HUMAN RIGHTS EDUCATION AND TRAINING FOR LAW ENFORCEMENT AND MILITARY PERSONNEL

In this section, we provide a framework to establish evidence of human rights education and training in the curricula of training institutions for law enforcement and military personnel and associated supports such as training materials and methodologies, learner assessments, trainer preparation and program monitoring and evaluation for ongoing strengthening and improvement[6].

Domain 1: Human Rights Education and Training in Legislation and Policy Documents

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Do any national laws or policies prescribe human rights education within training institutions for law enforcement and/or military personnel? (**Y/N**) *(Note: Reference to human rights may be presented in conjunction with other themes such as democracy; protection of life, liberty and property; protection of constitutional guarantees; freedom from torture and cruel, inhuman and degrading treatment; freedom of expression, association and peaceful demonstration, etc., However, 'human rights' should be distinctly mentioned to be considered an indicator of human rights education.)*	• References to learning about international and regional human rights standards, norms and values, and international humanitarian law (IHL) and their relationship • References to relevant codes of conduct, principles, standards and rules • References to the importance of personnel being familiar with their rights and those of community members • References to the discharging of law enforcement/ military obligations without committing human rights violations • References to human rights values such as equality, non-discrimination and service to community members in defining the purposes of law enforcement and military operations	• Legislation - primary and secondary (including national constitution) • White papers, executive orders, rulings or other regulatory instruments of ministries responsible for law enforcement and military personnel
Are there specific departments or units within the relevant ministries specializing in human rights education and training for law enforcement and/or military personnel? (**Y/N**)	• Separate unit for human rights education (possibly combined with non-discrimination, diversity and /or gender sensitivity) • Human rights education integrated within an existing unit or department	• Policy papers, memos and organizational charts of relevant ministries (and regional/local authorities, where appropriate)
Is there a specialized government program for human rights education and training for law enforcement and/or military personnel? (**Y/N**)	• Activities (to be) performed • Time frame for the program • Assignment of responsible person to oversee and guide the program • Training personnel and partners who will be involved • Allocated budget	• Ministerial policy papers • Human rights education program reports

[5]*The second phase of the World Programme for Human Rights Education focuses on human rights education for higher education and on human rights training for teachers and educators, civil servants, law enforcement officials and military personnel.*

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Has a policy analysis been carried out to see if human rights education-related outcomes are present within the goals and outcomes of the training of law enforcement and military personnel? (**Y/N**) Has human rights education been clearly defined in terms of its goals, pedagogy and content within the training system(s)? (**Y/N**)	Sample core human rights knowledge/skills/attitudes: • Reference to the "positive" and "negative" obligations of the state and its agents to respect, protect and fulfill human rights • The status of ratification of international and regional human rights treaties • The duties of law enforcement and military personnel as defined in relevant codes of conduct, principles, standards and rules and their relationship to existing national codes of conduct • Reference to what constitutes a human rights violation, and the causes and consequences of such violations in the law enforcement and military contexts • References to human rights mechanisms at the international, regional and national levels, including state and non-state actors, especially those with a focus on law enforcement or military operations • References to the rights of law enforcement and military personnel, including redress mechanisms if they feel their rights have been violated • Knowledge of the role of law enforcement and military operations in democratic societies • Knowledge of human rights and applications in the exercise of duty (e.g., use of force; arrest and detention; counter-terrorism operations; investigation; working with refugees and displaced persons, trafficked persons, unaccompanied minors, young people, women and members of minority groups) • Equality and non-discrimination in the exercise of duty • Communication, transparency and accountability related to the wide range of functions of law enforcement and military personnel	• Reports and plans of relevant ministries (and regional/local authorities, where appropriate) • Training programs identifying purposes and aspired learner outcomes for training programs

Human Rights Education Indicator Framework

Domain 2: Human Rights Education in the Curriculum

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Are there any national policies that prescribe human rights education within curricula of training institutions for law enforcement and/or military personnel? (**Y/N**) *(Note: Reference to human rights may be presented in conjunction with other themes such as democracy; protection of life, liberty and property; protection of constitutional guarantees; freedom from torture and cruel, inhuman and degrading treatment; freedom of expression, association and peaceful demonstration, etc. However, 'human rights' should be distinctly mentioned to be considered an indicator of human rights education.)*	• References to learner outcomes reflecting human rights knowledge/skills/attitudes at key training stages	• Curriculum frameworks in training institutions
Has a study been carried out to determine the presence of human rights education-related knowledge, skills and attitudes as well as learner-centered teaching methodologies within existing training curricula for law enforcement and/or military personnel? (**Y/N**) Has human rights education been clearly defined in terms of its content and pedagogy within curricula? (**Y/N**) Does the human rights education curriculum include exercises that transform theoretical knowledge into operational, duty-related skills? (**Y/N**) Are there specific curricula for higher ranking law enforcement and military management?	Sample core and supportive human rights knowledge/skills/attitudes: • References to knowledge about human rights, such as about one's own rights, the rights of others, key human rights standards and mechanisms and the history of human rights • References to attitudes that reflect human rights values such as equality, non-discrimination, inclusion, participation in society, respect and compassion for others (especially those most vulnerable and marginalized) and justice • References to skills that enable the promotion of human rights, such as the ability to analyze one's environment using a human rights perspective and to work collectively with others to address problems Sample human rights education learner-centered teaching methodology: • Participatory methods of instruction • Open discussion • Cooperative learning • Case studies • Simulation techniques and audio-visual materialsthat reflect real-life situations of law enforcement and military personnel • Interactive problem solving • Presentations from representatives of vulnerable groups and human rights experts Sample knowledge/skills/attitudes for management: • Knowledge/skills/attitudes for formulating human rights-compliant operational procedures • Knowledge/skills/attitudes for carrying out command responsibility and supervision with respect for human rights	• Curriculum study • Syllabi for training courses and programs • Reports and plans of relevant ministries (and regional/local authorities, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Has a strategy been developed to strengthen the presence of human rights education-related knowledge, skills and attitudes as well as pedagogy within existing training curriculum for law enforcement and/or military personnel? (**Y/N**)	• Proposed integration of human rights education knowledge/skills/attitudes and teaching methodologies	• Curriculum strategy or related planning document • Curriculum strategy report • Curriculum requirements • Programme monitoring and evaluation data kept by training institutions and relevant ministries (and regional/local authorities, where appropriate) • Studies on implemented curriculum
Has a strategy been implemented to strengthen the presence of human rights education-related knowledge, skills and attitudes as well as pedagogy within existing training curriculum for law enforcement and/or military personnel? (**Y/N**) **Describe**.	• Integration of human rights education knowledge/skills/attitudes and teaching methodologies • Time allotted • Estimated percentage of learners participating in human rights education	

Domain 3: Human Rights Education in Training Materials and Methodologies

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Do any guidelines exist for including human rights education-related knowledge/skills/attitudes and pedagogy in the preparation of textbooks and other learning materials for law enforcement and/or military personnel? (**Y/N**) Has human rights education been clearly defined in terms of its content and methodologies within such guidelines? (**Y/N**) *(Note: Reference to human rights may be presented in conjunction with other themes such as democracy, peace, fundamental freedoms, etc. However, 'human rights' should be distinctly mentioned to be considered an indicator of human rights education.)*	• General guidelines for the incorporation of human rights education knowledge/skills/attitudes and pedagogy in a transversal manner across the training program • Suggestions for the incorporation of human rights education within specific training topics • Content of guidelines is sufficiently clear, accessible and reflects best practice • (See Domains 1 and 2 for examples of indicators for human rights education-related knowledge/skills/attitudes and pedagogy.)	• Guidelines issued by relevant ministerial units responsible for training of law enforcement and military personnel (and regional/local authorities, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Has a review been carried out to determine the presence of human rights education-related knowledge, skills and attitudes as well as learner-centered teaching methodologies within existing textbooks/learning materials for law enforcement and/or military personnel? (**Y/N**)	• Textbook/learning material review • (See Domains 1 and 2 for examples of indicators for human rights education-related knowledge/skills/attitudes and pedagogy.) • Textbook/learning material review is of high quality (sufficient, rigorous and independent)	• Textbook/learning material review report issued by relevant ministerial unit(s) or training institutions (and regional/local authorities, where appropriate)
Have textbooks/learning materials been removed, revised or newly developed to strengthen the presence of human rights education-related knowledge, skills and attitudes as well as pedagogy within training programs for law enforcement and/or military personnel? (**Y/N**) Have textbooks/learning materials been removed, revised or newly developed to strengthen the presence of human rights education-related knowledge, skills and attitudes as well as pedagogy within training programs for law enforcement and/or military personnel? (**Y/N**)	• Learning materials removed • Learning materials revised, and revisions are of high quality • Learning materials newly developed, and new learning materials are of high quality • Removal, revision, or development of learning materials does not weaken the presence of human rights education-related knowledge, skills and attitudes	• Reports from relevant ministerial unit(s) or training institutions (and regional/local authorities, where appropriate)

Domain 4: Learner Assessments and Program Evaluations in Human Rights Education

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Are learners assessed for achievements in human rights education-related knowledge/skills/attitudes? (**Y/N**)	• Learners' human rights education-related knowledge/skills/attitudes are formally assessed as part of the training program • Assessment is of high quality (sufficient, rigorous and independent) • Learners' human rights education-related knowledge/skills/attitudes are informally assessed as part of the training program • Learners' human rights education-related performances are monitored as part of ongoing performance assessments • Managers organize in-service supervision of the human rights practices of staff • Accountability mechanisms exist for detecting violations of human rights in the practices of law enforcement and military personnel	• Training programs include assessment requirements/ suggestions related to human rights education-related performances • Assessment instruments and methods incorporating human rights education-related performance available for use in training programs • Learner assessment results kept by training institutions • Evaluation instruments and methods incorporating human rights education-related performance available for use in institutions employing law enforcement and military personnel • Human rights education-related performance evaluation data kept by institutions employing law enforcement and military personnel • Reviews and disciplinary reports of institutions employing law enforcement and military personnel

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Are trainers working with law enforcement and/or military personnel assessed for their human rights education practice and methodologies? (**Y/N**)	• Required by relevant ministries • Elaborated within training institutions for law enforcement and military personnel • Trainer human rights education assessment takes place	• Assessment requirements or suggestions associated with trainer performance and human rights education • Instruments and methods used in training programs • Assessment results kept by training institutions
Does monitoring take place in relation to the implementation of human rights education in training programs for law enforcement and/or military personnel? (**Y/N**)	• Training institutions have mechanisms for ensuring that human rights education is carried out by trainers • Data on human rights education implementation is submitted to relevant government authorities at the district and/or national level	• Policies and reporting methods for oversight of human rights education within training institutions and programs • Training program reports
Does monitoring take place in relation to the quality of human rights education in training programs for law enforcement and/or military personnel? (**Y/N**)	• Training institutions keep track of human rights education lesson methodologies and learner outcomes as part of their regular oversight of programming • Data on human rights education quality is submitted to relevant government authorities at the district and/or national level	• Policies and reporting methods for oversight of human rights education within training institutions and programs • Training program reports
If there is a special government program on human rights education, is it being monitored and evaluated? (**Y/N**)	• Formative evaluation of key program components • Summative evaluation • Impact assessment	• Monitoring/status reports • Evaluation reports • Research

Domain 5: Human Rights Education in Trainer Preparation

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Does any national law, policy or education plan require trainers of law enforcement or military personnel to be prepared in human rights education-related knowledge, skills and attitudes as well as learner-centered teaching methodologies? (**Y/N**) *(Note: Reference to human rights may be presented in conjunction with other themes such as democracy; protection of life, liberty and property; protection of constitutional guarantees; freedom from torture and cruel, inhuman and degrading treatment; freedom of expression, association and peaceful demonstration, etc. However, 'human rights' should be distinctly mentioned to be considered an indicator of human rights education.)*	(See earlier descriptors for national laws and policies.)	• Chapter or section on trainer backgrounds contained in white papers, executive orders, rulings or other regulatory instruments of ministries responsible for law enforcement and military personnel • Policy papers or guidelines for trainers on human rights knowledge/skills/attitudes
Do the relevant ministries have specific departments or units that prepare law enforcement and military personnel trainers in human rights education? (**Y/N**)	• Separate administrative unit for training trainers in human rights education (possibly combined with non-discrimination, diversity and /or gender sensitivity) • Human rights education integrated within existing administrative units or departments	• Policy papers, memos and organizational charts of relevant ministries (and regional/local authorities, where appropriate)
Have the relevant ministries prepared guidelines for trainers and human rights education? (**Y/N**)	• Guidelines prepared for training institutions on how to prepare or certify trainers in relation to human rights education • Guidelines prepared (directly) for trainers on how to carry out human rights education • Content of guidelines is sufficiently clear, accessible and reflects best practice	• Guidelines issued by relevant ministerial unit(s) (and regional/local authorities, where appropriate)
Are human rights education-related knowledge/skills/attitudes and teaching methodologies present in the curricula of training programs for trainers working with law enforcement and/or military personnel? (**Y/N**)	• Content related to human rights education knowledge/skills/attitudes • Content on human rights education pedagogy • Required or optional • Time allotted • Number of years offered • Number and estimated percentage of trainers participating in human rights education-related training	• Curriculum programs • Course syllabi • Studies on human rights education competencies of trainers working with law enforcement and military personnel

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Are human rights education-related knowledge/skills/attitudes and teaching methodologies present in the curricula of higher education (university-based) institutions (initial education)? (**Y/N**)	• Content related to human rights education knowledge/skills/attitudes • Content on human rights education pedagogy • Required or optional • Time allotted • Number of years offered • Number of estimated percentage of trainers participating in human rights education-related training	• Curriculum programs • Course syllabi • Studies on human rights education competencies of trainers working with law enforcement and military personnel
Are human rights-related courses, trainings, workshops and other activities for active trainers provided by relevant ministries? (**Y/N**)	• Content related to human rights education knowledge/skills/attitudes • Content on human rights education pedagogy • Required or optional • Time allotted • Number of years offered • Number and estimated percentage of active trainers participating in human rights education-related training	• Curriculum programs • Course syllabi • Training agendas • Attendance lists
Are human rights-related courses, trainings, workshops and other activities for active trainers provided by human rights institutions? (**Y/N**)	• Content related to human rights education knowledge/skills/attitudes • Content on human rights education pedagogy • Required or optional • Time allotted • Number of years offered • Number and estimated percentage of trainers participating in human rights education-related training	• Curriculum programs • Course syllabi • Training agendas • Attendance lists