self-reporting by pupils/teachers, pupil evaluations, etc.) used to assess changes in the classroom environment with regard to respect for human rights?

4. EDUCATORS HAVE ACCESS TO LESSONS AND GOOD PRACTICE IN HUMAN RIGHTS EDUCATION TEACHING AND LEARNING THROUGH RESOURCE CENTRES AND ELECTRONICALLY

Key questions to address

▶ Can teachers and pupils easily access tools, guides, materials, learning, best practices with regard to HRE?

▶ Has the education authority collected and made available all teaching and learning materials available in the country on HRE (formal, non-formal, informal)?

▶ Is information and learning from qualitative studies, evaluations and research on new teaching and assessment methods for HRE documented and disseminated?

5. Education and professional development of school personnel

(a) Key issues for assessment

If the school is to be a model of human rights learning and practice, teachers are the driving force in reaching this aim. Teachers need appropriate training and ongoing in-service professional development to increase their knowledge and skills in HRE as well as to foster their motivation, commitment and responsibility to actively apply human rights principles in the classroom and beyond.

In relation to **knowledge and skills in HRE** (cognitive learning outcomes), teacher training should promote the universality, indivisibility and interdependence of human rights. Knowledge and skills should also cover educational theory underlying HRE, including links between formal, non-formal and informal education; teaching approaches which emphasize the teacher as facilitator and guide; methodologies which are learner-centred, experiential and responsive to individual learning needs and styles; and mechanisms that protect human rights in the school, the community and broader society.

With respect to **values, attitudes and behaviours** (social/affective learning outcomes), teacher training should support teachers in assessing their social skills, leadership styles, commitment to human rights and responsibility with regard to modelling and practising human rights principles. Training should help teachers identify and deal with human rights abuses in the school or community and help them promote the school as a model of human rights learning and practice.

Support needed by teachers in human rights education

▶ A clearly articulated legislative and policy framework in education which is supportive of human rights principles and HRE

▶ Coherence across education policy, national curriculum, learning objectives, teaching and learning resources and teacher training with regard to HRE

▶ Ongoing professional development for teachers with regard to HRE knowledge and skills as well as values, attitudes and behaviours

▶ Policies and practices for the recruitment, appraisal, training, compensation and promotion of teachers which respect human rights principles

▶ Awareness and respect for human rights among education stakeholders who support the work of teachers (e.g., parents, head teachers, school administrators, school inspectors, local and national education planners and policymakers)

▶ Accessible documentation and mentoring on good practice, tools and learning regarding HRE

The impact of training in HRE on teachers' cognitive learning outcomes and on their social/affective learning outcomes needs to be assessed. As with pupils, teachers' cognitive learning can be measured through standard testing, while social/affective learning requires more qualitative assessment through classroom observation, self-assessment and reporting, pupil evaluations, student teaching, mentor programmes, etc.

Capacity of teacher trainers
Responsibility for the training and professional development of teachers is shared among many institutions and organizations, such as teacher training colleges, faculties of education in universities, human rights institutes, UNESCO chairs, unions and professional organizations of teachers. Their capacity needs to be reviewed and strengthened with regard to HRE if teachers are to act as front-line agents of change in schools. International and regional intergovernmental organizations as well as NGOs should also be considered as valuable resources for teacher training.

Teachers as rights holders
It must also be recognized that teachers themselves are rights holders and deserve to be treated with fairness, transparency, respect and dignity by those who have authority over them. In order to ensure that the rights of teachers are respected and that teachers receive the support they need to create a classroom environment conducive to HRE, head teachers, school administrators, school inspectors, education planners and policymakers also need human rights training and

awareness. All teachers should be given equal opportunities to have access to pre-service and in-service training on HRE. In addition, the hiring, appraisal, promotion and compensation policies and practices for teachers must be guided by human rights principles of equality, fairness, transparency and non-discrimination. Teachers must be valued, respected and empowered to innovate in HRE—especially since they are often overwhelmed by the many demands put on them—and this can happen only if the education system values, respects and supports their contribution.

(b) Key questions for assessment

Box 6 presents key issues and corresponding questions to determine whether the professional development of teachers and other educational personnel is effectively promoting HRE.

Box 6: Education and professional development of school personnel assessment

Key issues and questions

Issue to assess

1. HUMAN RIGHTS TRAINING IS INTEGRATED INTO TEACHER TRAINING (PRE- AND IN-SERVICE)

Key questions to address

▶ Is there a comprehensive training policy on HRE for school personnel?

▶ Are modules on HRE part of pre-service and in-service teacher training? Are they mandatory or voluntary? What percentage of total training hours do they represent?

▶ Are teacher-training modules on HRE coherent with education policy, national curriculum, learning objectives and standards for HRE in primary and secondary schools?

▶ Do teacher-training institutions have the necessary knowledge and skills to develop and deliver effective modules on HRE?

▶ Are human rights specialists involved in the development, delivery and assessment of training in HRE for teachers?

Issue to assess

2. TEACHER TRAINING (PRE- AND IN-SERVICE) PROMOTES TEACHERS' SKILLS AND KNOWLEDGE AS WELL AS THEIR VALUES, ATTITUDES AND BEHAVIOUR WITH REGARD TO HUMAN RIGHTS PRINCIPLES AND HUMAN RIGHTS EDUCATION

Key questions to address

▶ Does teacher training in HRE address both cognitive (knowledge and skills) and social/affective (values, attitudes and behaviours) learning?

- ▶ Are teacher trainers sufficiently prepared to transmit and model human rights principles?
- ▶ Is the effectiveness of teacher training in HRE assessed both quantitatively (standards testing) and qualitatively (through classroom observation, teacher self-assessment, pupil evaluations, mentoring, student teaching, etc.)?

Issue to assess

3. THE HIRING, PERFORMANCE APPRAISAL, PROMOTION AND COMPENSATION POLICIES AND PRACTICES FOR EDUCATIONAL PERSONNEL UPHOLD HUMAN RIGHTS PRINCIPLES

Key questions to address

- ▶ Does the human resource management policy governing the hiring, appraisal, compensation and promotion of educational personnel respect human rights principles (e.g., equality and non-discrimination, fairness, transparency and accountability)?
- ▶ Do human resource management practices governing the hiring, appraisal, compensation and promotion of educational personnel respect human rights principles?

Issue to assess

4. HEAD TEACHERS, COUNSELLORS, SCHOOL ADMINISTRATORS AND SCHOOL INSPECTORS ARE TRAINED IN HUMAN RIGHTS TO SUPPORT A LEARNING ENVIRONMENT FOR HUMAN RIGHTS EDUCATION

Key questions to address

- ▶ Does training and professional development for head teachers, counsellors, school administrators and school inspectors include modules on the promotion of human rights at school?
- ▶ Do training institutions for head teachers, counsellors, school administrators and school inspectors have the necessary skills and knowledge to develop and deliver effective human rights training?

Issue to assess

5. LESSONS LEARNED, TOOLS AND GOOD PRACTICE IN HUMAN RIGHTS EDUCATION ARE COLLECTED, DOCUMENTED, ASSESSED AND MADE AVAILABLE BY THE EDUCATION AUTHORITY

Key questions to address

- ▶ Can educational personnel readily access new materials, resources, good practice, innovations and recent learning on HRE, locally, nationally and internationally?

- ▶ Does this material include formal, informal and non-formal initiatives in HRE?
- ▶ Are these materials made available through a variety of channels, including electronically, in resource centres, during conferences, etc.?

III. ONLINE EVALUATION RESOURCES FOR HUMAN RIGHTS EDUCATION

A. United Nations documents and resources

This section provides links to general United Nations documents and resources directly related to the World Programme, to HRE and to human rights-based education.

▶ UNESCO/OHCHR (2006). *Plan of Action – World Programme for Human Rights Education (First Phase)*. New York and Geneva. Available from
http://unesdoc.unesco.org/images/0014/001478/147853e.pdf
www.ohchr.org/Documents/Publications/PActionEducationen.pdf

▶ Organization for Security and Co-operation in Europe (OSCE)/Council of Europe/OHCHR/UNESCO (2009). *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice*. Warsaw. Available from

www.ohchr.org/Documents/Publications/CompendiumHRE.pdf

▶ UNESCO (2005). *Tool for quality assurance of education for democratic citizenship in schools*. Paris. Available from
http://unesdoc.unesco.org/images/0014/001408/140827e.pdf

▶ United Nations Children's Fund (UNICEF) (2009). *Child-Friendly Schools Manual*. Sales No. E.09.XX.4. Available from www.unicef.org/publications/index_49574.html

▶ OHCHR (1999). *The Right to Human Rights Education: a compilation of provisions of international and regional instruments dealing with human rights education*. New York and Geneva. Available from

www.ohchr.org/Documents/Publications/RightHReducationen.pdf

B. General educational evaluation resources

This section provides websites and resources about educational evaluation and evaluation methodologies related to HRE.

▶ Braun, Henry, and others (2006). *Improving education through assessment, innovation and evaluation*. American Academy of Arts and Sciences. Cambridge, MA. Available from www.amacad.org/publications/braun.pdf

► Human Rights Education Associates. Research and evaluation database. Available from www.hrea.org/index.php?base_id=103&language_id=1&category_id=4&category_type=3

► Human Rights Impact Resource Centre (HRIRC). Resource Database. Available from www.humanrightsimpact.org/resource-database/toolsets/

► The Inter-Agency Network for Education in Emergencies (INEE). Resource Database. Available from www.ineesite.org/index.php/resourcedb/

► Joint Committee on Standards for Educational Evaluation (1994). *What the program evaluation standards say about designing evaluations. Functions of Education Evaluation.*

► Joint United Nations Programme on HIV/AIDS (UNAIDS) (2005). Monitoring the declaration of commitment on HIV/AIDS: Guidelines on construction of core indicators. Geneva. Available from http://data.unaids.org/publications/irc-pub06/jc1126-constrcoreindic-ungass_en.pdf

► McNamara, Carter. *Basic guide to program evaluation.* Free Management Library. Available from www.managementhelp.org/evaluatn/fnl_eval.htm

► Tibbitts, Felisa (1997). *Evaluation in the human rights education field: getting started.* Human Rights Education Associates, Netherlands Helsinki Committee. Available from www.hrea.org/pubs/EvaluationGuide/index.html

► Tibbitts, Felisa, and Judith Torney-Purta (1999). *Preparing for the future: citizenship education in Latin America.* Human Rights Education Associates. Available from http://hrea.org/pubs/IDB-monograph/civics.pdf

► UNICEF (2005). *Monitoring and Evaluation: Quick Reference. Extracts from the Programme Policy and Procedure Manual.* Available from www.unicef.org/evaluation/files/ME_PPP_Manual_2005_013006.pdf

► University of Minnesota. Human Rights Resource Center. Material Resources Database. Available from www1.umn.edu/humanrts/edumat/

► University of Wisconsin (1998). *Program assessment toolkit: A guide to conducting interviews and surveys.* LEAD Center. Available from http://www.wcer.wisc.edu/Publications/LEADcenter/toolkit.pdf

▶ Western Michigan University. Evaluation Center: Evaluation Checklists. Available from www.wmich.edu/evalctr/checklists

▶ World Health Organization (WHO). *School and Youth Health: Resources and tools for assessment and monitoring.* Available from *www.who.int/school_youth_health/assessment/en/*

C. Education policies

This section provides research studies and resources to assist policymakers and school administrators in evaluating education policies in HRE.

▶ Amnesty International (1998). *International human rights standards and education.* London. Available from

www.amnesty.org/en/library/asset/POL32/001/1998/en/06794391-db06-11dd-903e-e1f5d1f8bceb/pol320011998en.pdf

▶ Osler, Audry, and Hugh Starkey (2004). *Study on the advances in civic education in education systems: good practices in industrialized countries.* Centre for Citizenship and Human Rights Education, University of Leeds and Institute of Education University of London. Available from

www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=3534&category_id=4&category_type=3&group=

▶ UNESCO (2003). *Experts meeting: the practice of rights in education: a renewed commitment to human rights education.* Paris. Available from http://unesdoc.unesco.org/images/0013/001307/130703e.pdf

▶ UNESCO (2006). *UNESCO Guidelines on Intercultural Education.* Paris. Available from http://unesdoc.unesco.org/images/0014/001478/147878e.pdf

▶ UNESCO/UNICEF (2007). *A Human Rights-Based Approach to Education for All.* Sales number E.08.XX.2 Available from http://unesdoc.unesco.org/images/0015/001548/154861e.pdf

▶ UNESCO (2008). *The right to education: monitoring standard-setting instruments of UNESCO.* Paris. Available from http://unesdoc.unesco.org/images/0016/001611/161161e.pdf

D. Policy implementation

This section provides resources to assist policymakers and school administrators in evaluating policy implementation measures in HRE.

▶ Council of Europe (2005). *Learning and Living Democracy: Evaluation conference of the 2005 European year of citizenship through education*.

▶ Freeman, Ted (2005). Country programme evaluation in an era of change. Evaluation working paper. New York. UNICEF. Available from www.unicef.org/evaluation/files/CPE_in_an_Era_of_Change_2005.pdf

▶ Inter-Agency Network for Education in Emergencies (2004). *Minimum standards for education in emergencies, chronic crises and early reconstruction*. Available from www.ineesite.org/minimum_standards/MSEE_report.pdf

▶ Iturralde, D., and A. M. Rodino. Measuring progresses in human rights education: an Inter-American experience. Paper. Inter-American Institute of Human Rights. Available from www.hrusa.org/workshops/HREWorkshops/usa/OverviewChile.pdf

E. The learning environment

This section includes resources to help policymakers, school administrators and educators assess the effectiveness of the learning environment in HRE.

▶ Asia-Pacific Human Rights Information Center (HURIGHTS OSAKA) (2009). *Human rights education in the school systems in Southeast Asia: Cambodia, Indonesia, Lao PDR and Thailand*. Osaka, Japan. Available from www.hurights.or.jp/archives/pdf/publications/other-publications/wphre-sea-report.pdf

▶ Bäckman, Elisabeth, and Bernard Trafford (2007). *Democratic governance of schools*. Strasbourg, France. Council of Europe. Available from http://book.coe.int/ftp/2903.pdf

▶ Davies, Lynn, and others (2010). *Human rights education core competencies*. http://toolkit.ineesite.org/toolkit/INEEcms/uploads/1101/Human_Rights_Education_Core_Competencies.pdf

▶ Flowers, Nancy (2000). *The human rights education handbook: effective practices for learning, action, and change*. Minneapolis: University of Minnesota, Human Rights Resource Center. Available from www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/toc.html

- ► Inter-American Institute of Human Rights (2007). *Normative development of human rights education and student government. Second measurement.* Costa Rica. Available from www.iidh.ed.cr/BibliotecaWeb/Varios/Documentos/BD_887525628/Informe%20VI%20-%20ingles.pdf?url=%2FBibliotecaWeb%2FVarios%2FDocumentos%2FBD_887525628%2FInforme+VI+-+ingles.pdf

- ► Shiman, David, and Kristi Rudelius-Palmer (1999). *Taking the human rights temperature of your school.* Minneapolis: Human Rights Resource Centre, University of Minnesota. E-book. www.hrusa.org/hrmaterials/temperature/default.shtm

F. Teaching and learning processes and tools

This section includes resources to help policymakers, school administrators and educators evaluate teaching and learning processes and tools in HRE.

- ► Amnesty International (July 1999). Evaluation: a beginners guide. A guide for the effective organization of human rights programs and curricula for beginners. London. Available from http://www.amnesty.org/en/library/asset/POL32/003/1999/en/923cbe2e-e0f0-11dd-be39-2d4003be4450/pol320031999en.pdf

- ► Asia-Pacific Human Rights Information Center (2003). *Human rights lesson plans for Southeast Asian schools.* Osaka, Japan. Available from www.hurights.or.jp/archives/pdf/publications/sea-lessons/english.pdf

- ► Claude, Richard Pierre. *Methodologies for human rights education. A project of the independent commission on human rights education.* Available from www.pdhre.org/materials/methodologies.html#METH

- ► Council of Europe and European Commission (2007). *T-Kit on Educational Evaluation in Youth Work.* Strasbourg, France. E-Book. Available from www.youth-partnership.net/youth-partnership/publications/T-kits/10/Tkit_10_EN

- ► Inter-American Institute of Human Rights (2006). Curricular and methodological proposal for incorporating human rights education into formal schooling for children from 10 to 14 years of age. Working document. San Jose, Costa Rica. Available from www.educadem.oas.org/documentos/boletin4/IIDH-Propuesta+curricular+ingles.pdf

- ► Kissane, Carolyne (2005). Pedagogical and evaluation concepts of human rights education. Paper presented at the annual meeting of the International Studies Association Hilton Hawaiian Village. Honolulu, Hawaii. March. Available from www.allacademic.com//meta/p69334_index.html?type=info

► Lind, George (2003). Education for moral-democratic learning: the assessment of competencies. Paper presented at the IBE/GTZ seminar "Determining good practice in learning to live together". Geneva. Available from www.uni-konstanz.de/ag-moral/pdf/Lind-2003_education-for-moral-learning_UNESCO.pdf

► UNESCO (2005). *A Comprehensive Strategy for Textbooks and Learning Materials.* Paris. Available from http://unesdoc.unesco.org/images/0014/001437/143736eb.pdf

► UNESCO (2007). Thinking and building peace through innovative textbook design: report of the Inter-regional Experts' Meeting on developing guidelines for promoting peace and intercultural understanding through curricula, textbooks and learning materials. Paris. Available from

http://unesdoc.unesco.org/images/0016/001612/161254e.pdf

► UNESCO (2008). *UNESCO Associated Schools: First collection of good practices for quality education.* Paris. Available from http://unesdoc.unesco.org/images/0016/001627/162766e.pdf

► Pingel, Falk (2010). *UNESCO Guidebook on Textbook Research and Textbook Revision.* Paris: UNESCO. Available from http://unesdoc.unesco.org/images/0011/001171/117188e.pdf

► UNESCO (2011). *Education for Human Rights… Young People Talking.* Available from www.unesco.org/archives/multimedia/index.php?s=films_details&id_page=33&id_film=1804

► University of Minnesota Human Rights Center and the Minnesota Advocates for Human Rights. Partners in Human Rights Education Evaluation Program. Report designed to assess the impact of a human rights curriculum developed by the Partners in Human Rights Education Program. Available from www1.umn.edu/humanrts/edumat/HREEval.shtm

► University of Minnesota Human Rights Library (2005). Global human rights education workshops on emerging practices, evaluation, and accountability. Working session summary. New York, June. www.hrusa.org/workshops/HREWorkshops/index.html

G. Education and professional development of teachers and other educational personnel

This section provides useful resources to help policymakers and school administrators evaluate the education and professional development of teachers and other educational personnel in HRE.

▶ Caritas Internationalis (2002). *Peacebuilding: a caritas training manual*. Vatican City. Available from www.caritas.org/upload/pea/peacebil-ing_1.pdf

▶ Council of Europe (2007). Tool on teacher training for education for democratic citizenship and human rights education. www.coe.int/t/dg4/education/edc/Source/Resources/Pack/ToolsTT_EDCHRE_en.pdf

▶ Global strategic planning meeting of teacher training for HRE. Evaluation Questionnaire. June 2005. Available from www.hrusa.org/workshops/HREWorkshops/usa/eval.pdf

▶ UNESCO (2004). *Changing teaching practices: using curriculum differentiation to respond to students' diversity*. Paris. Available from http://unesdoc.unesco.org/images/0013/001365/136583e.pdf