University of Southern Denmark and Danish Institute for Human Rights

European Master's Degree in Human Rights and Democratization

A.Y. 2014/2015

Human rights education programs in the spectrum of international standards

Author: Carla Iria Merayo López

Supervisor: Anette Faye Jacobsen

Acknowledgements

This thesis has been made with the help and support of different people along these six months of work. I therefore take this opportunity to acknowledge all those who have been there for me in one way or another and that have contributed to making this work possible.

First, I want to thank my supervisor, Dr. Anette Faye Jacobsen, for her good and detailed advice and ideas, which were vital for giving a solid basis to my thesis topic. I also want to thank Dr. Eva Maria Lassen, E.MA director of the Danish Institute for Human Rights, and Lone Groth-Rasmussen, Research Department Coordinator, for their kindness, encouragement and disposal whenever needed.

For their support, contribution and kindness, which allowed me to be part of a nice and comfortable working atmosphere, I want to thank my colleagues of the Research Department: Nikolas Tan, Marianna Linnik and Kristoffer Marslev. My gratitude is as well addressed to my E.MA colleagues Zoë Griffiths and Shiva Bhandari for their help and unity during these months.

Finally, I want to thank the librarians of the Danish Institute for Human Rights, Kim Bidstrup and Charlotte Traberg-Andersen, for their assistance on literature and theory material.

Special thanks as well to all my family, particularly my parents, for always being there and for all the opportunities they have given me along the years.

Abstract

This thesis aims to explain the Human Rights Education (HRE) resources currently employed in educational system established around the world. As its starting point, this thesis examines the principles, methods and norms stated in the Declaration on Human Rights Education and Training (HRET) and the World Programme for Human Rights Education (WPHRE).

These manuals are equally divided into formal and non-formal education and were issued by the United Nations (UN) and the Council of Europe (CoE). The primary target group of these manuals are students of secondary school education, who are between 7 and 12 years old. There is also a secondary target group, which includes teachers and educators of HRE. Thus, the strategies and training of this target group is also analysed in the thesis.

The themes addressed in the HRET and the WPHRE contain a series of norms and principles that together provide the basis of HRE. These themes explain with detail concepts such as school/classroom environment, knowledge/information of HRE, HRE skills, discipline and evaluation of the human rights teaching, and activities.

The analysis of the four HRE manuals follows the different themes in the WPHRE and compares them to the way in which they were used when the four manuals were first created, asking whether the expectations of the HRE principles and the norms of the themes are fulfilled by these manuals and how they deal with the WPHRE themes in their application.

Table of acronyms

HRE	Human Rights Education
UDHR	Universal Declaration for Human Rights
EDC	Education for Democratic Citizenship
UN	United Nations
CoE	Council of Europe
CRH	Convention on the Rights of the Child
ICESCR	International Covenant on Economic Social and Cultural Rights
WCHR	World Conference on Human Rights
ASP	Associated Schools Program
GA	General Assembly
OHCHR	Office of the High Commissioner for

	Human Rights
UNESCO	United Nations Educational, Scientific and Cultural Organizations
VDPA	Vienna Declaration and Programme of Action
WPHRE	Word Programme for Human Rights Education

Contents

1.   **Introduction**

Human rights knowledge and skills are mainly born from education. Education is the fundamental foundation of human rights; therefore, it is a right that should be granted to everyone without distinction.[1]

Human rights education (HRE) and training consists of awareness raising, learning

---

1 Art. 1 of the United Nations Declaration on Human Rights Education and Training. "Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training".

activities, provision of knowledge, skills and understanding and developing attitudes and behaviours.[2] In order to include all of these concepts in HRE and to ensure that implementation is successful, states must have a plan, strategies, programmes and policies made by states so that thein place.[3] The United Nations Declaration on Human Rights Education and Training, the UN World Programme for Human Rights Education (I and II phase) and the UN Plan of Action-Decade for HRE refer to the importance of providing good learning and skills for students of primary and secondary school system,[4] as well as for trainers and educators of HRE,[5] since trainers and educators are responsible for transmitting human rights by employing appropriate HRE strategies and methods.

The focus of this thesis is not only based on the education given at schools or academic centres, but also on all kinds of education concerning jobs, communities, cultural and youth organizations. For this reason, the analysis of formal and non-formal HRE is made with the purpose of discovering if HRE programmes and activities follow the criteria put forth in the Declaration for Human Rights Education and The World Programme for Human Rights Education.

This analysis of the HRE programmes and activities involves an explanation of the different procedures and methods employed, in order to give a clear idea of why they are effective. In order to measure the effectiveness of HRE, it is important to conduct a classroom learning evaluation that shows whether or not the human rights methods and teaching are productive.

1.1 *Presentation of the four manuals analysed and the case material employed*

---

[2] UN General Assembly A/RES/66/137 (2012), Art. 2.

[3] UN General Assembly A/RES/66/137 (2012), Art.8.

[4] UN General Assembly A/59/525/Rev.1 (2005), p.1.

[5] UN General Assembly A/HRC/15/28 (2010), p. 7.

The manuals analysed in this thesis from the CoE and the UN were chosen because they show the international standards, norms and principles that HRE programmes should include. These four manuals come from two different kinds of education: formal and non-formal.

Since there are differences regarding these two kinds of education given in different settings and directed towards different target groups, the methods employed on each type of education may vary. The purpose of this thesis is to find out to what extent they share common strategies, principles and theories, among other aspects, as well as what are the main differences between them.

1.2 *Present method employed to analyse the manuals*

The method employed is based in the themes stated in the WPHRE, which aims to attain the purposes stated in the HRET, as they are the concepts over which the objectives of the Declaration for Human Rights Education and Training can be reached. These themes are the following: values, information, knowledge, skills, teaching methods, education atmosphere, disciplines and evaluation of the HRE programmes and activities.

1.3 *Literature review*

The literature employed in this thesis is based on the work of a variety of authors with books and publications on the field of HRE. The theory used for this thesis is applied mostly to explain HRE from a historical perspective. Authors like David Suarez, Osler and Hugh Starkey and Felisa Tibbitts give in their respective publications/books an overview of the influence that HRE has in society, how it emerged throughout the years and the improvements that are being made for it to be effective for everybody.

Regarding the theory employed, it is important to mention that David Suarez has a publication entitled "Chicago Journals" that gives an overview of HRE since its initial

construction, which began after the end of World War II, leading to the appearance of the Universal Declaration for Human Rights and the current global influence of HRE.[6] Suarez gives an approach about the school curricula established and reformed in 1995 when the United Nations approved the Decade for Human Rights Education.[7]

On the other hand, Felisa Tibbitts' article "Perspectives of Research on Human Rights Education" tackles the implementation process of HRE and the outcomes of HRE.[8] The information given in the book of Osler and Hugh Starkey, titled "Teachers and HRE," is based on examples of the importance of human rights for teachers and international examples of schools teaching young students the ideals of justice and peace.[9] It also provides information about the governments of different nation-states in Europe, suggesting that they can fulfil their international commitments to HRE through the teaching of citizenships in schools.[10]

The content given in these publications has been helpful in shaping the historical approach of HRE, obtaining a clear understanding of the evolution of HRE throughout the years and understanding how human rights are employed in the HRE area.

Knowledge of the history of HRE contributes to understanding the base over which it stands and consequently provides knowledge of the criteria followed in different human rights instruments.

Other books used for this thesis include "Teaching and Studying Social Issues" and "Education about social issues in the 20th and 21st century," by the authors Samuel Totten and John E. Pedersen, respectively. These books address social issues that have

---

6" David Suarez (2007) in cover.

7" Chicago Journals by David Suarez, p.50-51.

8" Felisa Tibbits (2010) in abstract.

9" Osler and Hugh Starkey (2010) in back cover.

10" Osler and Hugh Starkey (2010), p.113.

some kind of impact in life and society[11] and provide explanations regarding social issues by relying on the Universal Declaration of Human Rights, which convicts all human rights violations, and on HRE, which offers a more profound understanding of human rights principles and values.[12]

Other books employed in this thesis are also based on the implementation process of HRE and human rights history along time.

Analytical methods

The research question of this thesis is as follows: Do the manuals from the CoE and the UN follow the criteria established in the Declaration for Human Rights Education and Training (HRET) and of the World Programme for Human Rights Education (WPHRE)? This is quite a broad question that can lead to others, such as, what are the main strengthens or weaknesses of the HRET and WPHRE programmes.

Since there are a broad variety of HRE programmes, this thesis is based only on programmes from the UN and the CoE.

There are a lot of aspects involved in a human rights programme. Thus, the use of HRE literature from different sources, like non-governmental organizations, human rights organizations and institutions or books about human right education, are employed to analyse the four manuals tackled in this thesis and to provide sound ideas for improving them.

It is important to mention that by analysing the manuals based on formal and non-formal HRE belonging to the Coe and the UN, the reader will be provided with explanations about both the negative and positive aspects in the manuals regarding how to address activities related to HRE. The use of different perspectives: ethical, religious or pedagogical is used at the time of making the human rights education programmes

---

11" Samuel Totten and John E.Pedersen (2012) on back cover.

12" Samuel Totten and John E.Pedersen (2012), p.18.

analysis.

One of the first aspects analysed in this thesis is the methods and themes of the manuals, since they are the foundation through which HRE programmes are developed. Sometimes, HRE lacks basic points that are essential to effectively transmitting certain principles and values. For this reason, the analysis attempts to identify what is lacking, why it is lacking and how it can be applied in a human rights programme.

Regarding the HRE programmes that contain all the necessary content, methods, themes and activities, the analysis is focuses on establishing how those programmes were created, why they were created, what are their most relevant points and whether or not they pass the assessment test.

1.1 *Limitations*

As mentioned in the introduction, the application of HRE is not, in some cases, an easy task: understanding the effective application of human rights requires a lot of work and research, since a lot of information is dispersed among many different sources. It is relevant to mention as well that there is some classified information regarding HRE, what can be called "privileged" content that is difficult to access.

Due to the limitation of pages and the vast variety of issues surrounding HRE, the main focus of this thesis is based on analysing HRE manuals to see if they should be changed, by providing explanatory paragraphs based on academic studies.

Although field work is very important for a better approach to the issue of HRE, in this case the limitation of time did not allow for interviews with HRE experts who could offer recommendations about this area. While interviews could be made to other HRE workers, the internet already provides a great deal of information regarding interviews.

1.2 *Structure*

Since the need to give a clear description of the four manuals from the CoE and the UN is necessary, the second chapter explains the manuals in detail, with special consideration for the introduction, purpose, target groups, structure, human rights themes and human rights methods.

In the second chapter, the analysis of the four manuals is based on the criteria obtained from the UN Declaration on Human Rights Education and Training (HRET) and the World Programme for Human Rights Education (WPHRE). Apart from this, the analysis is also made by analysing academic literature from different sources. At the beginning of the chapter a presentation of the history of HRE is given.

In the third chapter, a description of the HRET and the WPHRE is given in order to establish the principles and norms that contribute to the criteria needed for the analysis of the manuals.

2.   Manuals description

In this chapter the thesis will analyse four different human rights education manuals from the Council of Europe and the United Nations. Two of these manuals are addressed to formal education: "Methodological manual" and "Taking part in democracy." The two other manuals, "Compass" and "ABC," are addressed to non-formal education.

The reason of choosing these four manuals is that they come from institutions that deal directly with human rights, such that their content is presumably reliable and qualified. In order to guarantee the quality of these four manuals, the thesis will be based on analysing them by following HRE criteria, mainly from the Declaration of Human Rights Education and the World Programme for Human Rights.

1.1 Compass. CoE, 2012 (non-formal education)

Patricia Brander et al., *COMPASS Manual for Human Rights Education with Young People*. Council of Europe. Strasbourg Cedex 2012.

The publisher of this manual, the Council of Europe, explains that "Compass" has been published in 30 different languages and has been distributed to numerous youths in Europe – the precise number is not provided – as well as in other in other areas of the world. This manual was made because human rights education is, as stated in the introduction, of incalculable value at the time of shaping democracy into the system and into the people/citizens. It is relevant to mention that the first edition of this manual was published in 2002 with the purpose of supporting the work of facilitators in the human rights education field.

Because States, as well as NGO's, must promote human rights education, implementing educational programmes like "Compass" relies on their responsibility.

In the second decade of the 21st century, "Compass" has been reported as relevant in the

area of human rights education.[13]

1.1.1 Purpose

Empower young people (ages not specified) as responsible citizens, educators and advocates for human rights by employing HRE practices put forth in "Compass." The activities given in "Compass" offer extensive support since no assumptions on previous teaching are made by this manual.[14]

This purpose implies teaching human rights to individuals in order to enable them to identify those rights and protect them whenever they are being violated.

1.1.2 Target groups

The target groups of this manual are, first of all, the teachers, since all the content, activities, methods, etc. are aimed at training and teaching human rights educators. The second target group are the students by all means of education including non-formal education programmes[15] (which means that they can be taught at schools, youth centres, professional training, etc.). The students are the public that will receive the training/teaching set up in the human rights programmes. Since this manual is addressed to youths, there is a wide range of ages, including children, teenagers and young adults.

1.1.3 Structure

"Compass" starts with a brief message from the Secretary General of the Council of

---

13"Compass- Introduction to the 2012 edition of Compass, p.10.

14"Compass-Introduction to the 2012 edition of Compass, p.12.

15"Compass-Council of Europe the Secretary General.

Europe, Thorbjørn Jagland, referring to the manual as an effective tool to address human rights education, which is an area of work for the Council of Europe and one of the greatest challenges of the 21st century.

The manuals introduction provides detailed information about how it was made, its purpose, effectiveness, core values, and other kind of introductory information. The manual's core values include being sufficient, up-to-date with young people, practical and experiential, suitable for formal and non-formal education, adaptable, a starting point, generic and holistic.

Chapter one "Human Rights Education and Compass: an introduction" is based on explaining clearly what human rights are, as well as defining human rights education. All rights featured are given detailed described in order to make trainers or students acknowledge why they must be protected (including under which law, article, etc.). The rest of the chapter involves: human rights education as a fundamental right, human rights education in the United Nations, human rights education in Europe, youth policy and human rights education, HRE with young people and towards a culture of human rights.

Chapter two "Practical activities and Methods for Human Rights Education" includes: summary of activities; synoptic table of activities by themes, overview and related rights; 58 experiential activities and methods for human rights education (these activities are the tools for working with young people); human rights calendar; starters and activities for reviewing.

Chapter three "Taking action for human rights" includes: HRE and activism, simple actions for human rights and devising a plan of action, as well as ideas and tips for ways to promote human rights in the community and the wider world.

Chapter four "Understanding human rights" involves the following topics: what are human rights? the evolution of human rights, legal protection of human rights, human rights activism and the role of NGO, questions and answers about human rights and puzzles. Chapter four also provides background information about human rights and its

historical development, together with international standards and documents.

Chapter five "Background information on global human rights themes" provides information to all human rights themes addressed in "Compass."

Appendices: Give a summary of different declarations, conventions and human rights texts. "Compass" also has a glossary of common terms.[16]

1.1.4 Human rights themes

"Compass" involves a wide variety of human rights themes that go from educational to social, cultural, political and religious. It embraces several issues that currently take place in different countries and that are difficult to solve. There are 20 themes in total, each of which gathers different human rights issues. The themes are: children, citizenship and participation, culture and sport, democracy, disability, discrimination and intolerance, education, environment, gender, general human rights, globalisation, health, media, migration, peace and violence, poverty, religion and belief, remembrance, war and terrorism and work.[17] Background notes on each of these themes are given in chapter five.

1.1.5 Human rights education methods

While "Compass" indicates routes and suggests ways to be involved in the area of human rights education, it leaves the issue concerning methods of learning in the hands of the facilitators and the learners. For example, facilitators might use audio-visual resources like photographs, cartoons, drawings or collages. Visual images tend to

---

16"Compass, p.45.

17"Compass, p.46.

increase interest on a topic, and are an important mean of self-expression and communication.[18]

1.2 Taking Part in Democracy. CoE, 2010 (formal education)

Rolf Gollob et al.[19] *Taking part in democracy*: *Lesson plans for upper secondary level on democratic citizenship and human rights education EDC/HRE Volume IV*. Council of Europe, 2010.

The "Taking part in democracy" manual was published by the Council of Europe in 2010. The first edition was developed in Bosnia Herzegovina with the purpose of introducing a new school subject called "Democracy and human rights." The Council of Europe has been involved in the field of education of democratic citizenship and human rights education since 1996 by assisting in training teachers. Due to its experience in this field, the Council of Europe issued the publication of this manual. This manual has several collaborators and three editors. Two of them, Rolf Gollob and Peter Krapf, belong to the international team of trainers that participated in this project.

This manual is meant to be applied at school by spending specific time for human rights education activities since it´s not specified in the manual.

1.2.1 *Purpose*

The manual's purpose is to enable teachers and educators to teach, empower and encourage students to participate in their communities and acknowledge their roles as

---

18 "Compass, p.67.

19 "Latin: other

young citizens.

The manual also seeks to raise student's awareness from the upper secondary level, as this is very important for teaching them what their human rights are and under which conditions human rights are dependent (i.e. learning about democracy and human rights).

Another of the manual's goals is to create schools that respect the liberty and equality of its students and is able to train its students to exercise their human rights in a mature and responsible way, as well as for others and their community.

1.2.2 *Target groups*

This manual is addressed towards teachers, even though the different units are aimed to teach students at upper secondary level.

1.2.3 *Structure*

The "Taking part in democracy" manual is divided into three different parts, which form a total of nine units. Each of the units consists of four lessons based on concepts or themes regarding Education on Democratic Citizenship (EDC) and Human Rights Education (HRE). These concepts are mentioned below in the definition of each unit.

The manual contains a unit based on addressing Education on Democratic Citizenship and Human Rights Education by answering broad questions regarding these fields of study and providing explanations.

E.g. teacher's role on the human rights education area, which are: lecturer and instructor, critic and corrector, creator and provider of application tasks, chair in plenary sessions, etc. The abilities needed by students to acknowledge human rights and protect them is another issue tackled in this unit.

The first part of the manual is called "Taking part in the community"

3. Identity (making choices): This unit tries to approach students' most intimate experiences and wishes. Therefore, it is mostly based on making the students choose by placing them in different situations/decisions. Once the students realize their choices, depending on the decisions made by each of them, their personal experience is reflected. Then the unit focuses on the choices with major influence in their lives and identities. The next step is based on focussing on the future of the students by considering three questions that somehow influence every individual's life, such as their job, whether or not they are in a relationship, making a family, etc.[20]

4. Responsibility (taking responsibility): Since liberty involves responsibility, the purpose of this unit is to help students acquire skills (e.g. define priorities, understand dilemmas, etc.) and train them to make informed and appropriate decisions.[21]

5. Diversity and pluralism (how do we agree on the common good?): Since it is not easy to identify what the common good is, the need to publically discuss this topic is fundamental. Pluralism is good, but it is an issue that needs to be dealt with. This includes making oneself heard in order to spread ideas or interests, negotiate for the common good and accept the basic values of mutual recognition, non-violence, willingness to compromise and the rule of the majority.[22]

The second part of the manual is called "Taking part in politics: settling conflict, solving problems" and its units are based on:

---

[20] Unit 1: Identity-Making choices, p.35.

[21] Unit 2: Responsibility-Taking part, taking responsibility, p.61.

[22] Unit 3: Diversity and pluralism-Consent through dissent, p.83-85.

1. Conflict (the fishing conflict): The main focus is the management of common resources. The fishing game is the key task of this unit, which presents the students with a problem to which they must find a solution. Afterwards, there is reflection on the students' failures and successes.[23]

6. Rules and law (what rules serve us best?): This unit is based on the previous one, which is why it focuses on the same matter and employs the same task. The problem presented in this unit is how fishermen should sustainably manage their common resource. By what rules can fishermen be encouraged or controlled to support the goal of sustainable fishing?[24]

7. Government and politics (the policy cycle model): In this unit, students learn how to make political decisions and how to take part in democracy, including what problems should be prioritized and how to solve them. The policy cycle model is a map that gives clear understanding of political decision-making in a democratic country.[25]

8. Equality (majority rule-a fair rule?): This unit deals with the problems of society and the majority and minority issue. It is based on studying a case story to make students have a clearer understanding of these issues in society.[26]

The third part of the manual is called "Taking part in politics: participation through communication" and its units are based on:

1. Liberty (debating in public): People exercise their human rights to free opinion and

---

[23] Unit 4: Conflict-The fishing conflict-How can we solve the sustainability dilemma, p.111-112.

[24] Unit 5: Rules and law-What rules serve us best?, p.139-149.

[25] Unit 6: Government and politics. The policy cycle model. p. 155-157.

[26] Unit 7: Equality. Majority rule-a fair rule? P.179-181.

expression, thus, this unit focuses on speaking in public, as this is one way of practising those rights. The unit is based on two debates made by students and a chairperson. The students that do not take part in the debate decide at the end which party convinced them most. At the end, one side wins with a majority of supporters.

2. Media (taking part in democracy through the media): The goal of this unit is to acquire skills in media literacy. The activities are aimed at preparing students to be aware of their role as gatekeepers, and how to respond to issues brought forward by the media.[27]

1.2.4   *Human rights themes*

The teaching in the "Taking part in democracy" manual is addressed to all human rights themes, since it does not specify any, although it does state the need to respect all kinds of freedoms, such as the freedom of expression, thought, religion and culture; and the right to non-discrimination (equality).[28]

The manual then offers some key words that are used in the chapters to transmit skills to the students and that are relevant to respect and protect fundamental freedoms and human rights in general. These include:

Identity: aims to make students aware of their birth rights and the rights of others, as this is essential to identify when they are being violated and how they should be protected. For this reason, this theme is aimed as well at assisting students by providing them with skills to deal with situations in which human rights are being violated;

Responsibility: refers to the contribution each person must provide to a community and to the world itself. It focuses on the importance of assisting students to make smart

---

27 "Unit 9: The media-Taking part in democracy through the media.

28 Manual´s introduction, p.9.

choices as free citizens and to make them aware of their responsibilities;

Diversity and pluralism: refers to the wide variety of ideas and diversity that can be found in a society. Therefore, this theme is based on finding solutions when dealing with such a huge difference of needs, ideas or expectations in a society and try to find the common good;

Conflict: this theme is focused on the conflict regarding fishing, and aims to find a solution to the sustainability dilemma;

Rules and law: refers to the rules that serve us all (as citizens) in our daily lives and is mainly focused on a decision-making game;

Government and politics: based on knowing how a democratic community solves different issues or problems that may arise;

Equality: this theme asks whether a majority rule is fair, since sometimes minorities become a silent voice in society. This concept brings up the topic of settling the majority/minority issue in democracy;

Liberty and media: refers to the importance of using media as a tool to participate in democracy. It mentions that the producers and users of media are the gatekeepers (the ones that transmit to the public the information they decide to collect from a broad content concerning an issue) and the agenda setters.

1.2.5   *Human rights education methods*

The human rights education methods used in this manual are based on providing human rights knowledge and raise awareness about human rights values and principles. All the knowledge is transmitted to the students by employing techniques based on: identity, responsibility, diversity and pluralism, conflict, rules and law, government and politics, equality, liberty and the media. Each of these concepts are tackled in different chapters of the manual where the activities are made to progressively arrive to each of

these concepts.

The next step is to put into practice all this learning by creating activities that are highly varied and that put students into different situations. One of the activities could be acting as a witness to a human rights violation. What would you do and how would you do it? The manual also employs many quizzes and interviews with the students in order to work on the answers given to the human rights questions formulated. This is very helpful for raising awareness of one's subconscious discrimination and how to fix it. E.g. For a student that discriminates against gypsies, one quiz might help him/her to be aware and later on he/she would be assisted to modify that idea.

1.3 Human Rights Training. UN, 2010[29] (non-formal education)

Human Rights Training (a manual on Human Rights Training Methodology).
Professional Training Series No. 6. UN, 2010.

The Office of the United Nations High Commissioner for Human Rights has been working in a wide variety of professions with the objective of dealing with human rights

---

29" Professional Training Series No.6

in each of them. The use of methods in the "Methodological manual" are adapted and modified in order to make them fit the different target groups, which are mostly teachers and human rights trainers. However, the manual can be aimed as well to any person working in areas related with this field.

This manual is mostly based on training the trainers and educators, thus, the programmes and activities mentioned in this manual are specialized for this purpose. The manual provides good conceptualization, planning, implementation and evaluation on human rights training programmes.

1.3.1 *Purpose*

1. Receive information and knowledge of what human rights are and humanitarian standards;[30]

2. Acquire and reinforce skills by activities involving interactive techniques and creativity;[31]

3. Become sensitized to undergo a change in negative attitudes or to reinforce positive attitudes and behaviours.[32]

1.3.2 *Target groups*

Teachers, trainers and educators of human rights professions, which can be judges,

---

30 Chapter II "Effective Training Techniques": Learning Objectives, p.3

31 Chapter II "Effective Training Techniques": Learning Objectives, p.3

32 Chapter II "Effective Training Techniques": Learning Objectives, p.3

police or development professionals.

1.3.3   *Structure*

The "Methodological manual" is divided into four different chapters named "Human Rights Training Methodology," "Effective Training Techniques," "Trainers" and "An Introduction to Human Rights and the United Nations Human Rights Programme."

Chapter one is based on the methodological approach, which is comprised of basic elements that provide guidance for the conceptualization, planning, implementation and evaluation of human rights training programmes. It involves the following sections:

Collegial presentations: For the selection of resource persons it is suggested to draw from

a list of experts in the field;

Training the trainers: Participants of human rights training courses have to understand

that they have responsibilities even after completion of training exercise. The courses

should impart capacity-building components by employing lessons and materials;

Interactive pedagogical techniques: This involves presentations and discussions, panel

discussion, working groups, case studies, problem-solving/brainstorming,

simulation/role-playing, field trips, practical exercises, round table discussions and visual

aids;

Audience specificity: Training and education efforts have to be addressed to one specific

audience in order to transmit specific principles to them and make them feel

familiarized

with what they are being taught;

A practical approach: Trainers and course designers must include practical information

on proven techniques for the performance of the duties of the participating professionals

such as police, judges, doctors, etc;

Comprehensive presentation of standards: Relevant instruments and simplified learning

tools should be translated and distributed to participants;

Teaching to sensitize: Courses should have exercises that sensitize trainees to their own

potential;

Flexibility of design and application: Training courses should facilitate their flexible
use;

Competency-based: Training courses should result in improved competence in the

relevant field;

Evaluation tools: Evaluative exercises are needed, like questionnaires;

The role of self-esteem: Practitioner professionals should share with the class their own

professional and practical expertise since it can benefit the course;

Linkage to organizational policy: Institutional policy should have human rights

imperatives;

Planned follow-up: Training programmes must include structured follow up plans.

Chapter two is based on:

Learning objectives that involve: receiving information and knowledge, acquire and reinforce skills and become sensitized e.g.: reinforce positive attitudes and behaviour;

Tailoring courses: Courses should be based on consultative needs assessments involving the target institution or group to be trained. Besides this, separating training programmes into different categories is important so that they are more effective and the practical orientation of adult trainees should be reflected in the education methods;

The participatory method: This requires an approach that is interactive, flexible, relevant and varied;

Participatory techniques: This technique involves presentation and discussion, panel discussion, working groups, case studies, problem-solving/brainstorming, simulation/role-playing, field trips, practical exercises, round table discussions and visual aids;

Location for training courses: Courses should be taken at a location away from the normal place, and the room used should have sufficient size for the people inside, seating facilities should comfortable and there should be ancillary rooms available;

Planning for participants needs: The physical comfort of participants is very important

for the outcome, which is why things like the temperature of the room, provision of water

or restroom accessibility are important aspects.

Chapter three, named "Trainers," is based on: selection of trainers (e.g. ability to apply the interactive methodology of the programme), briefing trainers (e.g. organizational aspects of the professional group to be trained), instructions for trainers (e.g. clarify objectives and methodology of the course), tips for making presentations (e.g. make eye contact with participants, encourage questions, don´t read from notes, watch time, use visual aids…), key terminology (e.g. Brief[33], seminar[34], workshop[35], training course[36]) and adapting courses to challenging field conditions.

Chapter four is named "An introduction to human rights and the United Nations human rights programme." This chapter covers basic human rights information by asking questions like, what is meant by "human rights?" What is development? Where do human rights "rules" come from? The answers to this questions are as follows: human rights are universal legal guarantees protecting individuals and groups against actions which interfere with fundamental freedoms and human dignity.[37] The response to the second question is that the right to development may be expressed by saying: "Everyone has the right to participate in, contribute and enjoy economic, social, cultural

---

33 "A brief, cursory and introductory overview of a simple topic.

34 "An organized exchange of views, ideas and knowledge on a particular topic or set of related topics.

35 "Training exercise in which participants work together to study a particular subject.

36 An organized training exercise, designed to allow "trainers" to impart knowledge and skills and to influence the attitudes of "trainees" or "participants".

37 "Chapter 4, p.10.

and political development."[38] To the question regarding where human rights rules come from, the manual responds by saying that they are derived from two principal types of international sources, namely "customary international law" and "treaty law."

At the end of the manual there is an annex with "The Universal Declaration of Human Rights".

1.3.4   *Human rights themes*

The human rights themes found in this manual address the right to development. We can see references made on this right in chapter four, which says that development has to be looked at from a multidisciplinary perspective since it can relate to different life issues. It is based on enhancing people's capabilities and choices and positively contributes to the eradication of poverty, integration of women in society, self-determination of governments, etc.

The subject to receive this right are human beings and its expressed like this: "Everyone has the right to participate in, contribute to and enjoy economic, social, cultural and political development."[39]

This chapter also mentions several rights stated in the Universal Declaration of Human Rights as an introduction to give the reader an idea of important human rights, such as the right to life; freedom from torture and cruel, inhuman or degrading treatment or punishment; the right to a fair trial; freedom from discrimination; the right to equal protection; freedom from arbitrary interference with privacy, family, home or correspondence; the right to health; the right to education etcetera. The manual mentions the importance of promoting and respecting all rights and fundamental

---

38"Chapter 4, p.11.

39"UN human rights training methodology. Chapter 4, p.11.

freedoms of all since it´s one of the purposes of the United Nations.[40]

1.3.5 *Human rights methods*

The human rights themes are very varied, since this manual goes through different rights.

Chapter one tackles the following human rights themes:

Sensitize trainees: This method helps an individual to be aware of negative attitudes that they have without noticing or any other kind of gender or racial biases in their behaviour. This method is explained in a practical way with a brief explanation.

Chapter two addresses what is known as the participatory method. To carry out this method, some elements shown in the OHCHR should be kept in mind, including collegial presentations, training the trainers, interactive pedagogical techniques, audience specificity, a practical approach, comprehensive presentation of standards, teaching to sensitize, flexibility of design and application , competency-based, evaluation tools and the role of self-esteem (all of these methods are explained in chapter one).

This method requires an approach which is:

Interactive: This requires the need for an interactive training methodology;

Flexible: Since it is not recommended to adopt a "military approach," welcoming questions by trainers from the audience is a way of maintaining participants satisfied;

Relevant: All course material should be of importance to the audience, otherwise it should not be handed out;

40˙UN human rights training methodology. Chapter 4, p.10.

Varied: It is best to vary teaching techniques along the course in order to avoid it monotony. Therefore, techniques like alternative discussion or role playing are recommended.

There are some other methods that should be taken into consideration for this method:

Presentation of standards: Presentation on human rights standards is basic knowledge that should be tackled;

Application of participatory techniques: This is based on encouraging participants to make use of their knowledge and experiences to take part in the activities;

Focus and flexibility: Based on centring attention to relevant issues currently occurring and at the same time is adapted to the needs of the participants.[41]

2.4 *ABC. Teaching Human Rights. Practical activities for primary and secondary schools. UN, New York and Geneva 2004.* (formal education UN)

The UN publication, the Publisher, states that this booklet is a contribution of the Office of the United Nations High Commissioner for Human Rights to the United Nations Decade for Human Rights Education, where several actors of society (governments, non-governmental organizations, international organizations, etc.) have been encouraged to establish partnerships and concentrate efforts for human rights education[42]. Based on its objective to provide teachers, educators and trainers with effective resources, activities and knowledge, it offers practical advice to its target groups in order to foster human rights awareness in primary and secondary schools.

---

41 UN human rights training methodology. Chapter II-Effective training Techniques, p.4.

42 Foreword of ABC, p.2.

Students are expected to learn about what human rights are by participating in the activities shown in this booklet and are also expected to reflect about human rights issues and how human rights should be protected. It also tries to avoid judgements commonly made by children at a young age and encourages students to reflect about human rights issues.

2.4.1 Purpose

This manual states its purposes in three main objectives:

The first obective is based on including human rights issues into subjects already taught in schools such as: history, civics, literature, art, geography, languages and scientific courses. It can also be taught through specific courses. In order for human rights to be included in different subjects, there needs to be an incorporation of human rights education into the national legislation regulating education in schools. Furthermore, the revision of curricula, textbooks, and the training of teachers is also important in relation to human rights education methodologies, organization of extracurricular activities, development of educational materials and establishment of support networks of teachers and other professionals.[43]

The second objective is based on stimulating independent thinking, research and building skills for active citizenship in a democracy. All of this can be achieved by giving students a deeper awareness and understanding of human rights issues around the world and in their own lives through activities developed for this purpose. The activities should be enjoyable for students in order to avoid them abandoning the activity or interrupting and they should inspire a sense of responsibility for human rights that emphasizes independent research, analysis and critical thinking.[44]

---

[43] Chapter 1, p.15.

[44] ABC Introduction, p.5-6.

The third objective is based on making the activities enjoyable for kids. The activities refer to articles of different human rights instruments (e.g. the Universal Declaration of Human Rights). However, they do not reflect the full scope of the rights mentioned in those articles. The activities are designed for primary and secondary school students and are intended for students no younger than 10 years old (since, from this age on, the capacity for profound reflection starts to appear) and for primary school teachers[45].

2.4.1   Target groups

The target group of the manual is teachers (which are named as well as educators and trainers) for primary and secondary schools. Teachers are the ones with responsibility to provide knowledge about human rights and are also responsible for effectively presenting and developing activities in the context of human rights. Their role is to nurture kid´s senses of their own worth and that of others. Furthermore, the teacher has the key responsibility for ensuring that new initiatives work. The teacher is also responsible for categorizing and analysing the students' responses.[46]

2.4.3   Structure

This booklet is divided into three chapters. The first one: introduces the reader to principal human rights concepts and the fundamentals of human rights education; reviews basic content and methodologies; and elaborates on participatory techniques.

Chapter two is aimed at primary school teachers and tries to increase awareness of the children´s sense of their own worth and that of others through materials that emphasise human rights dignity and equality.

Chapter three outlines activities for primary and secondary schools that deal with

---

45 Introduction, p.5-6.

46 Chapter one: Fundamentals of Human Rights Education.

current human rights issues.

Each of the activities refers to one of the articles of the Universal Declaration of Human Rights.

At the end, there are up to four annexes, where the Universal Declaration of Human Rights, the Convention on the Rights of the Child, a brief introduction to international human rights law terminology and other selected classroom resources are provided.

2.4.4   Human rights themes

The human rights themes of this booklet involve a large variety of issues. The manual includes all kinds of possible human rights, with special attention given to social respect and the fight against discrimination (gender, race, minority groups, disability, stereotypes, etc.).

Other addressed rights:

Other rights that are addressed include the right to development and the environment. The right to development is explicitly stated in article 1 of the United Nations Declaration on the Right to Development which says: "the right to development is an inalienable right by virtue of which every human person and all peoples are entitles to participate in, contribute to, and enjoy economic, social, cultural and political development, in which all human rights and fundamental freedoms can be fully realized". This right includes: full sovereignty over natural resources, self-determination, popular participation in development, equality of opportunity and the creation of favourable conditions for the enjoyment of other civil, political, economic, social and cultural rights. An example of a violation of this right is students living under conditions of material deprivation.[47]

---

[47] Chapter 3. Development and environment.

Right to food and water. These rights are included in article 25 of the UDHR and in the articles 24 and 27 of the CRC. Adequate food and water are basic priorities for an adequate standard of living. These rights are of concern for bodies such as the United Nations Children´s Fund (UNICEF) and the Food and Agriculture Organization of the United Nations (FAO).[48]

Right to work. This right is addressed in articles 23 and 24 of the UDHR and in articles 31, 32 and 36 of the CRC. This right involves moral and practical issues such as child labour. The International Labour Organization provides information about child labour and human rights[49].

Right to housing. This right is outlined in article 25 of the UDHR and in article 27 of the CRC. This right concerns the fact that living in a house with good conditions is essential in order to guarantee security[50].

2.4.5   Human rights education methods

This section introduces what human rights are and the rights and responsibilities of each person in a society.

The issue of preaching action is also mentioned in order to increase human rights awareness in all aspects.

The techniques applied in activities are: Brainstorming, case studies, creative expression, discussion, field trips/community visits, interviews, research projects, role-plays/simulations, visual aids and, to complete the process, evaluation.

48"Chapter 3. Development and environment.

49"Chapter 3. Development and environment.

50"Chapter 3. Development and environment.

Activities aim to foster trust between the children, increase affection, provide kids with more self-confidence and to provide them with the necessary tools for this. For instance children are encouraged to recognize others' work and to congratulate them for doing a good job. Furthermore, teachers are encouraged to team children up with older students from whom they can acquire good examples in order to increase their self-esteem.

This booklet also includes activities related to increasing knowledge of the word "humanity" by asking questions and by putting the students in a situation where they have to play a particular role.

Chapter one describes a method, which has the purposes of imparting confidence and tolerance to primary and secondary school children, which tend to lack in self-confidence. In order to achieve this purpose effectively there needs to be a good classroom climate and activities that require group cooperation (some of these activities foster sympathy). Transmitting particular ideas (e.g. "no one is better than others") confirm the fact that no person is better than another. Since human rights education focuses on internal perceptions of oneself as well as how children behave towards one another, it is important to focus on behaviour and attitudes in order to improve them. [51]

Another method tackled in chapter one, also addressed to primary and secondary school students, tries to raise awareness about responsibilities. In order to teach about responsibilities, the activities ask the students to play a role that they themselves develop following basic human rights principles. The teacher´s role is to make the students understand what their responsibilities are and to ensure that they accept them. E.g. In a multicultural group where different topics are brought up, each individual has the responsibility of considering the different cultures, religions, traditions etc. in order to respect each other. [52]

Another method included in chapter one is based on teaching discipline and good

---

51 Chapter one "Teaching about and for human rights".

52 Chapter one "Rights and responsibilities".

principles to students by actions that reflect that. For instance if a teacher is giving a lecture about freedom, the teacher should behave in accordance with that, but if the teacher commands students to do things by behaving in an authoritarian manner, then they will most likely stick to that behaviour instead of learning from the content being taught. [53]

The activities included in chapter two and three intend to increase empathy and morals among the students as well as try to integrate human dignity and equality. In order to achieve this, the activities have to engage the students and make them participate. These activities involve: [54]

Brainstorming. This helps to find possible solutions to problems. It is based on writing ideas, which requires participation and creativity from the students. Then the teacher categorizes the ideas, with some of them being adapted or rejected. The ideas that remain are later analysed and the students make recommendations to address the problems considering the adapted responses.

Case studies. Students are asked to develop a role in a fictional case related to human rights. This method encourages analysis, problem-solving and planning skills.

Creative expression. This is based on making students reflect on their emotions, ideas etc. through art (e.g. paintings, poetry, song etc.).

Discussion. Structuring discussions in effective ways helps to tackle the topics. Personal or emotional topics are better discussed in pairs or groups.

Field trips/community visits. Visiting places where human rights are being developed is a way of making students learn from the experience of what they see. At the end of the visit, students are asked to explain the visit's purpose and then to discuss and reflect about it.

---

53 Chapter one "Teaching and preaching: action speaks louder than words".

54 Chapter one. Pedagogical techniques for human rights education.

Interviews. Interviewing (e.g. human rights activist) helps the students gain a deeper understanding of human rights.

Research projects. Independent investigation helps the students obtain a more thorough understanding about different human rights issues. An example of how this can be approached is through using the library or the internet.

Role-play simulations. Role-playing helps children sympathize with and better understand the perspectives of other groups. After the role-play, the children are asked to discuss what they have just experienced in order to understand the purpose of the activity.

Visual aids. The use of blackboards, posters or photography can help to disseminate knowledge about topics regarding human rights.

9. **International Standards of Human Rights Education**

The Declaration on Human Rights Education and Training and the World Programme for Human Rights Education are the international standards of Human Rights Education (HRE).

The Declaration for Human Rights Education and Training (HRET) contains the principles and norms of HRE, while the World Programme (WPHRE) aims to advance and attain the HRE purposes stated in the DHRE[55].

1.4 **Chapter introduction**

The purpose of this chapter is to deeply go through the content of the HRET and the WPHRE in order to obtain the criteria needed to analyse the four manuals of the Council of Europe (CoE) and the United Nations (UN), which are described in chapter three. This criteria is fundamental since the manuals' analysis is founded on statements, principles and norms stated in the HRET and the WPHRE.

3.2 **Historical approach**

After the Second World War the eagerness to protect human rights in order to prevent them from being violated again led the United Nations to work towards building a world of peace and justice based on respect for human rights and fundamental freedoms[56]. The United Nations Declaration on Human Rights (UNDHR), adopted on December 10th 1948, is the key document which reflects the intentions of universally protecting human rights. It is composed of 30 articles based on human rights aimed at

---

[55] World Programme for Human Rights Education (2005-ongoing).

[56] Gudmundur Alfredsson et al. (2009), p.3-4.

all individuals in the world[57].

Human rights education was firmly supported by the Declaration and Plan of Action, which emerged from the UN World Conference on Human Rights in 1993 in Vienna[58].

In 1993 UN Centre for Human Rights played an important role in human rights education by introducing an international congress of specialists and activists to work on the education field from the perspective of a new understanding of the human rights concept. The UN proclaimed the years 1995 to 2004 as the Decade for Human Rights Education.

Human rights norms and standards were developed over the next decades. Furthermore, promotional activities, some educational activities and some new implementation and protection activities were launched, including ad hoc international criminal tribunals and the founding of the International Criminal Court (ICC)[59].

In order to face old and current problems an international code of human rights was developed in the 20th century.[60]Human rights provide a foundation upon which human development and human security can be pursued, therefore HRE has become one of its priorities.[61]

HRE began with popular education programmes and as part of the United Nations Educational, Scientific and Cultural Organizations (UNESCO) Associated Schools Program (ASP) in 1953. The main purpose of the ASP was to teach human rights in

57 http://www.un.org/en/documents/udhr/history.shtml

58 Faye Jacobsen, Anette "Human Rights Education: Human rights education, trends and paradoxes", in Rikke Frank Jøorgensen and Klaus Slavensky (eds.), *Implementing Human Rights.* Danish Institute for Human Rights, Denmark*, 2007, pp.126-138 at p.126-127.

59 Ramcharan, Bertie G.,"Human rights in the 21st Century", in Gudmundur Alfredsson et al. (eds.) *International Human Rights Monitoring Mechanisms.* Martinus Nijhoff Publishers, 2009, pp. 2-8 at p.4.

60 Gudmundur Alfredsson (2009), p.4.

61 Wolfgang Benedek (2002/2003), Preface.

formal school settings. This was the first attempt of HRE aimed at introducing human rights through the formal school system[62].

The HRET emphasises the importance of teaching and learning about human rights in academic settings[63].

The attempts to carry out the purposes stated in the United Nations Universal Declaration for Human Rights (UNDHR), UN charter and the Associated Schools Program (ASP) were not effective due to their inconsistency, therefore in 1974 an international education document was introduced that stated the need for human rights education to become a part of the curriculum. The name of the document is UNESCO´s Recommendation concerning Education for International Understanding, Cooperation and Peace and Education Relating to Human Rights and Fundamental Freedoms (UNESCO 1974). It was refused by only five countries: United States, France, Germany, Australia and Canada[64].

Once the UNESCO document was released, human rights was established in a broad curriculum project on education aimed at obtaining an international understanding of human rights. Later in the year 1978 a more detailed version of the document was introduced with the objective of putting it into practice[65].

Many resolutions on HRE have been passed along the years. Furthermore, the UN has sponsored lectures and activities, while NGO´s increased their involvement in human rights education[66].

---

62 David Suarez (2007), p. 49.

63 David Suarez (2007), p.49.

64 David Suarez (2007), p. 49.

65 David Suarez (2007), p. 49.

66 David Suarez (2007), p. 50.

HRE became a central concern after the World Conference on Human Rights (WCHR), which took place in 1993. Since then the number of states that include human rights into education curricula has increased and numerous individuals, institutions and organizations are working to apply HRE theory into practice[67].

3.3 Declaration on Human Rights Education and Training

The 66/137 United Nations Declaration on Human Rights Education and Training (HRET) was adopted by the General Assembly (GA) on 19 of December 2011 based on the report of the Third Committee (A/66/457). It was adopted by the Human Rights Council (HRC) in its resolution 16/1 on the 23 of March 2011. The final adoption of this Declaration took place during the sixty-sixth session of the General Assembly (GA) and was generally distributed on February 2012.

The Declaration content is summarized in the following points:

3.3.1 *The right to human rights education*

The right to human rights education is a right that must be granted to everyone without any kind of distinction. Receiving HRE allows for the development of knowledge about all human rights and fundamental freedoms which are based on the principles of universality and interdependence of human rights[68].

The right to education has to be granted to everyone since all individuals are born with

---

67 David Suarez (2007), p. 51.

68 UN General Assembly A/RES/66/137 (2012).Art.1, p.3.

the same rights and must have the same opportunities to acquire the knowledge and skills needed to identify their rights, as well as the rights of other, and fundamental freedoms whenever they are being violated. HRE also provides information about the legal basis over which human rights are protected, therefore if one's rights are breached they can access remedies through available legal avenues.

3.3.2 *Human Rights Education*

HRE includes different factors: knowledge, understanding human rights norms and principles, human rights values and the mechanisms that protect them.

A HRE environment requires respect for educators' and students' rights since the atmosphere has to reflect the values of what is being taught.

HRE enables the students to protect, respect and enjoy human rights in general[69].

Behaviours and actions are more important than the theory given during a lesson, due to the fact that non-verbal language tends to transmit more than the verbal one.

In order to effectively understand, acknowledge, respect and enjoy human rights, it is important to teach by considering the values that need to be transmitted through actions and behaviours.

3.3.3 *Target groups of the UN Declaration for HRE*

Human rights education and training concerns all ages, which means that it involves all parts of society at all levels. It considers academic freedom and all types of education. It includes vocational training, continuing education and public information and

---

69 UN General Assembly A/RES/66/137 (2012).Art. 2, p.3.

awareness activities.[70]

The languages employed in the teaching has to suit the target groups and the content of the HRE has to consider the different needs and conditions of the target groups.

In order to ensure that the content of HRE is understood by the students, the different backgrounds, ideologies and traditions within the class need to be considered.

3.3.4 *Objectives of the UN Declaration for HRE*

HRE must promote the principles stated in the UDHR by raising awareness, developing a universal culture of human rights, pursuing the effective realization of all human rights, ensuring equal opportunities for all and contributing to the prevention of violations and abuses of human rights. [71]

Since the objectives of HRE are of utmost relevance, it is important to keep the tasks that lead to the effective implementation of HRE in mind throughout the teaching activities.

This requires providing HRE students with knowledge about the protection of human rights and fundamental freedoms and the development of their personality in order to enable them to become responsible members of the society. In order to transmit good principles and values it is also important to promote tolerance, non-discrimination and equality. To contribute to make a better society, HRE also deals with fighting against racism, stereotyping and harmful attitudes.

3.3.5 *Principles and values of HRE*

[70] UN General Assembly A/RES/66/137 (2012).Art.3, p. 3.

[71] UN General Assembly A/RES/66/137 (2012). Art.4, p. 3-4.

HRE has to be consistent with what it teaches, therefore since it teaches equality in all aspects (gender, race, ethnic, culture, religion or traditions) it has to show equality during the teaching process. Equality involves the concepts of inclusion and non-discrimination. Therefore, HRE must enable all individuals to exercise their rights despite their situation (e.g. disability or vulnerability)[72].

Since there are different backgrounds, cultural groups and traditions, HRE should embrace all of these concepts[73].

Considering different economic, cultural and social situations is important when promoting human rights, since it encourages the achievement of all human rights for all.[74]

3.3.6 *Means in HRE*

The different means employed in HRE should involve information and communication technologies that promote all human rights and fundamental freedoms. Furthermore, art can be used as a HRE instrument and as a means of training and raising awareness in the human rights field[75].

3.3.7 *The state´s responsibility*

Governments have the responsibility to include human rights into their state´s legislation and curricula. These responsibilities involve: promoting and ensuring HRE and training, creating an engaging environment, progressing the HRE field by seeking

---

72 "UN General Assembly A/RES/66/137 (2012) Art.5, p.4.

73 "UN General Assembly A/RES/66/137 (2012) Art.5, p.4.

74 "UN General Assembly A/RES/66/137 (2012) Art.5, p.4.

75 "UN General Assembly A/RES/66/137 (2012) Art.6, p.4.

international assistance and ensuring proper training, as well as applying international humanitarian law and international criminal law on HRE[76].

The creation of an engaging environment allows all individuals of a society to participate equally in HRE.

States should carry out actions to implement HRE and training at schools. In order to make the implementation of HRE effective it is necessary to take into account local needs and priorities[77]. The needs of the different private and public schools are not the same due to the fact that they may have to teach students with different backgrounds, cultures, etc. It is also important to consider the school's economic resources, since schools may lack teaching material or any other kinds of means.

Once HRE is implemented, it is important to undertake monitoring and evaluation in order to evaluate whether or not it is effective and to see if it needs to be changed and improved. A range of actors should be responsible for this, including stakeholders, the private sector, civil society and national human rights institutions[78].

Evaluating HRE implementation is necessary because it allows for the assessment of whether or not HRE has been effective and helps find areas for improvement.

States should include the measures they have taken in regards to HRE in their reports[79]. This reporting can be of relevance to human rights mechanisms when working with HRE.

 The measures taken by states at the time of implementing HRE are very important

---

76 UN General Assembly A/RES/66/137 (2012) Art.7, p. 4.

77 UN General Assembly A/RES/66/137 (2012). Art.8, p.5.

78 UN General Assembly A/RES/66/137 (2012). Art.8, p.5.

79 UN General Assembly A/RES/66/137 (2012). Art.13, p.6.

since they set the path towards its implementation and development[80].

3.3.8 *Others actors and stakeholders*

National human rights institutions should be promoted by states to protect human rights, raise awareness or mobilize public and private actors of society[81].

There are a range of actors within society that hold responsibility for human rights, including: the media, families, local communities, civil society institutions, non-governmental organizations, human rights defenders and educational institutions.[82]

The UN should provide HRE and training for their civilian, military and police personnel[83].

3.3.9 International support

International and regional mechanisms should support HRE in order to help improve it and promote new measures or methods that may help to reach a better standard of education on human rights[84].

The measures taken by states on HRE must be reported. These reports can be a useful resource to other states in regards to HRE[85].

---

80 UN General Assembly A/RES/66/137 (2012). Art.14, p.6

81 UN General Assembly A/RES/66/137 (2012). Art.9, p.5.

82 UN General Assembly A/RES/66/137 (2012). Art.10, p.5.

83 UN General Assembly A/RES/66/137 (2012). Art.11, p.5.

84 UN General Assembly A/RES/66/137 (2012). Art.13, p.6.

85 UN General Assembly A/RES/66/137 (2012). Art.13, p.6.

The measures employed by the states should be adequate and, therefore, necessary resources should be employed to ensure that the measures bring about desired results[86].

3.4 **First Phase (2005-2009) of the World Programme for Human Rights Education. General Assembly, 2005**

The first draft of the plan of action was submitted to the GA at its fifty-ninth session and endorsed by the Economic and Social Council in its decision 2004/268. In its resolution 59/113, the GA endorsed the WPHRE focusing on the primary and secondary school systems, and invited States to submit comments thereon to the Office of the United Nations High Commissioner for Human Rights (OHCHR). In consultation with the United Nations Educational, Scientific and Cultural Organization (UNESCO), OHCHR revised the plan of action in light of the comments received by 11 February 2005 from Australia, Austria, Azerbaijan, Greece, Germany, Japan, Sweden and Turkey. It was generally distributed on 2 March 2005.

The content of the first phase of the WPHRE is summarized in the following points:

3.4.1 *Definition of HRE*

HRE contributes to the realization of human rights and aims to promote an understanding and development of our responsibility as individuals to make human rights a reality in different aspects of life[87].

HRE contributes to the prevention of human rights violations of abuses that may take place, it promotes equality and sustainable development and encourages people to

---

86 UN General Assembly A/RES/66/137 (2012). Art.14, p.6.

87 UN General Assembly A/59/525/Rev.1 (2005) p.3.

participate within a democratic system[88].

HRE relates to education, training and information aiming at creating a universal culture of human rights by: transmitting knowledge and skills; providing help to improve attitudes and behaviours; developing values; peace building and preservation; and promoting tolerance, gender equality and friendship among nations, as well as respect to indigenous, ethnic or religious communities[89].

3.4.2 *Target groups*

The target groups of the first phase of the World Programme for HRE are students in primary and secondary schools.

3.4.3 *Objectives*

The WPHRE is based on different objectives, including: promoting the development of a human rights culture; promoting a common understanding founded on basic human rights principles and methodologies; ensuring human rights at all levels (national, regional and international); providing a common collective framework; encouraging partnership and cooperation; and supporting active human rights education programmes in order to help with the improvement of HRE.[90]

3.4.4 *Principles and values of HRE*

---

88 UN General Assembly A/59/525/Rev.1 (2005) p.3.

89 UN General Assembly A/59/525/Rev.1 (2005), p.3-4

90 UN General Assembly A/59/525/Rev.1 (2005), p.4.

The principles and values of HRE activities contained in the world programme are based on promoting the interdependence, indivisibility and universality of human rights and promoting respect towards differences concerning race, sex, language, religion, political views, ideologies, national, ethnic or social origin, physical or mental condition among other factors. Another important aspect to emphasize is the emphasis on enabling individuals to identify human rights in order to defend them and to realize when they are being violated. Since identifying human rights requires knowledge of what those rights are, it is important to employ human rights instruments and mechanisms to transmit such knowledge on human rights[91].

Participatory techniques also assist in transmitting human rights knowledge as well as provide critical analysis skills[92].

In regards to the learning environment, it is important to mention that it must be free from want and fear in order to allow for productive learning conditions for the students[93].

The activities should involve dialogues among students on how to transform human rights abstract concepts into reality[94]. Since human rights are something that should be understood as well as acted upon in order to see their effects in a society, it is essential to put them into practice.

3.4.5 *Means in HRE*

This section states that the child needs to be provided with skills in order to strengthen

---

91 UN General Assembly A/59/525/Rev.1 (2005), p.5.

92 *ibid*

93 *ibid*

94 UN General Assembly A/59/525/ Rev.1 (2005), p.5.

his or her capacity to understand, respect and protect human rights. This capacity can be strengthened by promoting a culture based on human rights values. This involves teaching about how to have a balanced human rights response to the challenges that might be faced[95].

HRE should be included all educational policies, legislation and strategies which are the basis for the educators to carry out their task. Educators need to structurally implement these policies, legislation and strategies, which requires organization from their side[96].

The learning environment is relevant to the effective transmission of knowledge and, therefore, equality, freedom, respect and participation should form part of the HRE classroom environment.[97]

In HRE, it is necessary to have a rights based approach to education. Participatory teaching should be promoted, as well as the fostering of universal values, equal-opportunities and non-discrimination[98].

HRE has to be involved in the child´s emotional development[99].

3.4.6 *The state´s responsibility*

States should plan, implement and evaluate HRE[100].

The implementation strategy is the responsibility of the ministries of education who are responsible for primary and secondary education at the national level.

95 UN General Assembly A/59/525/ Rev.1 (2005), p.7.

96 UN General Assembly A/59/525/ Rev.1 (2005), p.7.

97 UN General Assembly A/59/525/ Rev.1 (2005), p.7.

98 UN General Assembly A/59/525/ Rev.1 (2005), p.8.

99 *ibid*

100 UN General Assembly A/59/525/ Rev.1 (2005), p.9.

The state also has to carry out national studies on HRE in the primary and secondary school systems[101].

There must be wide dissemination of the results of national studies in order to inform all stakeholders that are relevant to the implementation strategy[102].

3.4.7 *Other actors and stakeholders*

The major responsibility for HRE implementation lies with the ministries of education through their agencies. The following actors also need to be involved in the implementation process: teachers' colleges and faculties; teachers' unions; professional organizations and accrediting institutions; parent and student associations; education research institutes; and national and local human rights resources and training centres[103]. Other relevant stakeholders are: youth organizations; media representatives; religious institutions; indigenous people and minority groups; and the business community in general[104].

3.4.8 *International support*

In order to achieve the implementation of the plan of action, assistance can be provided by different international actors. These actors include: United Nations organizations; other intergovernmental organizations; regional intergovernmental organizations; regional organizations of ministers of education; international and regional non-governmental organizations; regional human rights resource and documentation centres;

101" UN General Assembly A/59/525/ Rev.1 (2005), p.10.

102" UN General Assembly A/59/525/ Rev.1 (2005), p.11.

103"UN General Assembly A/59/525/ Rev.1 (2005), p.13.

104"UN General Assembly A/59/525/ Rev.1 (2005), p.13.

and international and regional financial institutions[105].

The objective of the international organizations in supporting HRE is to strengthen national and local capacities in regards to HRE aimed at primary and secondary school systems[106].

It is important that the different actors work closely together with the purpose of ensuring coherence for the implementation of the first and second phases of the World Programme on HRE Plan of Action[107].

3.5 Second Phase of the World Programme for Human Rights Education: General Assembly, 2015

The United Nations General Assembly, in resolution 59/113A of 10 December 2004, proclaimed the World Programme for Human Rights Education as a global initiative comprised of consecutive phases, in order to advance the implementation of human rights education programmes in all sectors.

The plan of action for the second phase was adopted by Human Rights Council resolution 15/11 on 30 September 2010. It aimed to integrate HRE into higher education and into the human rights training of civil servants, law enforcement officials and the military.

The content of the second phase of the WPHRE is summarized in the following points:

3.5.1 *Definition of HRE in higher education*

105" UN General Assembly A/59/525/ Rev.1 (2005), p.15.

106" UN General Assembly A/59/525/ Rev.1 (2005), p.16.

107" UN General Assembly A/HRC/15/28 (2010), p.27.

HRE in higher education refers to all studies concerning training for research at the post-secondary level. This training is provided by universities or establishments recognized by the state as higher education institutions[108].

3.5.2 Target groups

The target groups of the second phase of the World Programme for Education is teachers and educators.

3.5.3 *Objectives*

The second phase aims at including HRE in higher education and training programmes. There is also a need for national strategies to support the development, adoption and implementation of this phase.

Another objective is to provide guidelines on HRE to facilitate the understanding of key components by students.

It is also important to support higher education institutions in implementing HRE, as well as support the cooperation between local, regional, national and international governmental and non-governmental organizations[109].

3.5.4 *Principles and values of HRE*

All types of HRE have common principles and strategies, including primary, secondary

---

108 UN General Assembly A/HRC/15/28 (2010), p.8.

109 UN General Assembly A/HRC/15/28 (2010), p. 8.

and higher education. This also concerns both formal and informal education.[110]

HRE in higher education is based on the principles stated in several international HRE instruments and documents, which include: the UDHR; the Convention on the Rights of the Child (CRH) and its related guidelines; the International Covenant on Economic Social and Cultural Rights (ICESCR); the Vienna Declaration and Programme of Action (VDPA), and other relevant declarations, conventions and recommendations and the World Conference on Human Rights (WCHR) facilitated by the UNESCO[111].

3.5.5 *Means in HRE*

The aim of HRE is to educate citizens to build peace, defend human rights and to promote the values of democracy. Apart from this, HRE in higher education has the aim of fostering global knowledge in order to meet current human rights challenges, which may include: eradication of discrimination and poverty, post-conflict rebuilding, sustainable development and multicultural understanding[112].

Promote human rights in all higher education disciplines, e.g.: architecture, public health or environment. It could also be relevant to offer introductory courses on human rights.[113]

The development of multidisciplinary and interdisciplinary human rights activities helps to have a broader knowledge of the lessons content[114].

110 " UN General Assembly A/HRC/15/28 (2010), p. 8.

111 " UN General Assembly A/HRC/15/28 (2010), p. 8.

112 "UN General Assembly A/HRC/15/28 (2010), p. 9-10.

113 "UN General Assembly A/HRC/15/28 (2010), p. 12.

114 "UN General Assembly A/HRC/15/28 (2010), p.13.

Employing a teaching style coherent with human rights is important. This means that if the course tries to promote the principles of respect and dignity, then the class environment should reflect those rights[115].

It is also important to employ materials on human rights that are relevant to the country as well as relevant research documents[116].

Foster the collection, sharing, translation and adaptation of human rights education materials.

Foster activities that encourage the exploration of alternative perspectives and critical reflection.

Give equal importance to cognitive (knowledge and skills) and social affective learning outcomes (values, attitudes, behaviours)[117].

Allow easy access to information technologies for networking, exchange of human rights information and discussion and develop website resources and facilitate e-learning, e-learning[118].

3.5.6 *The state´s responsibility*

Member states should establish feasible means for action regarding the implementation

---

115 UN General Assembly A/HRC/15/28 (2010), p.13.

116 UN General Assembly A/HRC/15/28 (2010), p.13.

117 UN General Assembly A/HRC/15/28 (2010), p.13.

118 UN General Assembly A/HRC/15/28 (2010), p.14.

of HRE in the country. They should consider the country´s context, priorities and capacity[119].

The state is responsible for undertaking national planning, implementation and evaluation of HRE in higher education.

The government should assign a department the role of elaborating, implementing and monitoring the national implementation strategy. The government also has to cooperate with national agencies in order to elaborate the country reports to the UN human rights mechanisms in order to ensure progress in HRE[120].

3.5.7 *Other actors and stakeholders*

The principal actors responsible for implementing HRE are the ministries of education or higher education, who work in cooperation with other departments of the government or higher education institutions. These actors have to work with organizations and institutions, such as: Unions of higher teaching personnel, student unions and associations, and legislative bodies[121].

Other stakeholders involved in HRE in higher education can be: the media, religious institutions, community leaders, indigenous peoples and the corporate sector.

3.5.8 International support

International cooperation and assistance strengthens capacity in regards to HRE. In

---

119 UN General Assembly A/HRC/15/28 (2010), p.24.

120 UN General Assembly A/HRC/15/28 (2010), p.26.

121 UN General Assembly A/HRC/15/28 (2010), p.23.

relation to this, the UN provides support and professional training to institutions as well as contributions[122].

~~10.~~ Analysis of the Education Manuals through the Spectrum of the International Standards

4.1 *Introduction*

This chapter analyses the four manuals for formal and non-formal education from the UN and the CoE. The analysis is based on the themes stated in the Declaration for Human Rights Education and Training (HRET), which are: values, information/knowledge, skills, teaching methods, school/education atmosphere, discipline and evaluation.

4.2 *A historical approach on HRE*

HRE offers a more profound understanding of human rights principles and values apart

---

122 UN General Assembly A/HRC/15/28 (2010), p.27.

from inciting people to engage in the realization of those rights[123]. Through HRE teachers help to produce dialogue by using peaceful ways in order to solve problems justly.

The concept of human rights has become broader during the last decades due to the application of modern human rights concepts, rules, principles and values. These factors have to be applied in the educational system of all countries in the world to favourable lead to its improvement and its adaptation to the current world[124].

This action has evolved from a wider human rights educational theory, practice and research that, in some cases, are affiliated with other fields of study, e.g.: citizenship education. Along the years, interest in human rights has been increasing and its practice has been improved due to the fact that HRE programmes are of better quality[125].

The "value added" to human rights practice has been possible due to studies made either in academic settings or in the context of program and impact evaluation. Human rights education has employed primary (e.g.: syllabi) and secondary resources (e.g.: conference proceedings) which have contributed as well to the building process of HRE.[126]

Education is a very relevant factor that promotes democracy and transmits individual's democratic values. In democratic countries, the state has the responsibility of providing a human rights education for all[127].

The educational policies for democratic citizenship emphasize diversity, yet they often

---

123" Osler and Hugh Starkey (2010) ,p.18

124" Perspectives of Research on Human Rights Education, p.1.

125" Perspectives of Research on Human Rights Education, p.1.

126" Perspectives of Research on Human Rights Education, p.1.

127" Teacher perspectives on civic and human rights education, p.303.

do so from a strongly national perspective[128]. The use of this national perspective on educational policies has been affirmed by a review of citizenship education programmes of study.[129] This kind of education involves all multicultural democracies, therefore EDC leads to the respect and promotion of equality towards all multicultural democracies.

4.3 *Categorizing HRE*

In categorizing human rights education, it is useful to distinguish between theory, implementation and outcome.

By theory, the process is based on the achievements, concepts, descriptions and pedagogies of HRE. The main focus of the theoretical HRE approach is to explain what human rights are, its relation to pedagogical conditions and its relation to other fields of study[130].

The implementation research has to do with presentation of methodologies, curriculum, policies and training programmes among others. Besides all of that, it incorporates practices of HRE.

The research of HRE outcomes includes investigation of HRE results plus the outcomes of the learner, educator, learning environment of the classroom, institutions and society[131].

Most of the research on human rights has been mostly done by non-governmental

---

128" Osler and Hugh Starkey (2010), p.113.

129" Osler and Hugh Starkey (2010), p.113.

130" Perspectives of Research on Human Rights Education. Felisa Tibbits, p.5.

131" Perspectives of Research on Human Rights Education. Felisa Tibbits, p.2.

organizations[132].

Moreover, HRE can be categorized according to whether it is formal or non-formal, what its target groups are and in which settings it takes place.

In this chapter, the manuals analysed are from formal and non-formal education because it provides a more general overview of what both types of education involve. The target groups are important to consider due to the fact that the reflection of HRE on the programme or activity has to suit the expected requirements for that specific target group. This requirements can refer to: needs, level of knowledge and previous experiences among other factors so that the HRE content taught is well understood for that specific target group. Moreover, it is important to refer to the setting where the HRE programme takes place, since that is the main aspect that distinguishes formal from non-formal education.

Another important aspect to consider are the organizations from which the four manuals come from, which are the CoE and the UN. Both of these organizations have international influence on HRE and therefore are supposed to provide good HRE activities and programmes.

4.4 Compass. CoE, 2012 (non-formal education)

Patricia Brander et al., *COMPASS Manual for Human Rights Education with Young People*. Council of Europe. Strasbourg Cedex 2012.

4.4.1 Education atmosphere

Theme stated in the WPHRE:

---

132 Perspectives of Research on Human Rights Education. Felisa Tibbits, p.5.

The concept of HRE environment stated in the WPHRE is described as an adequate atmosphere free from want and fear[133].

According to the WPHRE, HRE should strive to achieve a learning environment where human rights are practiced and lived in the daily life of a school community. A rights-based environment respects and promotes the human rights of all school actors and is known for involving: understanding, respect and responsibility[134].

Manual content:

In Compass is mentioned the need to create a safe environment where participants learn by experiencing, exploring, giving and taking[135]. Moreover, it mentions the need to work in an atmosphere where the concepts of equality and cooperation are present. The environment has to be appropriate for the level of maturity of the participants and it must encourage the participation of everyone[136].

Conclusion:

The education atmosphere described in Compass follows the principles mentioned in the WPHRE since it is an adequate environment due to the fact that it´s made considering the "level of maturity" and preaches equality and cooperation. These aspects lead to an environment free from want and fear where all students are encouraged to participate.

Since the manual aims at the participation of everyone, it requires a good understanding, respect and responsibility to be reflected throughout HRE activities. These concepts

---

133" Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.1.

134" Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.4.

135" Patricia Brander et al. (2012), p. 46.

136" Patricia Brander et al. (2012), p.47.

need to be taken into consideration at the time of doing a HRE activity due to the fact that everyone has to understand what is being taught and everyone has to respect each other so that participation of all students can take place.

4.4.2 Values

Theme stated in the WPHRE:

The WPHRE does not provide the definitions of values as such, but it mentions a variety of concepts, from respect and participation to equality and non-discrimination, which are seen as relevant to contributing to a better society[137]. The fact of developing values and reinforce attitudes can contribute to promote and raise awareness about human rights.

Regarding the value of the United Nations programmes, the World Programme states that they are valid if national and local actors contribute to implement them in their communities[138].

Manual content:

The values most thoroughly described in the manual relate to dignity of every human being, freedom of thought and expression, the respect for others' opinions, communication, critical thinking, advocacy, tolerance and respect[139].

Values are meant to be taught through experience, since they cannot be internalised just by reading them. Therefore, making participants experience those values and practice

---

[137] Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

[138] Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

[139] Patricia Brander et al.(2012), p.33.

them is what is best in order to transmit them.

Conclusion:

Compass contains the main values from which all human rights are born, therefore they provide the students the values needed in order to develop the human rights activities based on human rights principles.

Since Compass contains general human rights values like freedom of expression, dignity, respect, tolerance and advocacy among others, it covers all values (required in the WPHRE) at the time of developing HRE activities.

4.4.3 Information/knowledge

Theme stated in the WPHRE:

The WPHRE provides practical guidance on implementing HRE in primary and secondary school systems. It is mentioned that HRE should convey fundamental human rights principles and that activities should be practical[140]. The educator's knowledge must involve commitment and motivation for human rights and he or she should promote a style of teaching that respects the dignity and rights of the students.[141] The way knowledge is taught should reflect human rights values in order to allow learners to identify and address their human rights needs and seek solutions (whenever they are violated) based on human rights standards[142].

140" Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

141" Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

142" Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.1.

Manual content:

First of all, the knowledge and information that is provided in the manual is clearly based on core human rights values. Moreover, the manual gives detailed information on all human rights with their respective characteristics in order to make them more understandable and clear for students. All those rights are addressed in the manual by using different perspectives which can be for instance be made from a national or an international position.

Conclusion:

The manual contains a wide variety of information regarding human rights, therefore the information given covers all the most important areas related with human rights. Since the activities of Compass are based on making students participate by discussing a topic or contributing somehow to the activity, the importance of practicing is emphasized in the manual. In addition, all the knowledge is accompanied by the needed values and explanations of activities are given with detail so that they can be transmitted to the students.

4.4.4 *Themes*

Theme stated in the WPHRE:

"Strengthen the child's capacity to enjoy the full range of human rights"[143]. As stated in the Committee on the Right on the Child (general comment No.1), children must be

---

[143] Committee on the Right on the Child. General comment No.1 (para. 2) WPHRE in p.17.

enabled to learn the full range of human rights. Therefore, all themes regarding human rights must be addressed in the HRE programmes. By receiving all that knowledge through their HRE, the kids are provided with the tools needed to achieve in their lives a balance and a human rights friendly response to challenges and difficulties that may arise in the current world where new changes, born from globalization process and technologies, are appearing.[144]

Manual content:

The themes contained in Compass range from educational, social and cultural to political and religious issues. Since each of the themes gather different kinds of issues they cover mostly all of the concerns regarding human rights.

HRE is well reflected in Compass since it goes through all sorts of societal issues that affect somehow in a person's life. These issues can be related to their social class, their religious views, physical or psychological condition and ideologies.

Compass embraces several issues that currently take place in different countries and that are a challenge to be solved. The manual contains 20 human rights themes, each of which gathers different human rights issues. The themes are: children, citizenship and participation, culture and sport, democracy, disability, discrimination and intolerance, education, environment, gender, general human rights, globalisation, health, media, migration, peace and violence, poverty, religion and belief, remembrance, war and terrorism and work.[145]

---

144 " Commitee on the Rights on the Child. General comment No.1 (para.3) WPHRE in p.17.

145 "Compass, p.46.

Conclusion:

Compass follows the principles of the WPHRE when it comes to issues and content tackled due to the fact that it provides HRE students with all the different human rights based on different life aspects.

The themes covered range from social issues (e.g. political or economic conflicts) to the ones that make individuals distinguish between each other (e.g. religion, ethnicity, traditions). By using Compass, children can obtain a general overview of the features of each of the different rights, under what circumstances they have to be protected and through which measures. The depth and detail of the themes help students learn how to react in specific situations.

4.4.4 Skills

Theme stated in the WPHRE:

The skills are needed to promote, defend and apply human rights in daily life. Being aware of our common responsibility as individuals of what we are supposed to do regarding human rights contributes to promoting human rights in every community and in society at large[146]. In the WHPRE, skills is quite a broad concept that entails attitudes, behaviours, increasing of tolerance, enabling people to participate in a society and knowing how to uphold human rights in general[147].

Manuals content:

Compass refers to skills by mentioning several concepts related to knowledge about human rights, since that is the starting point to later know how to react in certain situations where human rights are being violated. Besides this, there are other aspects to

---

146" WPHRE p.11.

147" WPHRE p.12.

take into consideration when it comes to skills[148]. These aspects can be based on practising human rights, since the students learn how to put in practice their knowledge once they make use of it. For this reason, putting their learning into practice enables students to make good use of all the things that they have learned in theoretical courses.[149]

Conclusion:

Compass has an entire chapter devoted exclusively to human rights understanding, which provides students with all the theory to later carry on the practical activities based on applying theory to real life situations. Compass provides all the different ideas and tips required to tackle the different practical activities. These ideas and tips involve behaviour, actions, prioritizing issues etc. In light of all of this, it can be argued that the WPHRE skills principles are applied in Compass, since it is structured by following the different steps that lead to the adequate provision of skills through devising an action plan, which starts with knowledge and concludes in practice.

4.4.5 Teaching methods

Theme stated in the WPHRE:

As presented in the WPHRE, activities must be participatory, aimed at supporting social and emotional development of the child and foster democratic values[150]. Teaching methods should aim at raising awareness, understanding and acceptance of universal human rights standards and principles; develop a universal culture of human rights in which everyone is aware of their rights and responsibilities; pursuing the effective

---

148ᵉ Explained in chapter 3. Compass description in purpose.

149ᵉ Ibidem.

150ᵉPlan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.5.

realization of human rights and promote tolerance, non-discrimination and equality; ensure equal *opportunities* for all and contribute to the prevention of human rights violations and abuses[151].

Manual content:

Compass does not provide any specific method, since the HRE educators are the ones in charge of choosing it. An example of this could be an audio-visual resource in which different images are displayed on screen and can contribute to helping students acquire a more clear idea of what is being taught[152].

Conclusion:

Compass aims to provide kids with values, learning and skills by employing methods that can go from interactional activities to audio-visual means. All the different human rights concepts are reflected in the methods used by educators in Compass, but without following a specific method since it is up to the educator to choose the one that is most appropriate for the learning being transmitted.

4.4.7 Evaluation

Theme stated in the WPHRE:

The evaluation will take into consideration progress made in different areas which can involve legal frameworks and policies, curricula, teaching and learning progresses and

---

151 ̈UN General Assembly A/HRC/15/28 (2010), p.3-4.

152 ̈ Chapter 3. Compass description in Human rights methods of the manual.

tools, revision of textbooks, teacher training, improvement of the school environment among other aspects. The member states are responsible of doing the evaluation process in order to ensure the effective application of HRE in their school systems.[153]

Manual content:

Compass does not contain any evaluation of activities, but it does have teacher's supervision during the lessons, which helps the students to follow adequately what is being taught.

Conclusion:

Compass does not provide any evaluation like the one stated in the WPHRE. However, it does have what are known as "follow-up activities", the purpose of which is to assure that all the learning is being well transmitted to students.

---

[153] UNESCO and OHCHR (2006) WPHE Plan of Action (I phase) in p.35.

4.5 ABC.

Education atmosphere

Theme stated in the WPHRE:

The concept of HRE environment stated in the WPHRE is described as an adequate atmosphere free from want and fear[154].

HRE tries to achieve a learning environment where human rights are practiced and lived in the daily life of a school community. A rights-based environment respects and promotes the human rights of all school actors and is known for involving: understanding, respect and responsibility[155].

Theme stated in the manual:

According to this manual, an appropriate education atmosphere is maintained by teaching kids to not judge each other. This is something they should learn through their HRE teaching. The activities of ABC try to achieve trust between all the students and therefore respect and tolerance are promoted among other principles[156].

Conclusion:

Even though the ABC manual does not contain a specific definition of the classroom

---

154 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.1.

155 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.4.

156 Chapter 3. ABC description in structure.

atmosphere, it is described as a positive, respectful and nice environment where one self's and others human rights are acknowledged and respected. This classroom atmosphere is sought and established through the instructions given in the lesson.

Values

Theme stated in the WPHRE:

The WPHRE does not provide the definitions of values as such, but it mentions a variety of concepts, from respect and participation to equality and non-discrimination, as relevant to contribute to a better society[157]. The fact of developing values and reinforce attitudes leads to uphold human rights. Regarding the value of the United Nations programmes, the World Programme states that they are valid if national and local actors contribute to implement them in their communities[158].

Theme stated in the manual:

ABC transmits children knowledge about their own and others' worth, which includes all

values. According to this manual, equality and dignity are key concepts to attain, since they are essential in the human rights field.[159]

Conclusion:

---

157 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

158 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

159 Chapter 3. ABC description in structure.

Promoting equality and dignity as key values leads to respect the majority of values since

these two cover a wide variety of them, for instance non-discrimination or freedom of

expression, religion or the right to property. ABC does not specify any values since the

manual deals with them from a general perspective, in which all of the values may be

tackled while teaching a HRE programme/activity.

Information/Knowledge

Theme stated in the WPHRE:

It provides practical guidance to implement HRE in primary and secondary school systems. It is mentioned that HRE should convey fundamental human rights principles and the activities should be practical[160].

Educator´s knowledge must involve commitment and motivation for human rights and need to learn in a context of respect for their dignity and rights.[161]

The way on which knowledge is taught should reflect human rights values in order to allow learners to identify and address their human rights needs and seek solutions (whenever they are violated) based on human rights standards[162].

Theme stated in the manual:

The information in ABC is given in detail in the different HRE activities developed. It is based on providing ground rules in the activities, which will later be addressed and employs different methodologies and techniques of participation for students in order to

---

160 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

161 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

162 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.1.

become more familiar with the content given. The information provided leads to a rise in awareness of our own values as individuals as well as the values of others. The information is relevant for the children and easy to understand. Therefore, the fact of emphasizing concepts, analysis and critical thinking is relevant and needed in a HRE programme/activity.[163]

Conclusion:

The WPHRE emphasises the importance of transmitting all values in the information and knowledge given. ABC seeks to do this by raising awareness of the values of each individual and that of others. It tries to promote the importance of equality and dignity by using the analysis, the critical thinking and emphasizing key words.

Themes

Theme stated in the WPHRE:

"Strengthen the child's capacity to enjoy the full range of human rights"[164]. As stated in the Committee on the Right on the Child (general comment No.1) children are enable to learn the full range of human rights, therefore all themes regarding human rights must be addressed in the HRE programmes. The fact of receiving on their HRE all that knowledge provides the kids with the tools needed in order to achieve in their lives a balance, a human rights friendly response in order to face challenges and difficulties that may take place mostly in a world where new changes are appearing due to the globalization process based mostly on technologies and related phenomena.[165]

163" Chapter 3. ABC description in purpose.

164" Committee on the Right on the Child. General comment No.1 (para. 2) p.17 WPHRE.

165" Commitee on the Rights on the Child. General comment No.1 (para.3) p.17 WPHRE.

Theme stated in the manual:

ABC contains themes based on a wide range of human rights issues, mostly the ones related with the respect between individuals despite their differences. Other themes brought up in the ABC manual have to do with development and environment, another is related to the right to food and water, the right to work and the right to housing.

Conclusion:

Children are provided with knowledge on different themes that commonly take place in society. Even though the manual does not tackle a wide variety of them, it provides important themes that may take place in diverse situations. The themes explained in the manual refer to rights and describe the articles, laws and other legal measures that support each of them. This allows children to acquire the tools needed to defend them from being violated.

Skills

Theme stated in the WPHRE:

The skills are needed to promote, defend and apply human rights in daily life. The fact of being aware of our common responsibility as individuals of what are we supposed to do regarding human rights leads towards the development of human rights in every community and in society at large[166].

Skills refer to a quite broad concept that entails attitudes, behaviours, increasing of tolerance, enabling people to participate in a society, knowing how to uphold human rights in general[167].

166" WPHRE p.11.

167" WPHRE p.12.

Theme stated in the manual:

The skills of the manual are not defined as such since what it mentions is the variety of techniques to be applied in the programme. Some of the skills that are mentioned refer to making children mature when it comes to tackling conflicts, for instance, or how to react when face with a human rights violation. The manual provides those skills through the implementation of techniques that are transmitted to the students and that help them to carry out the topics constituting the different themes.

Conclusion:

ABC provides students with the needed skills to effectively contribute to the protection of human rights. Through the explanations given in the manual, based on the legal support of each of the themes plus the provision of knowledge about their own values and the values of others, the students are enabled to acquire the skills required in the field of HRE.

Teaching methods

Theme stated in the WPHRE:

Activities must be participatory and must be based on supporting social and emotional development of the child and foster democratic values[168].

Teaching methods are related with raising awareness, understanding and acceptance of universal human rights standards and principles; develop a universal culture of human

---

168 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.5.

rights in which everyone is aware of their rights and responsibilities; pursuing the effective realization of human rights and promote tolerance, non-discrimination and equality; ensure equal *opportunities* to all and contribute to the prevention of human rights violations and abuses[169].

Theme stated in the manual:

ABC contains methods aimed at promoting responsibility of individuals in the area of human rights. Since it gathers a wide range of methods to be applied, ABC relies on trust, broad knowledge on human rights and the increase of self-confidence at the time of putting the different methods into practice. They are based on promoting the importance of congratulating each other when considered or setting a series of questions that will later have to be answered by participants. This makes the students aware of their responsibilities by going through the content of the themes addressed[170].

Conclusion:

As stated in the WPHRE, activities are participatory because they make the children be involved in them by either explaining their ideas or offering somehow their knowledge and opinions within the class. Besides participation, the theoretical part is relevant, since the content aims to promote principles like for instance trust or equality. This helps the student develop that concept in a practical setting at a later stage. Through the themes of ABC, children become able, for example, to know the foundation of human rights in a democratic system. Thus, the activities described in the manual can promote the skills that are required to act in accordance with human rights principles and values.

---

169 UN General Assembly A/HRC/15/28 (2010), p.3-4.

170 Chapter 3. ABC description in Human Rights Education Methods.

Evaluation

Theme stated in the WPHRE:

The evaluation will take into consideration progress made in different areas which can involve legal frameworks and policies, curricula, teaching and learning progresses and tools, revision of textbooks, teacher training, improvement of the school environment among other aspects. The member states are responsible of doing the evaluation process in order to ensure the effective application of HRE in their school systems.[171]

Theme stated in the manual:

As stated in the ABC manual, the students' understanding of the content can be tested in standards ways, while evaluating attitudes is harder due to the subjective nature of the judgements involved. For the theory taught in the HRE programme, the evaluation is based on quizzes made to the students in order to see whether they understood and learnt the literature and theory tackled. In addition, ABC includes a school environment evaluation which is made by employing monitoring mechanisms and indicators that provide aid to improve and polish the HRE course through suggestions, critics or comments[172].

Conclusion:

The manual is based on reporting progress made by evaluating different aspects like the school environment, which has to be monitored in order to see if its adequate or not. Regarding the content transmitted to kids, the evaluation made in order to see if the

---

171 UNESCO and OHCHR (2006) WPHE Plan of Action (I phase) in p.35.

172 UN and OHCHR, New York – Geneva (2004) "Teaching Human Rights-Practical activities for primary and secondary schools" in p. 29.

HRE content was efficient is made by quizzes, which is another evaluation measure mentioned in the WPHRE.

4.6 Human Rights Training (a manual on Human Rights Training Methodology).

Education atmosphere

Theme stated in the WPHRE:

The concept of HRE environment stated in the WPHRE is described as an adequate atmosphere free from want and fear[173].

HRE tries to achieve a learning environment where human rights are practiced and lived in the daily life of a school community. A rights-based environment respects and promotes the human rights of all school actors and is known for involving: understanding, respect and responsibility[174].

Theme stated in the manual:

The manual is based on transmitting trainees the need to promote human rights while developing their careers. Therefore, the HRE programmes seek to create an atmosphere related with the principles and values acquired by the trainee, which will be the ones setting an environment of respect, trust, tolerance and friendly relations among HRE participants.[175]

---

173 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.1.

174 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.4.

175 UN , New York-Geneva (2000) "Professional Training Series No.6" Chapter II in p.3.

Conclusion:

In this manual, the HRE teacher/educator has to set up an atmosphere where he/she reflects all the principles and values learnt from human rights. Therefore, it involves all the aspects that can be identified with human rights, as freedom of speech, tolerance, trust, respect and friendly relationships are some of the factors that form an adequate HRE atmosphere.

Values

Theme stated in the WPHRE:

The WPHRE doesn´t provide the definitions of values as such, but it mentions a variety of concepts that go from respect, participation, equality and non-discrimination as relevant to contribute to a better society[176]. The fact of developing values and reinforce attitudes leads to uphold human rights.

Regarding the value of the United Nations programmes, the World Programme states that they are valid if national and local actors contribute to implement them in their communities[177].

Theme stated in the manual:

Human Rights Training does not provide a list of the values it contains, but it mentions

the need to sensitize students (e.g. by reinforcing positive attitudes to trainees) in order

---

[176]Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

[177]Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

to make them aware about all human rights values that should be taken into consideration. The manual transmits values in an indirect way by giving the trainees an introductory session regarding the nature of human rights, which is in chapter four of the manual. This is another way of teaching trainees the foundations of human rights – and therefore, it helps the trainees to recognize and carry out the principles and values of human rights[178].

Conclusion:

Human Rights Training transmits values and knowledge about human rights principles to

the trainees by employing methods based, for instance, on familiarizing them with the

basis on which human rights stands. Therefore, this manual complies with what is stated

in the WPHRE about the values applied, since it transmits the human rights concepts by

sensitizing the trainees. Employing a method based on sensitizing trainees contributes to

improving and reinforcing their behaviour.

Information/knowledge

Theme stated in the WPHRE:

 It provides practical guidance to implement HRE in primary and secondary school systems. It is mentioned that HRE should convey fundamental human rights principles and the activities should be practical[179].

Educator´s knowledge must involve commitment and motivation for human rights and

---

178" UN (2010) in Chapter 4.

179"Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

need to learn in a context of respect for their dignity and rights.[180]

The way on which knowledge is taught should reflect human rights values in order to allow learners to identify and address their human rights needs and seek solutions (whenever they are violated) based on human rights standards[181].

Theme stated in the manual:

The content of the manual is given to the target groups with the objective of filling their needs since the content has to suit the audience it addresses. The same happens with the methods applied, they fit their target group due to the fact that they are already adapted and modified in order to cover the target group´s needs and expectations[182].

In the content of the manual there is information about what are human rights and the humanitarian standards, then that content is transmitted through practical activities which require the participants involvement by sharing ideas, take part in a discussion and provide creativity among others contributions[183].

Conclusion:

It can be argued that this manual complies with the requirement written in WPHRE i.e. sensitizing students and providing them with activities in which they can put their

---

180 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

181 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.1.

182 Please see chapter 3-Manuals description, p. 19.

183 Please see chapter 3-Manuals description, p. 19.

human rights learning into practice. In addition, the humanitarian standards are transmitted to the trainees since they set the human rights values and principles over which they HRE learners will have to consider when participating in a HRE programme.

Themes

Theme stated in the WPHRE:

"Strengthen the child's capacity to enjoy the full range of human rights"[184]. As stated in the Committee on the Right on the Child (general comment No.1) children are enable to learn the full range of human rights, therefore all themes regarding human rights must be addressed in the HRE programmes. The fact of receiving on their HRE all that knowledge provides the kids with the tools needed in order to achieve in their lives a balance, a human rights friendly response in order to face challenges and difficulties that may take place mostly in a world where new changes are appearing due to the globalization process based mostly on technologies and related phenomena.[185]

Theme stated in the manual:

Human Rights Training addresses themes regarding the right to development since it is a right that can provide people with the opportunity of improving, for instance, any social aspect which can be the integration of lower class citizens into society[186] (is

---

184" Committee on the Right on the Child. General comment No.1 (para. 2) p.17 WPHRE.

185" Commitee on the Rights on the Child. General comment No.1 (para.3) p.17 WPHRE.

186" Please see, chapter 2- Manuals description, p.22.

important to mention that the right to development is aimed towards individuals and groups). Since the manual tries to transmit the importance of respecting all human rights, the themes tackled in the manual imply a wide variety of rights, which are applied in the activities.

Conclusion:

This manuals complies with the principles of the WPHRE since it tackles all different human rights themes. This means that the manuals complies with the requirement of providing HRE participants with the opportunity of being capable of enjoying the full range of human rights.

Skills

Theme stated in the WPHRE:

The skills are needed to promote, defend and apply human rights in daily life. The fact of being aware of our common responsibility as individuals of what are we supposed to do regarding human rights leads towards the development of human rights in every community and in society at large[187].

Skills refer to a quite broad concept that entails attitudes, behaviours, increasing of tolerance, enabling people to participate in a society, knowing how to uphold human rights in general[188].

Theme stated in the manual:

187" WPHRE p.11.

188" WPHRE p.12.

The manual mentions the need to be aware of our responsibilities by employing our capacity obtained through HRE. Those responsibilities may require the development of human rights methods or techniques such as problem-solving that challenges participants to prove their skills at the time of having to solve a conflict[189].

Conclusion:

The HRE activities described in this manual provides trainees with the capacity to develop their responsibilities as members of a society. Therefore, it fulfils the requirement of the WPHRE based on assigning participants practical roles in the HRE activities in order to enable them to carry out their responsibilities in real life.

Teaching methods

Theme stated in the WPHRE:

Activities must be participatory and must be based on supporting social and emotional development of the child and foster democratic values[190].

Teaching methods are related with raising awareness, understanding and acceptance of universal human rights standards and principles; develop a universal culture of human rights in which everyone is aware of their rights and responsibilities; pursuing the effective realization of human rights and promote tolerance, non-discrimination and equality; ensure equal *opportunities* to all and contribute to the prevention of human

---

189" Please see chapter 3- Manuals description in p.20.

190"Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.5.

rights violations and abuses[191].

Theme stated in the manual:

Human Rights Training provides a wide variety of methods based on sensitizing, through which it contributes to making participants aware of their own negative attitudes e.g. prejudices. Moreover, practical methods are taken in the activities in order to apply all the human rights learning in real life situations. Flexibility is another element of the method, since this allows HRE activities to flow naturally and encourages participants to feel free to ask, for instance, questions whenever they consider.

Conclusion:

Human Rights Training provides values and supports participants in a social and emotional way by using sensitizing methods that help overcoming prejudices, negative perceptions or biases that the participant may not notice him- or herself. Since practical methods are also applied in the manual, HRE students are able to apply their acquired knowledge in real life situations, for instance conflicts or various types of human rights violations.

Evaluation

Theme stated in the WPHRE:

According to the manual, evaluation should take into consideration the progress made in different areas, which can involve legal frameworks and policies, curricula, teaching

---

191 UN General Assembly A/HRC/15/28 (2010), p.3-4.

and learning progresses and tools, revision of textbooks, teacher training, improvement of the school environment among other aspects. The member states are responsible of doing the evaluation process in order to ensure the effective application of HRE in their school systems.[192]
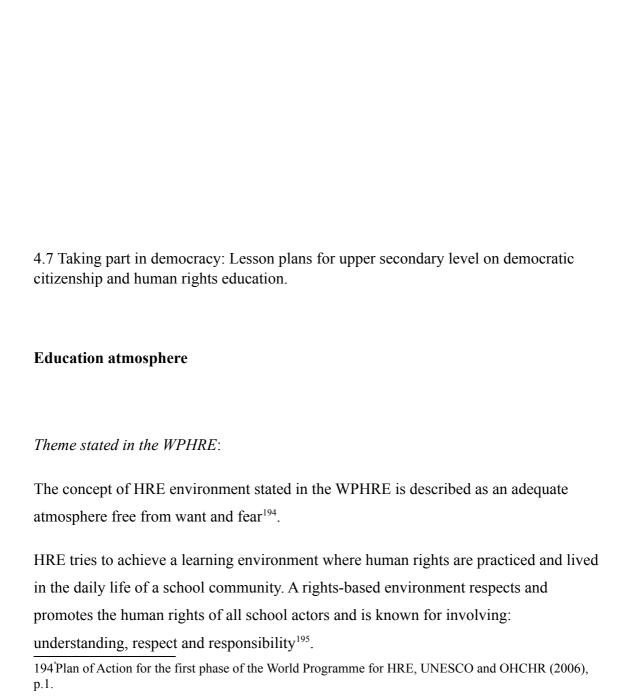
Theme stated in the manual:

The manual employs evaluation tools in order to develop the training. These tools include pre- and post-training evaluative exercises, for instance in the form of testing questionnaires. Pre-course questionnaires and evaluation sessions enable the trainer to adapt his/her course to the educational needs of participants, while post-course questionnaires enable trainers to improve future courses by receiving critics or suggestions from the questionnaires given or by the people in charge of evaluating the HRE course imparted[193].

Conclusion:

Human Rights Training evaluates the HRE activities by using pre- and post-training questionnaires as well as evaluative sessions. Through these measures, the continual improvement of HRE courses, which is required in the WPHRE, is promoted. This manual fulfils the WPHRE evaluation requirements, because it focuses on evaluating aspects of the HRE course, which imply content, activities, methods and themes addressed by the educator.

192" UNESCO and OHCHR (2006) WPHE Plan of Action (I phase) in p.35.

193" UN (2000) Human Rights Training in p.2.

4.7 Taking part in democracy: Lesson plans for upper secondary level on democratic citizenship and human rights education.

Education atmosphere

Theme stated in the WPHRE:

The concept of HRE environment stated in the WPHRE is described as an adequate atmosphere free from want and fear[194].

HRE tries to achieve a learning environment where human rights are practiced and lived in the daily life of a school community. A rights-based environment respects and promotes the human rights of all school actors and is known for involving: understanding, respect and responsibility[195].

194 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.1.

195 Plan of Action for the first phase of the World Programme for HRE, UNESCO and OHCHR (2006), p.4.

Theme stated in the manual:

Even though the manual doesn´t give a specific description on a school environment, it mentions the importance of teaching HRE participants to know the different values and respect each other. Taking part in democracy refers to the need of respecting the liberty and equality of the students so that they can exercise their human rights and mature in a nice and comfortable atmosphere[196].

Conclusion:

The manual, as stated in the WPHRE, emphasizes the need of taking into consideration the concepts of liberty and equality which are basic to have a nice and comfortable education atmosphere. The principle of respect is also mentioned in the manual, therefore the manual mentions the interest of making the students understand it and put it in practice.

Values

Theme stated in the WPHRE:

The WPHRE doesn´t provide the definitions of values as such, but it mentions a variety of concepts that go from respect, participation, equality and non-discrimination as relevant to contribute to a better society[197]. The fact of developing values and reinforce

---

196" Please see Chapter 3-Manuals decription in p.17 (purpose).

197"Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

attitudes leads to uphold human rights.

Regarding the value of the United Nations programmes, the World Programme states that they are valid if national and local actors contribute to implement them in their communities[198].

Theme stated in the manual:

The values tackled in the manual are very varied because the mentioning of different rights in this manual leads to refer to the values that form those rights. All values are mentioned in the themes tackled in the manual, therefore a theme based for instance on tolerance would refer to values such as equality or respect.

Conclusion:

The manual addresses different themes, which leads to mention a diversity of values that are somehow related with the themes written in the manual. Basic themes such as respect, equality are tackled and then there are others which are as well transmitted with the finality of contributing to create a better society.

Information/Knowledge

Theme stated in the WPHRE:

 It provides practical guidance to implement HRE in primary and secondary school systems. It is mentioned that HRE should convey fundamental human rights principles and the activities should be practical[199].

---

198 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) in Foreword.

199 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

Educator´s knowledge must involve commitment and motivation for human rights and need to learn in a context of respect for their dignity and rights.[200]

The way on which knowledge is taught should reflect human rights values in order to allow learners to identify and address their human rights needs and seek solutions (whenever they are violated) based on human rights standards[201].

Theme stated in the manual:

The knowledge and information of human rights in the manual is transmitted by making use of concepts such as identity, responsibility or pluralism due to the fact that they provide information and practical guidance about how to take part in a democratic society. These concepts are formed by values and principles that have to be known by the students so that they can apply them on future on real life situations[202].

Conclusion:

The manual offers through different teaching techniques (identity, responsibility and pluralism) the knowledge and information needed in order to carry out their social actions in an effective and productive way.

Themes

---

200 ̈Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006) p.5.

201 ̈Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.1.

202 ̈ Please see chapter 3- Manuals description in p. 18-19 (structure).

Theme stated in the WPHRE:

"Strengthen the child's capacity to enjoy the full range of human rights"[203]. As stated in the Committee on the Right on the Child (general comment No.1) children are enable to learn the full range of human rights, therefore all themes regarding human rights must be addressed in the HRE programmes. The fact of receiving on their HRE all that knowledge provides the kids with the tools needed in order to achieve in their lives a balance, a human rights friendly response in order to face challenges and difficulties that may take place mostly in a world where new changes are appearing due to the globalization process based mostly on technologies and related phenomena.[204]

Theme stated in the manual:

There is a wide range of themes in this manual. The themes are based on birth rights with the objective of allowing students to identify the different rights and know when they are being violated. Another theme is based on government and politics, which allows the students to know about the principles that form a democratic society[205].

Conclusion:

The manual tackles the variety of themes that human rights involves, therefore it follows what is written in the WPHRE which mentions the importance of strengthening the child´s capacity to enjoy the full range of human rights. The themes of the manual are followed by all the required information that enables the students to understand it and at the same time develop all the learning received whenever needed.

203" Committee on the Right on the Child. General comment No.1 (para. 2) p.17 of the WPHRE.

204" Commitee on the Rights on the Child. General comment No.1 (para.3) p.17 of the WPHRE.

205" Please see chapter 3-Manuals description in p.21 (human rights themes of the manual).

Skills

Theme stated in the WPHRE:

The skills are needed to promote, defend and apply human rights in daily life. The fact of being aware of our common responsibility as individuals of what are we supposed to do regarding human rights leads towards the development of human rights in every community and in society at large[206].

Skills refer to a quite broad concept that entails attitudes, behaviours, increasing of tolerance, enabling people to participate in a society, knowing how to uphold human rights in general[207].

Theme stated in the manual:

The skills of the manual are transmitted by practical activities on which students have a role to play which could be in a game arranged by the educator or through classroom debates that contribute on making children reflect about different aspects about human rights. These kind of activities contribute on making the students be aware of aspects involving human rights and consequently enable them to carry out the learning since their ideas and behaviours are improved along the HRE course.

Conclusion:

206" WPHRE p.11.

207" WPHRE p.12.

The manual offers to the students the chance to develop their abilities on human rights through all the HRE learning acquired. The manuals offers them the information needed concerning different human rights themes which allows the students to identify their rights and others rights, it also enables them to know how are those rights protected under the law and how to apply them in real situations when needed.

Teaching methods

Theme stated in the WPHRE:

Activities must be participatory and must be based on supporting social and emotional development of the child and foster democratic values[208].

Teaching methods are related with raising awareness, understanding and acceptance of universal human rights standards and principles; develop a universal culture of human rights in which everyone is aware of their rights and responsibilities; pursuing the effective realization of human rights and promote tolerance, non-discrimination and equality; ensure equal *opportunities* to all and contribute to the prevention of human rights violations and abuses[209].

Theme stated in the manual:

The methods employed are quizzes, interviews that aim to provide human rights knowledge to the students and as well make them reflect about human rights situations that may be stated in this exercises given.

---

208 Plan of Action for the first phase of the World Programme for Human Rights Education, UNESCO and OHCHR (2006), p.5.

209 UN General Assembly A/HRC/15/28 (2010), p.3-4.

The emphases is as well given to practical activities based on formulating questions such as: what would you do if you witness a human rights violation? How would you do it?[210]

Conclusion:

The manual offers theoretical and practical methods that contribute on leading the student in the direction towards finding out the correct way of dealing with human rights issues. The students are given preparation in this manual by showing them to acquire the appropriate attitude and employing their knowledge to find out solutions.

Evaluation

Theme stated in the WPHRE:

The evaluation will take into consideration progress made in different areas which can involve legal frameworks and policies, curricula, teaching and learning progresses and tools, revision of textbooks, teacher training, improvement of the school environment among other aspects. The member states are responsible of doing the evaluation process in order to ensure the effective application of HRE in their school systems.[211]

Theme stated in the manual:

"Taking part in democracy" lacks evaluation since there is no mention to it along the manual, but there are other factors similar to it such as educator's supervision on students during the HRE course and as well monitoring of the activities content and

---

210[*] Please see chapter 3-Manuals description in p.21-22.

211[*] UNESCO and OHCHR (2006) WPHE Plan of Action (I phase) in p.35.

practices.

Conclusion:

Since the manual follows an evaluation that differs from the one stated in the WPHRE, it doesn´t consider, for instance, any kind of legal frameworks or policies. It does offer other factors related with the teacher´s.

11. Conclusion

The four manuals follow the criteria stated in the WPHRE when it comes to content and themes. Different HRE aspects and the content given suits, on a major scale, the expectations stated in the WPHRE.

Since human rights can involve a wide variety of topics/themes in some cases is not easy to reflect them in a HRE manual which has to give the correspondent content in a proper way so that students can easily understand it and employ all the content adequately. If ,for instance, the ethical theme is brought up the fact of explaining its ethical background, its effects on society or it´s philosophical perspective require a deep study that contributes to know in detail the role of this theme/topic on the HRE field and its link with it.

Despite this challenge at the time of providing the proper content, the four manuals are able to mostly fulfil the expectations of the international standards stated in the HRET and the WPHRE.

Regarding other aspects as the practical activities, the educational atmosphere, the methods employed, the skills or the evaluation process cover most of what is stated in the WPHRE.

It should be known that human rights education is a process that does not only mean the creation of HRE but as well the application of it in different countries and then the necessary assessment that should be given to it so that it´s application has been effectively done. A good way of applying human rights education is by establishing good policies that set a criteria to be followed and that makes the applying process much easier and clear. Apart from that, the fact of criticizing and knowing what has been discussed about HRE programmes are important factors that contribute to make HRE become better and more effective.

~~12.~~ **Bibliography**

Benedek, Wolfgang "Understanding Human Rights". Graz: NWV Neuer Wissenshcaftlicher Verlag. 2006.

Brander, Patricia et al. "Compass". Strasbourg: Council of Europe (2012).

Claude, Richard Pierre & Andreopoulos, George J., Human Rights Education for the Twenty-First Century. Philadelphia, USA: University of Pennsylvania Press. 1997.

Faye Jacobsen, Anette "Human Rights Education", pp.349-367. Alfredsson, Gudmundur et al., International Human Rights Monitoring Mechanisms. Leiden-Boston: Martinus Nijhoff Publishers. 2009.

Faye Jacobssen, Anette "Human rights education: Human rights education, trends and paradoxes", pp. 126-138. Jørgensen, Rikke Frank & Slavensky, Klaus, Implementing Human Rights. Dennmark: Danish Institute for Human Rights. 2007.

Tibbits, Felisa "Perspectives of Research on Human Rights Education" ZfMRB 1/2010 8-29.

Krapf, Peter et al. "Taking part in democracy". Strasbourg: Council of Europe Publishing, 2010.

Osler, Audrey & Starkey, Hugh, Teachers and Human Rights Education. UK and

Sterling, USA: Trentham Books Limited. 2010.

Suarez, David "Education Professionals and the Construction of Human Rights Education" in pp.48-70, Comparative Education Review (Chicago Journals), Vol.51, 2007.

United Nations and Office of the High Commissioner for Human Rights "Human Rights Training". New York and Geneva: UN, 2000.

United Nations and Office of the High Commissioner for Human Rights "ABC". New York and Geneva: UN, 2004.

A/RES/66/137. United Nations, 16 February 2012.

A/59/525/Rev.1. United Nations, 2 March 2005.

A/HRC/15/28. United Nations, 27 July 2010.

UNESCO, OHCHR. Plan of Action-World Programme for Human Rights Education. First Phase. New York and Geneva: UN, 2006.

UNESCO, OHCHR. Plan of Action-World Programme for Human Rights Education. Second Phase. New York and Geneva: UN, 2012.