

HUMAN RIGHTS EDUCATION AND TRAINING IN THE FORMAL EDUCATION SECTOR

In this section, we provide a framework to establish evidence of human rights education in the curricula of schools and associated supports such as teaching and learning materials and methodologies, learner assessments, educator preparation and program monitoring and evaluation for ongoing strengthening and improvement⁵.

Domain 1: Human Rights Education in Legislation and Policy Documents

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Do any national laws or policies establish and prescribe human rights education within the formal education system? (Y/N)</p> <p><i>(Note: Reference to human rights may be presented in conjunction with other themes such as democracy, peace, fundamental freedoms, etc. but 'human rights' should still be distinctly mentioned to be considered an indicator of human rights education.)</i></p>	<ul style="list-style-type: none"> References to learning about the Universal Declaration of Human Rights and other international human rights standards References to the importance of students and teachers being familiar with their rights References to human rights being one of the purposes of education References to the purposes of education and human rights values, such as equality, non-discrimination, inclusion, accountability and participation in society 	<ul style="list-style-type: none"> Legislation - primary and secondary (including national constitution, laws on basic/general education) Ministry of Education white papers, executive orders, rulings or other regulatory instruments
<p>Are there specific departments or units within the Ministry of Education or related institutions specializing in human rights education? (Y/N)</p>	<ul style="list-style-type: none"> Separate unit for human rights education (possibly combined with citizenship, peace or intercultural education) Human rights education integrated into an existing unit or department, such as the social sciences unit within secondary level education 	<ul style="list-style-type: none"> Policy papers, memos and organizational charts of Ministry of Education (and regional/local authorities, where appropriate)
<p>Have priorities for a National Human Rights Education Plan been set? (Y/N)</p>	<ul style="list-style-type: none"> Activities performed Time frame for the program Assignment of responsible person to oversee and guide the program Educational personnel and partners involved Allocated budget 	<ul style="list-style-type: none"> Policy papers of Ministry of Education (and regional/local authorities, where appropriate) Human rights education program reports

⁵Phase one of the World Programme for Human Rights Education focuses on human rights education in the primary and secondary school systems, and phase two draws attention to human rights education for higher education and on human rights training for teachers and educators. The term "formal education sector" encompasses all of these areas (primary and secondary school systems, higher education institutions and training for teachers and educators.)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Has a policy analysis been carried out to see if human rights education-related outcomes are present within the national goals and outcomes for the schooling system? (Y/N)</p> <p>Has human rights education been clearly defined in terms of its goals, pedagogy and content within the schooling system? (Y/N)</p>	<p>Sample core human rights knowledge/skills/attitudes learner outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Sample supportive human rights knowledge/skills/attitudes (also shared with other educational approaches):</p> <ul style="list-style-type: none"> • References to intellectual skills that are foundational for human rights promotion, such as critical thinking, multiperspectivity and recognition of bias and stereotypes • References to human relations skills reflective of human rights, such as constructive dialogue 	<ul style="list-style-type: none"> • Legislation – primary and secondary (including law on basic/general education) • Documents identifying learner outcomes (e.g., “responsible citizens”) • Documents identifying the values and principles underpinning curriculum and learning (e.g., student-centered learning, human dignity) • Policies regarding languages of instruction

Domain 2: Human Rights Education in the Curriculum

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Do any national policies establish and prescribe human rights education within the curriculum? (Y/N)</p> <p><i>(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.)</i></p>	<ul style="list-style-type: none"> • Policy references to learner outcomes reflecting human rights knowledge/skills/attitudes at key stages of education (e.g., primary/basic education, lower secondary and secondary) • Reference is made to number of hours per week/month • Reference is made to human rights education as a dedicated subject within the curriculum, part of a broader citizenship course, or mainstreamed in existing learning areas/subjects 	<ul style="list-style-type: none"> • Curriculum Framework of Ministry of Education (and regional/local authorities, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Has a study been carried out to determine the presence of human rights education-related learner outcomes and learner-centered teaching methodologies within existing learning areas/subjects and quality standards? (Y/N)</p> <p>Has human rights education been clearly defined in terms of its content and pedagogy within the curriculum? (Y/N)</p>	<p>Sample core and supportive human rights knowledge/skills/attitudes learner outcomes:</p> <ul style="list-style-type: none"> • 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 <p>Sample human rights education learner-centered teaching methodologies:</p> <ul style="list-style-type: none"> • Participatory methods of instruction • Open discussion • Cooperative learning • Interactive problem solving • Instruction and learning processes that are inclusive of all students, especially the most vulnerable and marginalized • Student choices that influence instruction and learning processes • Presentations from representatives of vulnerable and marginalized groups and human rights experts 	<ul style="list-style-type: none"> • Curriculum mapping study • Relevant reports and plans of • Ministry of Education (and regional/local authorities, where appropriate)
<p>Has a strategy for integrating human rights education within the curriculum been developed within existing learning areas/subjects and quality standards? (Y/N)</p>	<ul style="list-style-type: none"> • Proposed integration of human rights education knowledge/skills/attitudes and teaching methodologies within existing learning areas/subjects • Proposed integration of human rights education knowledge/skills/attitudes and teaching methodologies across different subjects 	<ul style="list-style-type: none"> • Curriculum strategy or related planning document • Curriculum strategy report • Curriculum requirements for learning areas/subject • Program monitoring and evaluation data kept by schools and the Ministry of Education (and regional/local authorities, where appropriate) • Schools inspectorate reports • Research studies on implemented curriculum

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Has a curriculum strategy been implemented to strengthen the presence of human rights education-related knowledge, skills and attitudes as well as pedagogy within existing learning areas/subjects and quality standards? (Y/N) Describe.	<ul style="list-style-type: none"> • Integration of human rights education knowledge/skills/attitudes and teaching methodologies into existing learning areas/subjects • Integration of human rights education knowledge/skills/attitudes and teaching methodologies across different subjects • Time allotted • Estimated percentage of students 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
<p>Do any guidelines exist for including human rights education-related knowledge/skills/attitudes and pedagogy in the preparation of textbooks and other learning materials? (Y/N)</p> <p>Has human rights education been clearly defined in terms of its content and methodologies within such guidelines? (Y/N)</p> <p><i>(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.)</i></p>	<ul style="list-style-type: none"> • General guidelines for the incorporation of human rights education knowledge/skills/attitudes and pedagogy in a transversal manner across a range of subjects • Specific suggestions about how to incorporate human rights education into designated existing learning areas/subjects • 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.) 	<ul style="list-style-type: none"> • Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Has a textbook 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 learning materials? (Y/N)	<ul style="list-style-type: none"> • Textbook review • (See Domains 1 and 2 for examples of indicators for human rights education-related knowledge/skills/attitudes and teaching methodologies.) • Textbook review is of high quality (sufficient, rigorous and independent) 	<ul style="list-style-type: none"> • Textbook review report issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Have textbooks 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)</p> <p>Have textbooks been removed, revised or newly developed to weaken 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)</p>	<ul style="list-style-type: none"> Textbooks removed Textbooks revised, and revisions are of high quality Textbooks newly developed, and new textbooks are of high quality Removal, revision, or development of textbooks does not weaken the presence of human rights education-related knowledge, skills and attitudes 	<ul style="list-style-type: none"> Reports from relevant units of Ministry of Education (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
<p>Are students assessed for achievements in human rights education-related knowledge/skills/attitudes? (Y/N)</p>	<ul style="list-style-type: none"> Student performance related to human rights education is assessed and graded as part of their performance in existing learning areas/subjects Assessment is of high quality (sufficient, rigorous and independent), leading to better understanding and appreciation Students performance related to human rights education is informally assessed (but not graded) 	<ul style="list-style-type: none"> Assessment requirements or suggestions associated with human rights education and related subjects Instruments and methods used at the school/classroom level Assessment results at school and, if relevant, national level (and regional/local levels, where appropriate) Schools inspectorate reports
<p>Are teachers assessed for their human rights education practices and methodologies? (Y/N)</p>	<ul style="list-style-type: none"> Required by Ministry Determined at school level (optional or required) Teacher human rights education assessment takes place Assessment is of high quality leading to better understanding and appreciation 	<ul style="list-style-type: none"> Assessment requirements or suggestions associated with teacher performance of human rights education Instruments and methods used at the school/classroom level Assessment results at school and, if relevant, national level (and regional/local levels, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Does monitoring take place in relation to the implementation of human rights education at the school/classroom level? (Y/N)	<ul style="list-style-type: none"> • Headmasters, principals and/or department heads keep track of human rights education lesson plans as part of their regular oversight of subjects related to human rights education • School-level data on human rights education is submitted to relevant educational authorities at the district and/or national level 	<ul style="list-style-type: none"> • Policies and reporting methods for teaching oversight carried out at the school level • Reports from schools • Schools inspectorate reports
Does monitoring take place in relation to the quality of human rights education at the school/classroom level? (Y/N)	<ul style="list-style-type: none"> • Headmasters, principals and/or department heads keep track of human rights education lesson methodologies and student outcomes as part of their regular oversight of subjects related to human rights education • School-level data on human rights education is submitted to relevant educational authorities at the district and/or national level 	<ul style="list-style-type: none"> • Policies and reporting methods for teaching oversight carried out at the school level • Reports from schools • Schools inspectorate reports
If there is a special government program on human rights education, is it being monitored and evaluated? (Y/N)	<ul style="list-style-type: none"> • Formative evaluation of key program components • Summative evaluation • Impact assessment 	<ul style="list-style-type: none"> • Monitoring/status reports • Evaluation reports • Parliamentary Committee reports • Research

Domain 5: Human Rights Education in Non-formal/Extracurricular School-Level Programming

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Do any guidelines encourage school-wide activities that promote human rights education?	<p>Examples of school-wide activities:</p> <ul style="list-style-type: none"> • Human rights awareness days • Guest speakers on human rights-related topics • Fundraising activities for a human rights/ humanitarian cause 	<ul style="list-style-type: none"> • Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Have school wide strategies that promote human rights education been implemented? (Y/N) Describe.		<ul style="list-style-type: none"> • Reports from relevant units of Ministry of Education (and regional/ local authorities, where appropriate) • Reports from schools • Reports from partner civil society organizations

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Do any guidelines encourage non-formal or extracurricular activities in schools (such as clubs) that promote human rights education-related knowledge, skills and attitudes? (Y/N)	<p>Examples of non-formal/extracurricular school activities:</p> <ul style="list-style-type: none"> • Human rights clubs • Model United Nations • Clubs promoting rights-based humanitarian and development actions • Field trips promoting human rights understanding and action • Out-reach to community • Links between students in different countries 	<ul style="list-style-type: none"> • Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Have non-formal or extracurricular activities that promote human education been implemented? (Y/N) Describe.		<ul style="list-style-type: none"> • Reports from relevant units of Ministry of Education (and regional/local authorities, where appropriate) • Reports from schools • Reports from partner civil society organizations
Do any guidelines encourage school-wide practices that reflect human rights values (e.g., participation in governance, engagement with families and community members)?	<p>Examples of school-wide practices that reflect human rights values:</p> <ul style="list-style-type: none"> • Meaningful student participation in school decision-making • Respectful and strong relationships between the school and wider community members • Transparency and representativeness in governance • Discipline policies that treat students with respect • Strong links between administrators/teachers with family and community members • Opportunities for students and other members of the school community to organize 	<ul style="list-style-type: none"> • Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Have school-wide practices that reflect human rights values been implemented? (Y/N) Describe.		<ul style="list-style-type: none"> • Reports from relevant units of Ministry of Education (and regional/local authorities, where appropriate) • Reports from schools • Reports from partner civil society organizations

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Are there any guidelines that encourage schools to collaborate with civil society organizations in carrying out non-formal or extracurricular human rights education-related activities? (Y/N)	<p>Examples of civil society organizations:</p> <ul style="list-style-type: none"> • National or local human rights organizations • National or local organizations engaged in themes of peace, development and democracy • Community-based organizations • Youth groups engaging in human rights themes • Faith-based groups engaging in human rights themes 	<ul style="list-style-type: none"> • Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Are schools collaborating with civil society organizations in carrying out non-formal or extracurricular human rights education-related activities? (Y/N) Describe.		<ul style="list-style-type: none"> • Reports from relevant units of Ministry of Education (and regional/local authorities, where appropriate) • Reports from schools • Reports from partner civil society organizations

Domain 6: Human Rights Education in Teacher Training

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
<p>Does any national law, policy or education plan require educators to be prepared in human rights education-related knowledge/skills/attitudes as well as learner-centered teaching methodologies? (Y/N)</p> <p><i>(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.)</i></p>	(See earlier descriptors for national laws and policies.)	<ul style="list-style-type: none"> • Legislation on general/basic education with chapter or section on teacher education and training • Guidelines on acquiring skills and knowledge for human rights teaching
Are there specific departments or units within the Ministry of Education (or within regional or local authorities if relevant) that address educator training and human rights education? (Y/N)	<ul style="list-style-type: none"> • Separate unit for training educators in human rights education (possibly combined with citizenship, peace or intercultural education) • Human rights education integrated within an existing unit or department, such as the social sciences unit within secondary level education 	<ul style="list-style-type: none"> • Policy papers, memos and organizational charts of Ministry of Education (and regional/local authorities, where appropriate)

Key Monitoring Questions/Indicators	Descriptors/Sub-Indicators	Sources of Information
Has the Ministry of Education prepared guidelines for educators in human rights education? (Y/N)	<ul style="list-style-type: none"> Guidelines for teacher training institutions on how to prepare teachers in human rights education Guidelines prepared for teachers (directly) on how to carry out human rights education Content of guidelines is sufficiently clear, accessible and reflects best practice 	<ul style="list-style-type: none"> Guidelines issued by relevant unit of Ministry of Education (and regional/local authorities, where appropriate)
Are human rights education-related knowledge/skills/attitudes and pedagogy present in the curricula of teacher training schools (initial education)? (Y/N)	<ul style="list-style-type: none"> 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 participants and estimated percentage of prospective teachers participating in human rights education-related training 	<ul style="list-style-type: none"> Curriculum programs Course syllabi Research papers, theses and essays produced by faculty and students on human rights education
Are human rights education-related knowledge/skills/attitudes and pedagogy present in the curricula of higher education (university-based) teacher training institutions (initial education)? (Y/N)	<ul style="list-style-type: none"> 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 participants and estimated percentage of prospective teachers participating in human rights education-related training 	<ul style="list-style-type: none"> Curriculum programs Course syllabi Research papers, theses and essays produced by faculty and students on human rights education
Are human rights-related courses, trainings, workshops or other activities for practicing teachers provided by the Ministry of Education? (Y/N)	<ul style="list-style-type: none"> 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 participants and estimated percentage of practicing teachers participating in human rights education-related training 	<ul style="list-style-type: none"> Curriculum programs Course syllabi Training agendas
Are human rights-related courses, trainings, workshops or other activities for practicing teachers provided by national human rights institutions? (Y/N)	<ul style="list-style-type: none"> 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 participants and estimated percentage of prospective teachers participating in human rights education-related training 	<ul style="list-style-type: none"> Curriculum programs Course syllabi Training agendas