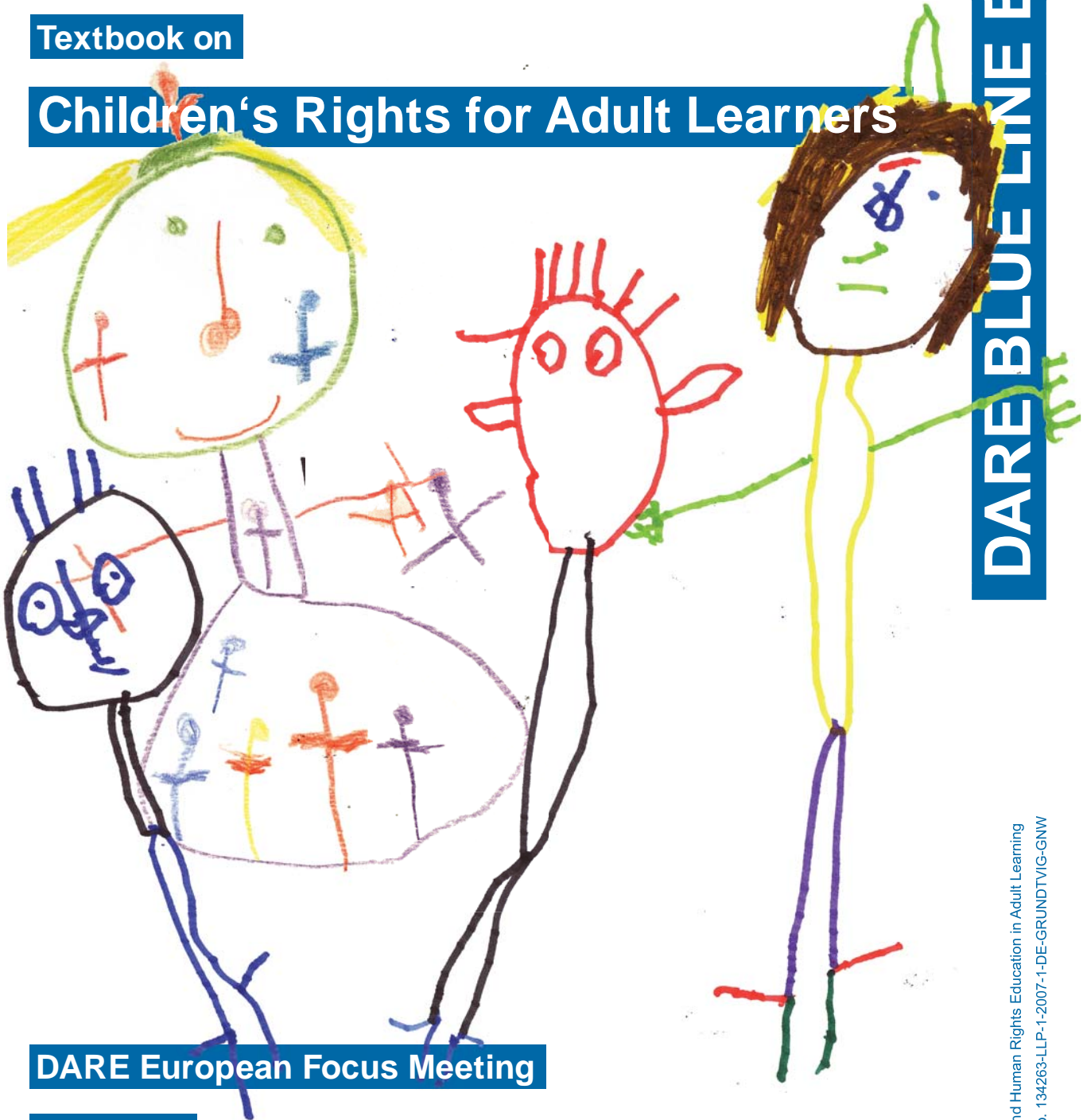


# DARE

Democracy and Human Rights Education in Adult Learning

Textbook on

## Children's Rights for Adult Learners



DARE BLUE LINE EDITION

DARE European Focus Meeting

organized by:



**VORMEN** vzw  
EXPERTISECENTRUM  
MENSENRECHTEN- EN  
KINDERRECHTENEDUCATIE  
VLAANDEREN



Education and Culture DG

Lifelong Learning Programme

Democracy and Human Rights Education in Adult Learning  
EU Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW

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## INTRODUCTION

The “Charter of Fundamental Rights of the European Union” defines the rights of the child in Art. 24:

1. Children shall have the right to such protection and care as is necessary for their well-being. They may express their views freely. Such views shall be taken into consideration on matters which concern them in accordance with their age and maturity.
2. In all actions relating to children, whether taken by public authorities or private institutions, the child’s best interests must be a primary consideration.
3. Every child shall have the right to maintain on a regular basis a personal relationship and direct contact with both his or her parents, unless that is contrary to his or her interests.

The DARE focus meeting “Children’s Rights for Adult Learners” in Brussels, Jan 28-29, 2010 explored the strategies of children’s rights education for adults – bearing in mind that it is mainly adults who will in many cases protect and enforce children’s rights. Therefore, children’s rights education is a crucial part of adult education in Europe.

The DARE focus meeting was jointly organised by DARE – Democracy and Human Rights Education in Europe and VORMEN, the Flemish Organisation for Human Rights Education. Fourteen experts representing ten European organisations gathered for a two-day exchange of best practices and discussion of policy approaches in the field.

In preparation for the meeting, country reports from Austria, Belgium, Germany, the Netherlands and Slovenia were provided by the participants, outlining the basic issues concerning the national situation of children’s rights education for adults. These country reports were focused on government agencies responsible for children’s rights education for adults, as well NGOs and NGO activities in the field. The country reports served as background information for the discussion of case studies from Austria, Belgium, Bulgaria, Germany, Hungary, the Netherlands and Slovenia – all in the framework of current educational policies developed by the European Union, the Council of Europe and the United Nations.

Working groups tested practical educational tools, self assessment strategies and argumentation strategies to promote children’s rights education in adult learning. The group analysed policy papers like the draft “COE Framework for the Development of Teacher’s Competences on Citizenship and Human Rights Education”, and the draft “UN Declaration on Human Rights Education and Training”. Comments on the latter were subsequently submitted and partly integrated into the most recent draft of the UN Declaration – a result the DARE network is particularly proud of.

The publication of this documentation coincides with the withdrawal of the German Federal Government's reservation relating to the United Nations Convention on the Rights of the Child. After an 18-year-long struggle, minor refugees and asylum seekers will finally be granted the same rights as German minors. This is a big step forward towards a Europe, where the rights of all children are known, protected and enforced without exception.

This publication is a result and part of the work plan of the EU Grundtvig Network Project "DARE – Democracy and Human Rights Education in Adult Learning", funded with support from the European Commission (EU Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW) to the beneficiary organisation AdB – Arbeitskreis deutscher Bildungsstätten.

This Focus Meeting documentation is available as well in print as for download (pdf-file) at [www.dare-network.eu](http://www.dare-network.eu). Please do not hesitate to contact us should you need any additional information.

We would like to express our appreciation to the workshop leaders, training facilitators, moderators, speakers, researchers and all the others who helped to make this focus meeting a success!

Georg Pirker, Anne Stalfort  
DARE Project Office Berlin, May 2010

For further information on DARE and DARE's current EU project "Democracy and Human Rights Education in Adult Learning" please visit [www.dare-network.eu](http://www.dare-network.eu) or contact Georg Pirker at [pirker@adb.de](mailto:pirker@adb.de).

## **Part 1: Research Papers and Good Practices**

### **Children's Rights and the Right to Education<sup>1</sup>**

*Alena Kroupová, Human Rights Education Centre, Charles University of Prague*

The essay deals with the description of general characteristics of children's rights and their possible impact on quality education. It seeks to contribute to the discussion on relations between children's rights as rights of a group and the human right to education. In this connection respective international legal norms of human rights including the Convention on the Rights of the Child are briefly analyzed. Children's rights are interpreted as the rights of immature human beings, the discrepancy between the appreciation of a child as a unique human being and a member of the (minority) group of children is underlined.

The present text also attends to results of long-term research dealing with a child's right "to be heard" de facto reducing a fundamental right to quality education for an individual child. Contemporary increasing active participation of children in education on the other hand is mentioned as a possible support to enhancing their responsibilities for quality education.

#### **1. Children and children's rights**

During the last century there were plenty of special investigations, documents and provisions considering children and childhood from different points of view, e.g. medical, pedagogical, juridical, psychological, sociological or demographical. In Europe where the international human rights legal norms are in force there is no hesitation concerning the importance of quality education not only for children themselves but for the successful overall development. Contemporary huge scientific, technological, information and communication progress is changing not only the social demographic structure of the European population but the role of edu-

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<sup>1</sup> Article originally published in COE 5th Prague Forum: "The right to quality education", 20-22 November 2008, Charles University, Prague, Proceedings, [http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/DownloadFiles\\_March2010/PRAGUE%20FORUM%202008%20proceedings.pdf](http://www.coe.int/t/dg4/education/edc/Source/Pdf/Downloads/DownloadFiles_March2010/PRAGUE%20FORUM%202008%20proceedings.pdf)

ation too. Let us start with a brief description of terms and characteristics of children in several basic internationally approved human and children's rights documents.

### **1.1 Social and legal characteristics of children – children as human beings**

- a) Children are human beings, though young ones and they are entitled to be treated in ways that humans are. Children in the international human rights legal documents (such as General Declaration of Human Rights – GDHR, International Covenant on Economic, Social and Cultural Rights, UN Convention on the Rights of the Child – CRC), are recognized as immature human beings.
- b) Children are young human beings. Article 1 of the UN Convention on the Rights of the Child (regularly monitored by the UN Committee on the Rights of the Child) defines a child as any human being below the age of eighteen years "unless, under the law applicable to the child, maturity is attained earlier".
- c) Research as well as legal documents have identified children as a minority group towards whom society needs to reconsider the way it behaves. As members of a minority group children feel discriminated also because they should not be considered a homogenous group as they used to be.

Child and adult are merely distinct temporal stages of a single individual. Children as well as any human being differ each from the other. So it gives a big responsibility to consider how any policy or action – even if very indirect and attenuated – can have implications and will affect all children. CRC uses practically always the term "of a child" underlining the individuality of every child. Children are a group of individuals where every single one is different from the other!

### **1.2 Human rights and children's rights**

Rights are protected choices and international human rights law defines rights as claims addressed to governments specifying what governments should and should not be doing. Rights thus cannot exist without corresponding governmental obligations:

- a) Children are recognized as immature human beings who should possess all basic, general human rights but enjoying some of them is postponed up to their adulthood. Besides children have some additional (developmental) rights that should help them to reach maturity.
- b) Children's rights are in respective international legal documents presented as the human rights of minors with particular attention to the rights of special protection and care afforded to them. In spite of that the field of law reduces human rights for child-



ren: As minors by law children do not have autonomy or the right to make decisions on their own concerning themselves.

Human rights are more frequently than children's rights topic not only for governmental policy but for members of civil society too. Anyway, protection, enforcement and observation of adopted children's rights legal norms represent important activities of international and national NGOs.

### **1.3 Legal and political observation of children's rights**

a) The UN Convention on the Rights of the Child may be a positive tool for promoting child's welfare for all Council of Europe countries that have adopted it. (There are only two countries in the whole world that did not: USA and Somalia.) As a standard principle of child welfare law and policy article 3.1 of this Convention states that the "best interests" of a child should be promoted. ("In all actions concerning children ... the best interests of the child shall be a primary consideration.")

b) Article 12.1 not only accords the child the right freely to express his/her views on matters affecting him/her (to be listened to) but also gives the child an assurance to be the agent of his/her own life. However, there are problems in implementing such rights in a practical life.

c) A variety of enforcement organisations and mechanisms exist to ensure children's rights. They include e.g. the Child Rights Caucus for the United Nations General Assembly, Special Session on Children or the NGO Group for the Convention on the Rights of the Child. This group is a coalition of international non-governmental organisations and it was originally formed to facilitate the implementation of the UN Convention on the Rights of the Child. Partners in this group prefer to fight for all children also because they recognize children as a social and minority group.

### **1.4 Children's developmental and protective rights**

Individual rights which allow children to grow up healthy and free, these are the rights of a child enabling to develop his/her potential so that he/she enters adulthood without disadvantage. For instance children have the right to protection from abuse, neglect, exploitation and discrimination. This includes inter alia the right to safe places for children to learn and to play, to constructive child-rearing behaviour, and acknowledgment of the evolving capacities of children:

- a) The majority of children's rights can be thus summarized under economic, social and cultural rights, related to the conditions necessary to meet basic human needs such as: adequate housing, food, water, the highest attainable standard of health, the right to work and rights at work. We can read them also as basic human rights which are protecting children to grow up until they are mature and then to be entitled to all human rights without limitation.
- b) Cultural rights of minorities and indigenous peoples or environmental, cultural and developmental rights, so called "third generation rights" are as mentioned above a part of children's rights too. The last ones represent the rights of the minority group to live in safe and healthy environment and have a chance to unfold their cultural, political, and economic development.
- c) The right to education is among all children's rights a common concern.

### **1.5 Right to education as a developmental children's right**

Education imparts not only pedagogic instructions, but attitudes, values and behaviour, contributes to the transmission of language, culture, moral values and social organisation. It is indivisibly connected with the sphere of social and economic rights as well as cultural rights. The right to education is applicable in the entire set of children's human rights, therefore the quality of education is closely related to the quality of other social services – health care, social protection, employment.

Quality education should send the child out into the adult world with as many open opportunities as possible, thus maximising his/her chances for self-fulfillment. The right to quality education is closely connected with the rights in education of an individual child, and no wonder that its successful exploitation maximises a child's chances for self-fulfillment life in adulthood.

### **1.6 Children's rights as protected choices**

Rights are in common understanding protected choices. Particularly in Europe, it is an overall consensus that there is nothing wrong with the idea that different rights should be acquired at different ages. Research has found that children themselves feel powerless and with little control over their own lives particularly in the field of education. (Sometimes governmental policy has been found to mask the ways adults abuse and exploit children, resulting in child poverty, lack of educational opportunities, and child labour.)

The child's "right to be heard" means for the child to be listened to, but also that his/her views are given due consideration and may influence what is done. The child's right to be heard on matters affecting his/her own interests is a substitute for the (liberty) human right to make one's own choices. But the right to be heard means only a right to have the opportunity to influence the person who will otherwise choose for the child. The power to make choices resides with the adult guardian or representative of the child.

## **2. Right to education and children's rights**

The right to education cannot be realized in a surrounding where other social rights will be deprived. Education is the key to breaking the vicious cycle of poverty. It enables people to earn better wages, protect their health and have a voice in the governing.

The right to education represents for a child the "direct way" to reach self-determination – the fundamental right of adulthood – without discrimination. It is the right of a child enabling him/her to develop his/her potential, to enter adulthood without disadvantage and to acquire the right to make choices in respect of one's own life.

At the same time there exists the dual perspective in children's rights: the missing right to make one's own choices and the right to education. The right to choice is represented by the decision of parents. Children's (child's) rights themselves do not have the legal power to protect the right to education of an individual child. This fact can sometimes limit the advantages of the right to quality education for an individual child.

### **2.1 International human (children's) rights norms and the right to education**

The legal enforcement of the right to education stresses obligations of any government to make education available, accessible, acceptable and adaptable (Universal Declaration of Human Rights, later reinforced in the International Covenant on Economic, Social and Cultural rights and particularly the UN Convention on the Rights of the Child).

The European Convention on Human Rights (1950) includes not only social but also civil and political dimensions of the right to education: "No person shall be denied the right to education" (Protocol 1 1952). The right to education is understood in the Council of Europe countries as the right to quality education. Quality education means – as stated in Article 2 (the Protocol 1) –: access and availability, parental freedom of choice and non-discrimination.

The European Social Charter (revision 1996) added the missing economic and social dimension. The main interest focuses on safeguarding elementary education free of charge without discrimination.

The UNESCO Convention against Discrimination in Education defines discrimination as any “distinction, exclusion, limitation or preference, which being based on race, colour, sex, language, religion, political or other opinion, national or social origin, economic conditions of birth, has the purpose or effect of impairing equality of treatment in education including depriving any person or group of persons access to education or limiting them to education of an inferior standard”.

The European Charter for Regional or Minority Languages considers new terms for “regional or minority languages”, and “non-territorial languages” and recommends that the curriculum in the preschool facilities and in the first grades of the primary school should be ideally taught in the mother tongue. (National languages express and preserve group culture, and as a basic cultural agent strengthen the psychological determination of each individual.) Unfortunately, in conventions as respective international legal norms, guarantees for migrants or national minorities of learning their mother tongue or learning in their mother tongue are vague and general.

The UN Convention on the Rights of the Child de facto repeats and underlines the provisions of the European Charter of Human Rights:

Article 28 1. State parties recognize the right of the child to education, and with a view to achieving the right progressively and on the basis of equal opportunity they shall in particular:

- a. make primary education compulsory and available for all,

Article 29 1. State parties agree that the education of the child shall be directed to

- a. the development of the child’s personality, talents, mental and physical abilities,
- b. respect for human rights and fundamental freedoms,
- c. respect for the child’s parents, cultural identity, language and values

### **3. Promoting the right of a child to quality education**

Processes of evolution in science, technique, technology (e.g. medical technology, biotechnology, communication technology), information explosion and increased access to education, are now taking place at a faster rate than before. Huge migration and other social demographic changes (disintegration of families, increasing number of children being born out of wedlock, aging of European population) are altering positions of economic, social and cultural services, quality of education among them.

All European countries have become multicultural, and whether or not as a reaction to this development, they are in the process of renovating or adopting new education systems. Countries of the Council of Europe adopted different strategies and according to their constitutional as well as economic and social rights provisions in individual countries de facto guarantee compulsory education for all children.

### **3.1 Rights of a child and right to quality education**

As declared in the basic human rights legal norms children as (although immature) human beings should enjoy equal opportunities to quality education. Because everybody of them is unique the implementation of the right to quality education should respect individuality of students. Therefore the right to quality education should be better connected with the rights of an individual child.

Anyway, it is not simply possible to change provisions of group rights, which are more general, to provisions respecting many different categories. Consistent application of the UN Convention on the Rights of the Child (concerning education and other social services) might still be beneficial to bridge the current transitional period and remove some obstacles which arise from children's rights composed too general.

There are still territorial disparities (in the Council of Europe countries too) particularly in access to quality education and its availability. This concerns especially children with intellectual disabilities and children from ethnic minorities as well as so called gifted children. Implementation of the right to education of immigrant minorities shows at least one further crucial obstacle which limits equal opportunities to quality education: There is a very low availability of teachers – so it is essential that a sufficient number of teachers should receive appropriate training organised by the state.

### **3.2 Improvement of the quality of education helps promoting the rights of a child**

For a long-range prevention of ethnic and religious intolerance, human rights education should be made a core curriculum subject in primary and secondary education. As defined in Article 29 of the UN Convention on the Rights of the Child education should enable every child:

- to enjoy life,
- to be able to participate in society,
- and to be self-conscious and employable.

The process of the overall development and changes in a society cannot be learned in traditional educational strategies without huge discrimination of learners. A necessary educational reform should take into account inter alia:

- individuality of children,
- changing face of knowledge, improvement of skills and involvements,
- information explosion from different sources and its implication,
- the advance in technologies, increased access to education, introducing two way ICT techniques (information and communication technology) into educational process,
- introducing media education,
- recognition that individual differences are an important consideration for teaching-learning processes,
- focusing education in schools on matters which until now were organised by families (health care, dietary matters, sports),
- teachers no longer enjoy the monopoly of knowledge in the classroom, as facilitators they practice co-operative learning,
- parents' choices – due to the changing status of families – might no longer be the only decisive for quality education of children.

It is a big challenge for quality education in Europe to develop these pieces of knowledge into effective practice. It is intended that quality education shall help to create well-balanced human beings who have respect for themselves and others, an empathetic understanding of their own tradition and culture and those of others, and develop respect for human rights and responsibilities, and a sense of belonging.

Anyway it might be a long-term task for the Council of Europe in cooperation with the member states to look for a removal of the gap between the proclaimed political will to secure the right to quality education and the practical lack of legal consciousness, and willingness to undertake necessary changes. Further essential issues to be addressed are the urgent humanization of justice, the changing educational role of parents, and the changing role of teachers.

# **Training Staff of NGOs, Inter-Governmental Organisations and Development Practitioners on Monitoring Children's Rights and Child Rights Programming through Distance Learning**

*Frank Elbers, Human Rights Education Associates (HREA)*

## **Summary**

HREA has been offering training on children's rights to NGO staff, human rights defenders, development workers, social workers and child rights workers for many years now. Since 2007 we have bundled our experience in a modular approach and offer two ten-week distance learning courses "Child Rights Programming" and "Monitoring Children's Rights" in English and French to interested participants from around the world. To date over 211 staff members of NGO's promoting children's rights, UNICEF employees and staff of international development organisations like Plan International, World Vision and others have participated in the courses. The evaluations so far have been very positive and we feel that the courses have contributed to an increase of capacity in promoting children's rights at both the individual and organisational level.

## **1. The "Monitoring Children's Rights" Course**

This distance learning course is a basic introduction to measuring and monitoring the status of children, including basic health and welfare, education, civil rights and freedoms, and special protection measures. The course addresses the full cycle of monitoring, including tool development; methodologies for carrying out monitoring (both organisationally as well as through the involvement of children); and the presentation of results for improving the promotion and protection of children's human rights.

Learners explore different indicators and indexes already in use and the basics of constructing a social indicator. Through a blending of theoretical and case study material, the course illustrates procedures for the appraisal, selection, development and analysis of indicator data, although highly technical aspects of mathematical manipulation of indicators and statistical regression are not addressed.

## **1.1 Course outline**

Week 1: the monitoring concept and the rights based approach

Week 2: introduction to children's rights, and the role of the international, regional and domestic standards

Week 3: basic principles of monitoring: developing a strategy of action

Week 4: Indicator construction and analyses

Week 5: community approach to monitoring and children's participation

Week 6: "open week"

Week 7: monitoring and indicators of child survival and health

Week 8: monitoring and indicators of child education and development

Week 9: monitoring and indicators of child protection – children in contact with the law

Week 10: monitoring and indicators of child protection - abused children in situations of exploitation

Week 11: preparation of monitoring reports and advocacy

## **1.2 Course objectives**

The purpose of the Monitoring Children's Rights Course is to present human rights activists with a range of proven monitoring methods and critical concepts as a means for them to reflect on and deepen their own work.

In this course, participants deepen their knowledge about monitoring children's rights and its relationship to:

- international standards concerning children's rights
- the rights-based approach
- approaches to identifying violations of children's rights
- children in situations of emergency (refugees, armed conflict)
- children in contact with the law
- children in situations of exploitation
- indicators for measuring children's rights

Participants gain basic skills in:

- assessing a national legal and policy context for children's rights
- developing instruments/indicators for monitoring children's rights
- data-gathering processes
- preparation of monitoring reports



Throughout the course, participants are asked to reflect on their own experience and present work conditions in applying the skills and knowledge goals of the course.

## **2. The “Child Rights Programming” Course**

This distance learning course introduces staff members of (international) development agencies and NGOs to child rights programming. A child rights-based approach is a conceptual framework for the process of human development that is normatively based on international children’s rights standards and operationally directed to promoting and protecting human rights. Essentially, a human rights-based approach integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of programme development for children.

Participants deepen their knowledge about project and programme development from a child rights perspective and learn how to apply the principles of non-discrimination, best interest of the child, participation and accountability to various phases of project planning and implementation. The course focuses on practical tools for child rights situation assessment, programme planning, implementation, child rights indicators, and monitoring and evaluation within the rights-based conceptual framework.

### **2.1 Course outline**

Week 1: introduction to the human rights based approach and child rights programming

Week 2: children's rights standards and principles

Week 3: key components and principles of child rights

Week 4: child participation – children as active agents in their own development

Week 5: “open week”

Week 6: child rights situation

Week 7: programme design

Week 8: monitoring and evaluation

Week 9: analysis of child rights programming: case study

Week 10: analysis of child rights programming: case study

Week 11: becoming a child rights focused organisation

## **2.2 Course objectives**

The objectives of the Child Rights Programming course are for participants to learn about:

- the Convention on the Rights of the Child
- rights based approaches to improving children's lives and prospects
- rights-holders and duty-bearers associated with children's rights

gain skills in:

- causality/root causes analysis
- responsibility mapping
- capacity gap analysis
- designing rights-based interventions
- developing rights-related indicators

gain awareness of:

- strategies for encouraging children's participation
- working collaboratively with rights-holders, duty-bearers and NGOs in carrying out child rights programming

Throughout the course, participants are asked to reflect on their own experience and present work conditions in applying the skills and knowledge goals of the course.

## **3. Pedagogy and Format**

The courses involve approximately 50 hours of reading, on-line working groups, assignments, and interaction among students and the instructor, and is offered over a 11-week period. The e-learning courses integrate active and participatory learning approaches within activities and assignments, with an emphasis on reflective and collaborative learning. Participants will do the required reading, prepare interim and final project assignments, including case studies, and participate in group discussions.

The distance learning courses use participant's e-mail software and the HREA e-learning website ("Moodle" open source learning management system). Participants will have access to a course website with an assigned username and password. As the courses place an emphasis on individual learning and research, using the Internet for this is vital and strongly encouraged. Reading materials are prepared by the instructor and linked to electronically. Par-

participants may want to print out all text, section by section, that is presented electronically, and assemble them in a binder.

The courses are based on the premise that one learns best by becoming actively engaged around themes and questions related to real life concerns and experience. In this way, discussions and learning are maximised. The discussions are intended to help participants explore the course materials and any relevant issues of interest, and to learn from one another. Active engagement by everyone creates an active virtual community of learners. Hence, participants in the class are required to post one or two messages on the Learning forum regularly. In addition, writing assignments (exercises) will be required.

Courses consist of ten “classroom” weeks. Halfway the course there is an “open” week during which there will be no new readings or assignments.

An “**Instructor’s Message**” is made available for participants on the course website at the beginning of the course week (Wednesday). This message includes a mini-lecture on the topic, an explanation of the assignments for the week (readings and exercises) and information on course logistics. Prior to the posting of the Instructors’ Message, participants will receive collective **feedback** on the discussion questions and exercises posted in the previous week. The courses use various on-line texts and **readings**.

Courses include three (compulsory) writing assignments. Some of these **exercises** are to be completed individually whereas others are carried out in assigned groups.

Every week one or two **discussion questions** are posted on the Learning forum. The questions are intended to encourage discussion about the assigned readings as well as the sharing of participants’ experience and opinions.

Finally, the courses include one 60-minute “**chat session**”: a question & answer chat session with the course instructor. During the course the chat room is also available for participants who would like to discuss or coordinate various aspects of the course.

Each course includes several 90-minute “**webinars**” with invited guest experts. The chat session and webinars are the only “synchronous” sessions in the course, that is, they require all participants to be on-line at the same time. Generally, these sessions are very much appreciated by course participants yet busy schedules and time differences can sometimes be a challenge.

The courses are designed so that readings, participation in discussions and other assignments require three to four hours per week. These hours, combined with approximately 12 hours for Exercises, constitute approximately 50 hours of study load in a course.

#### 4. Evaluation

Evaluations indicate that the participants are very satisfied with the Monitoring Children’s Rights and Child Rights Programming courses offered to date.<sup>2</sup>

Figure 1: Satisfaction with the curriculum

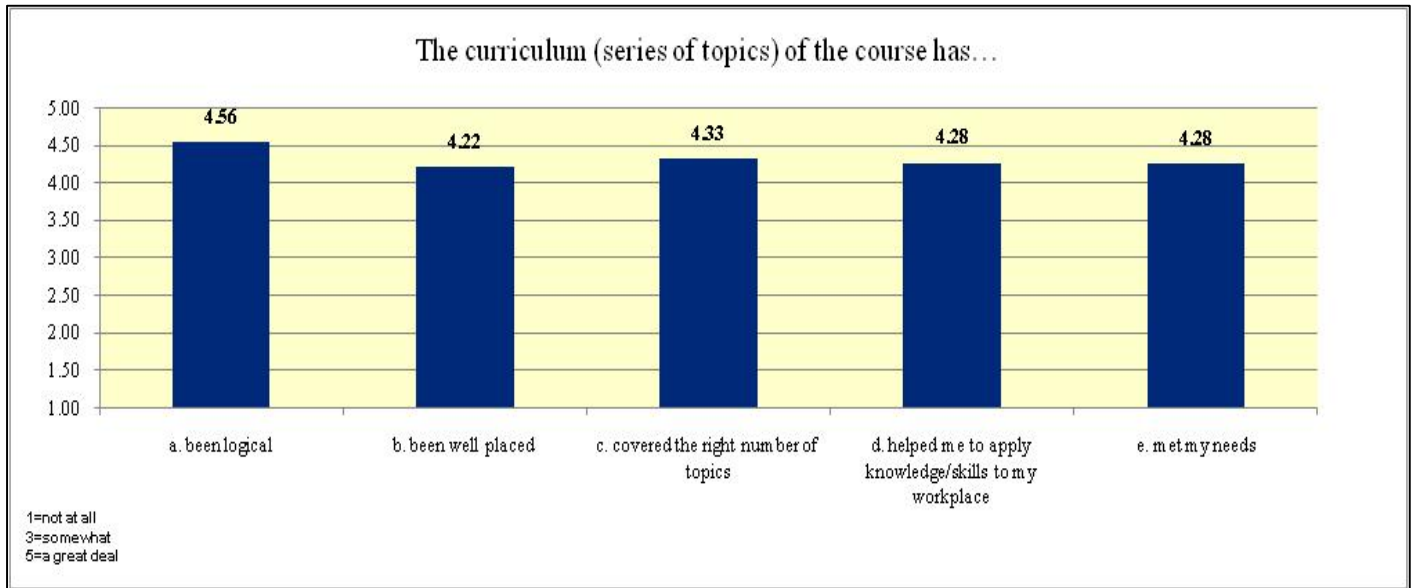
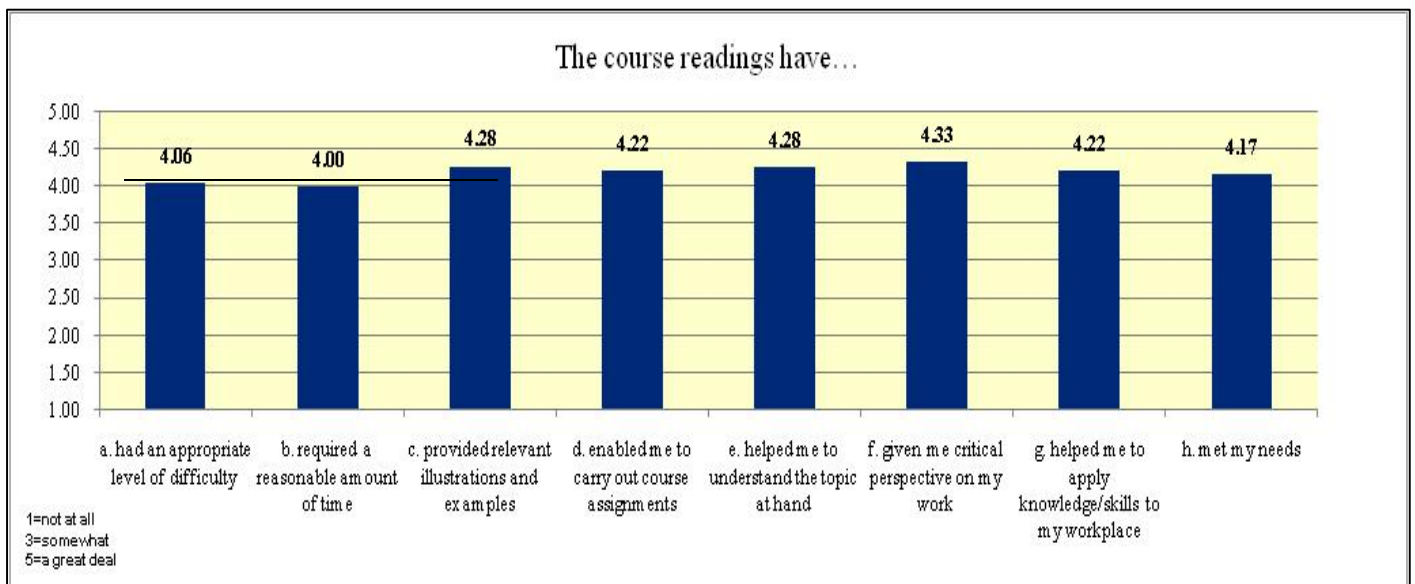


Figure 2: Satisfaction with the course readings



<sup>2</sup> The data presented are based on assessments and evaluations of the Monitoring Children’s Rights course only. Data for the Child Rights Monitoring course are not available yet. N=151.

Figure 3: Satisfaction with the weekly discussions

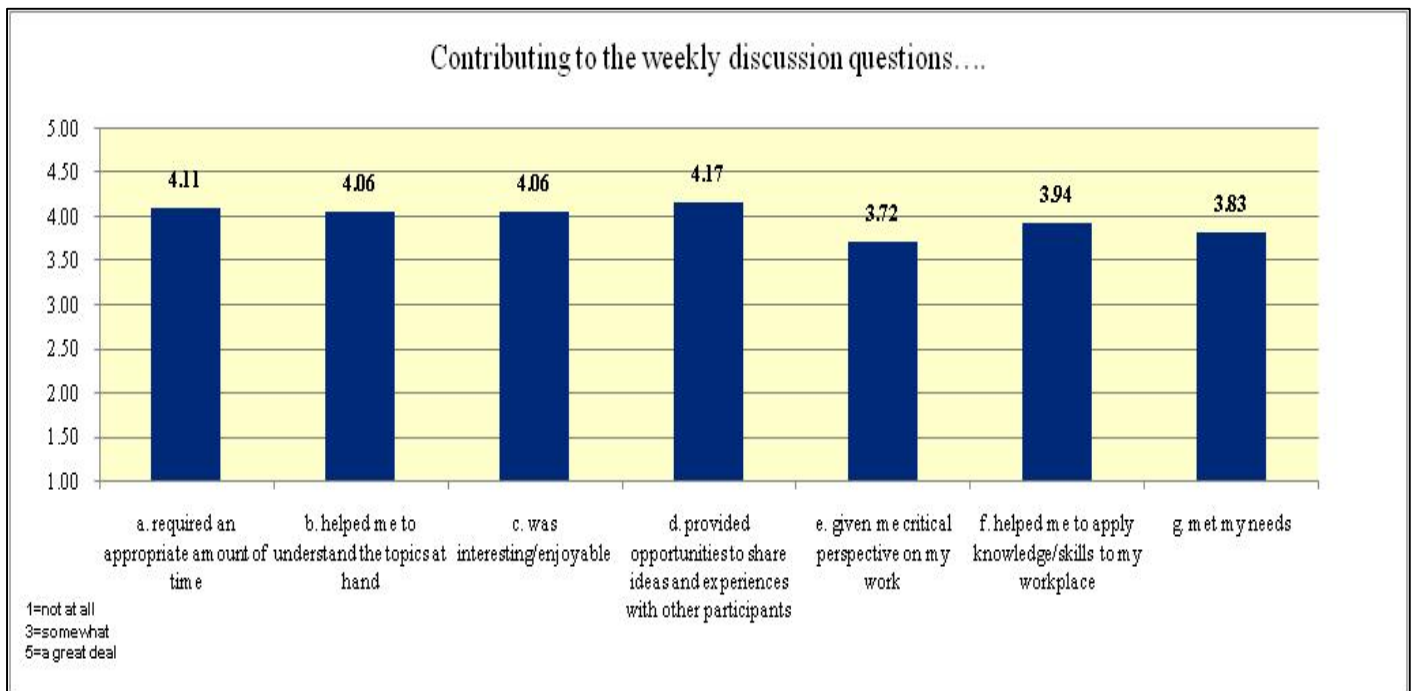


Figure 4: Satisfaction with the written assignments, including small group work

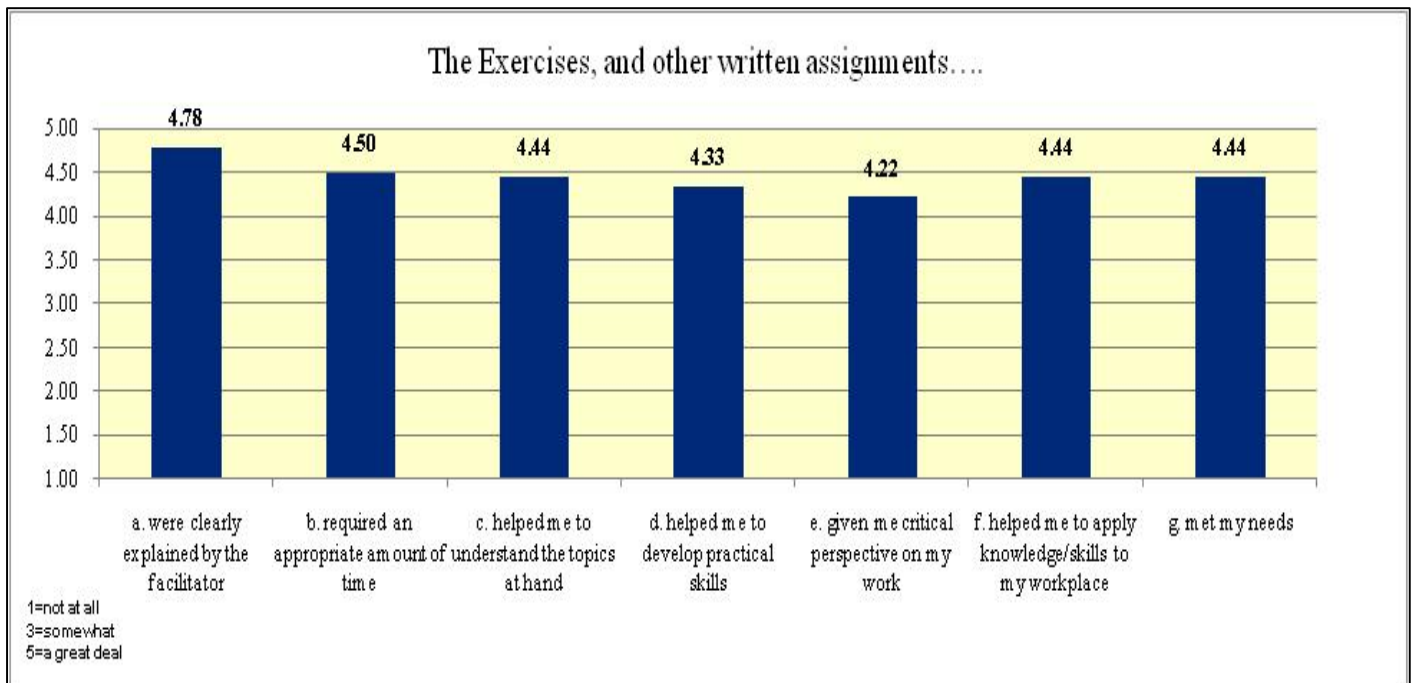
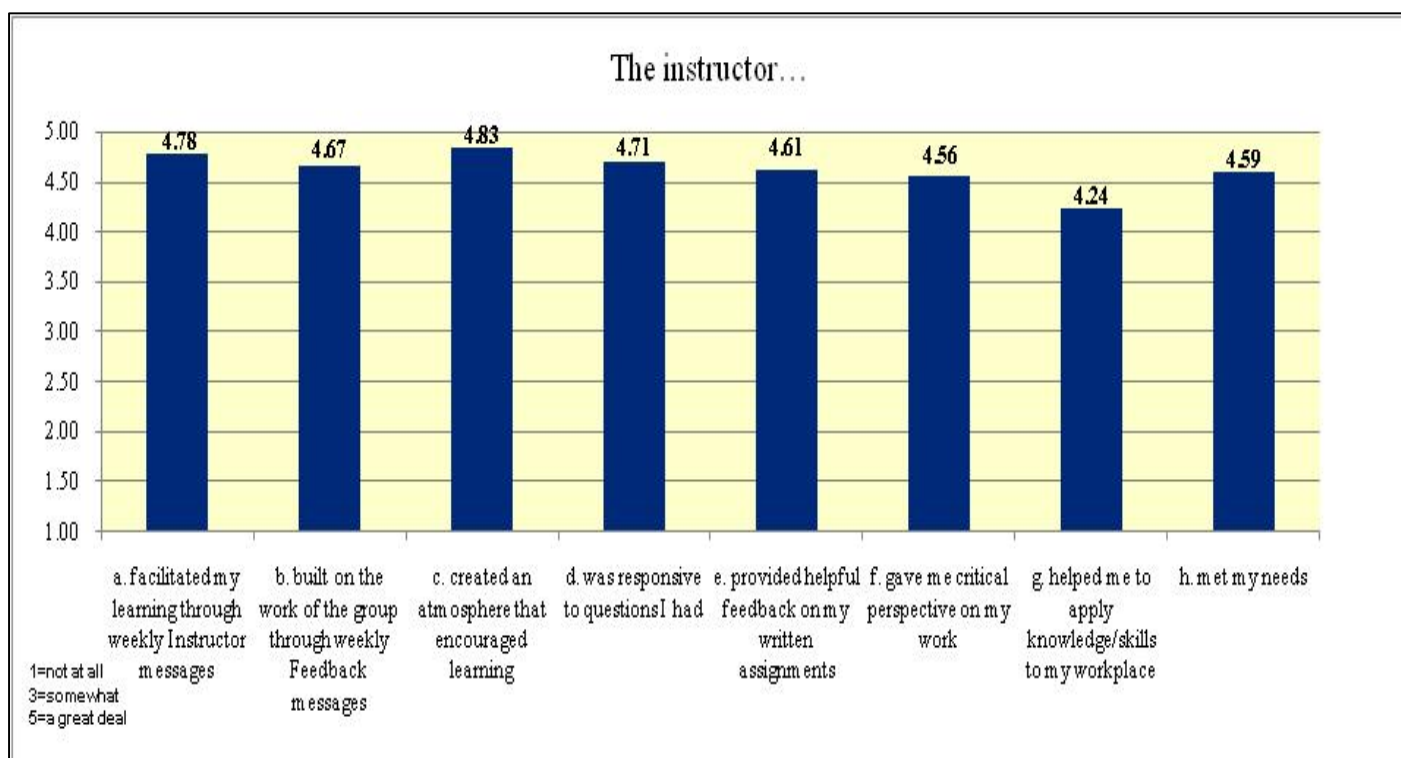


Figure 5: Satisfaction with the course instructor(s)



Overall the curriculum, readings, discussion, assignments and instructors all receive high marks from the trainees. Participants particularly appreciate the opportunity to learn and work together in on-line community of like-minded peers who work in different context yet face similar challenges. The following comment by a participant is typical: "I always looked forward to my colleagues thoughts on the discussion of the week. It never ceased to amaze me how valuable and different our knowledge was, which enriched my own perspective to my work."

Participants also particularly value the applied nature of the courses. The quote below represents another frequent response from learners: "I will apply the course in my work by developing plans to monitoring progress in making it a reality for children to enjoy their different rights. The knowledge from this course will help me to contribute to collect monitoring data and advocacy strategies for use in Plan International's campaign Learn without Fear."

**Pre- and post-assessments** also indicate that learning objectives are accomplished and that there is a significant gain in knowledge and skills as a result of the courses, as the figures below illustrate.

Figure 6: Self-reported gains in knowledge over the duration of the course

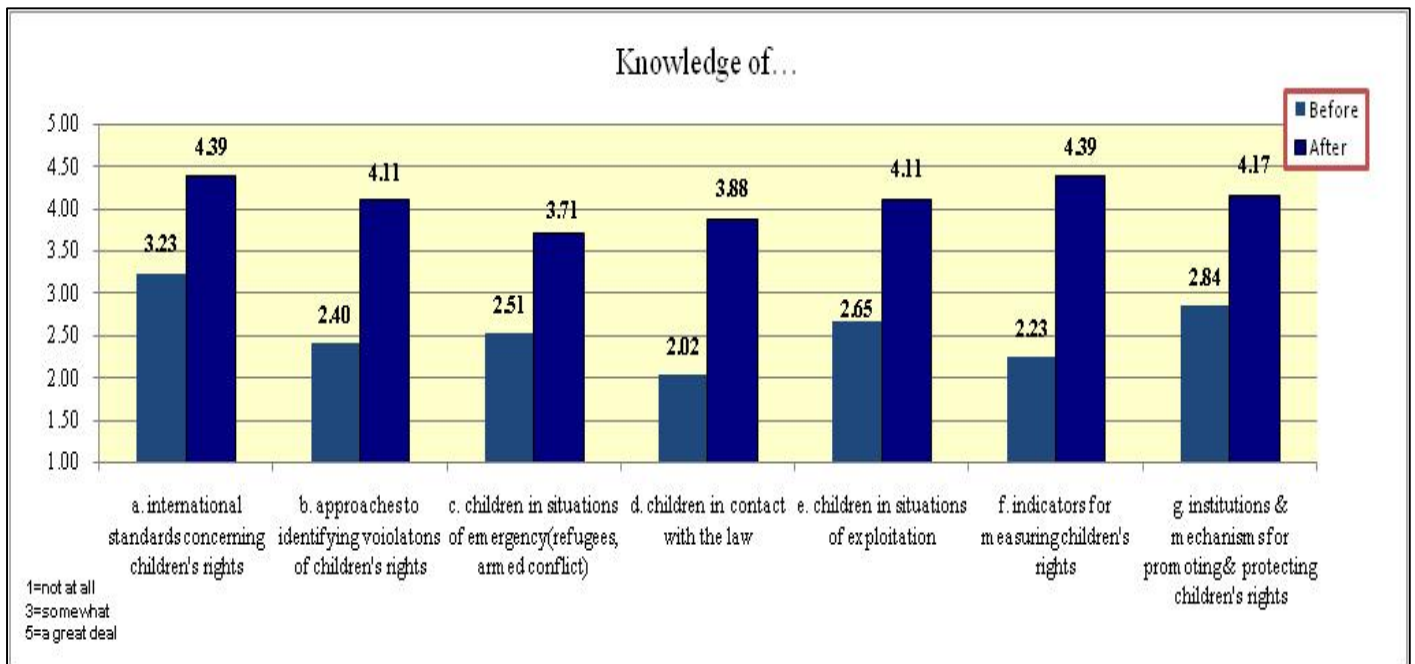
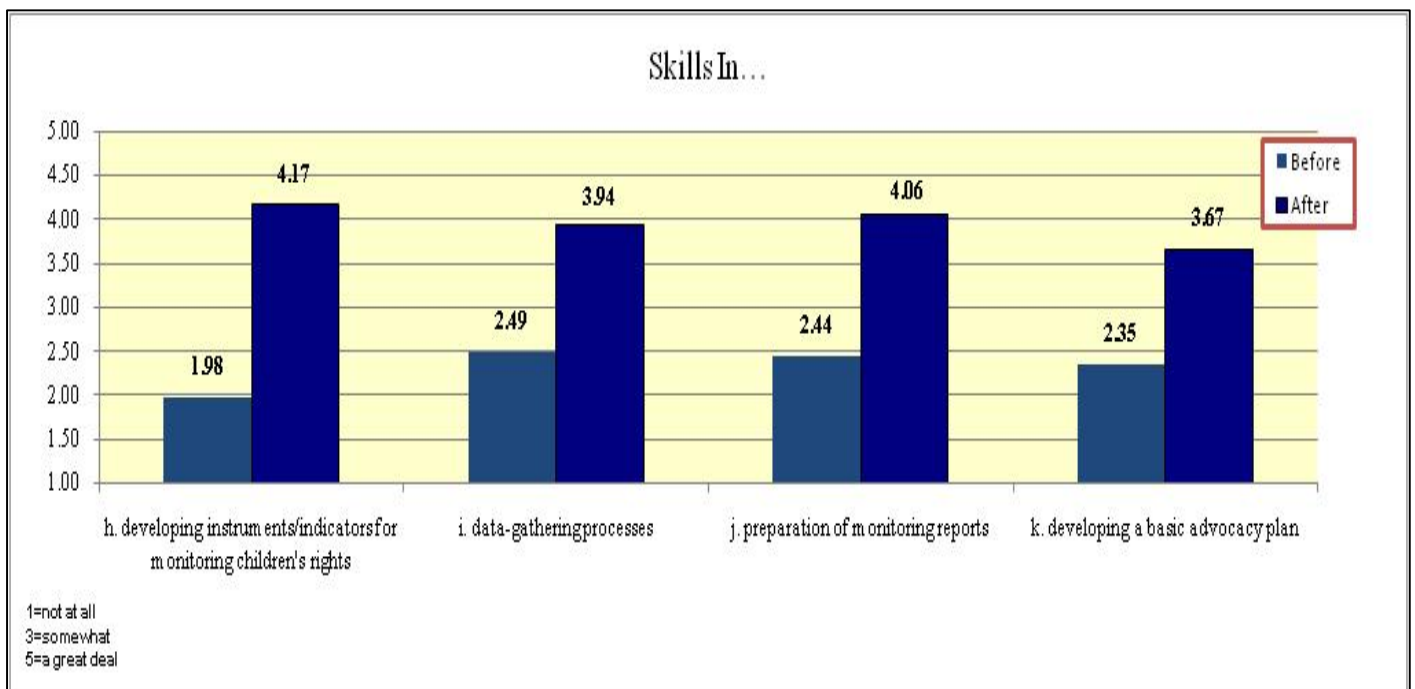


Figure 7: Self-reported gains in skills over the duration of the course



## **Conclusion**

HREA's experiences with children's rights education via distance learning for NGO staff, human rights defenders, development workers and child rights workers has been very positive. The modular e-learning format and pedagogy clearly contribute to an increase of capacity in promoting children's rights at both the individual and organisational level. Given the nature of distance learning, this type of children's rights education for adults is easily "replicable" and "scalable", as it overcomes barriers of time and place.



# **Children's Rights and Children's Rights Education in Austria – Report on Interactive Teacher Trainings**

*Elisabeth Turek, Zentrum polis – Politik Lernen in der Schule*

## **Summary**

The following pages will show findings and some conclusions concerning children's rights (CR) and children's rights education (CRE) in Austria (mainly with regard to the Austrian school system and teachers). I will illustrate the experience of polis – Centre for Citizenship Education with regard to CRE and demonstrate interactive methods successfully applied during seminars with teachers.

We do not consider polis to be an expert for CRE and we have only sporadically carried out special trainings on CR for teachers. Yet, the thematic area of CR has become an integral part of our human rights (HR) trainings for teachers, mainly when we work with primary school teachers. polis is also active in the development and dissemination of material for CRE and we provide hands-on tools appropriate for the use of teachers in school. One further point that links polis with CR is that we are members of a national network for CR ([www.kinderhabenrechte.at](http://www.kinderhabenrechte.at)) that is lobbying for the implementation of the Convention on the Rights of the Child (CRC) in Austria (approx. 30 member organisations).

## **1. Brief introduction of the organisation polis – Centre for Citizenship Education**

Polis – Centre for Citizenship Education in Schools works on behalf of the Austrian Federal Ministry for Education, Arts and Culture. The executing organisation is the Ludwig Boltzmann Institute for Human Rights. The centre supports teachers with the implementation of citizenship education and human rights education in Austrian schools by the development and dissemination of material, workshops and seminars (website [www.politik-lernen.at](http://www.politik-lernen.at) and the monthly publication polis aktuell etc.). The centre is an information and consultation platform for teachers, multipliers and students. The guiding principle of all our human rights education (HRE) activities is a human-rights-based-approach, accordingly the right to HRE forms an integral part of education and learning activities.

## **2. Experience of polis in the field of children's right education for adults**

### **Children's rights trainings for adults:**

Although our main target group are teachers, we have relatively modest experience in trainings for adults targeting particularly CR. Our main source of practical experience in CRE is based on workshops with students in school, approx. 15 workshops with children and youth (8-15 years) have taken place during the last two years in different schools Austrian-wide.

As to adults our scope of thematic approaches in seminars, courses etc. primarily comprises "Basics of Human Rights", "Interactive methods of Education of Democratic Citizenship (EDC) and Human Rights Education", "Voting at 16" (sensitization of youth for political participation) and Train-The-Trainer-Workshops targeting social skills of youth (workshop series "Everybody is right/has rights?! – trainings for everyday life", modules for RMU / respect and mutual understanding). We offer seminars at teacher colleges for pre- and in-service education in Austria as well as in-service training for teacher-teams in schools. Staff of polis also provides trainings on human rights and human rights education in the framework of the course "Civic Education" at the University of Vienna for students of History teaching (Faculty of Didactics in Education of History and Civic Education / University of Vienna).

Sporadically we have also carried out trainings on CR for teachers (6 or 7 trainings). Although polis has only offered few special trainings on CR, the thematic area of CR is an integral part of the agenda of our HR trainings for teachers. Particularly for teachers of school grades 1 to 4, partly also 4 to 8, the topic of children's rights has turned out to be relevant when they work with human rights in class.

### **Dissemination of material on children's rights:**

Apart from trainings and project counselling in the field of HR and EDC, we support teachers, students and multipliers with material for civic education, human rights education and education for sustainable development. In the second half of 2009 we put special thematic emphasis on CR in this regard. We published the hands-on teaching resource polis aktuell (title "Children's rights are Human Rights!") with background articles and methodologies on CR.  
<http://www.politik-lernen.at/content/site/gratisshop/shop.item/105681.html>

Besides we promoted and disseminated the German version of COMPASITO (polis was co-editor for the German edition. As to the SchulKOMPASS see below.)

### **Participation in T-T-T COMPASITO-Training (September 2009)**

Three members of polis attended the Train-the-Trainer (T-T-T) in Berlin, carried out by the German Institute for Human Rights. We actually planned to conceptualize and offer trainings on CR (based on COMPASITO) from 2010 on, but due to work overload and reduction of working hours we unfortunately could not realize this idea so far.

### **School projects on human rights/children's rights and award:**

2007 we invited schools in Austria to submit proposals of projects dealing with HR. We received 52 proposals, not surprisingly CR turned out to be the most relevant topic for HRE in primary schools (see paragraph on empirical analysis below).

On December 10, a jury of UNESCO commission in Austria, amnesty international Austria and polis awarded three outstanding projects in the field of HRE (prices were free workshops for school classes, DVDs, vouchers for cinema etc.).

### **Empirical analysis of the situation of human rights education in Austrian school system**

In accordance with the first phase (2005-2009) of the World Programme for Human Rights Education (promoting human rights education in primary and secondary school systems) the Austrian Ministry of Education submitted an empirical analysis of the situation of human rights education in the Austrian school system (2007). The study was generated by time - Tyrolean Institute for Human Rights and Development Policies in cooperation with polis at the request of the Austrian Federal Ministry for Education, Arts and Culture. It is based on data on initiatives and projects relating to human rights education in the school system supplied by heads of school and teachers throughout Austria.

Some findings of the study: Austrian teachers are aware of the importance of human rights education in the school system, but there is some uncertainty about its core content. According to the author, this is due to the lack of a clear line of demarcation vis-à-vis neighbouring disciplines. On the other hand, integration into thematic networks (e.g. on education for democratic citizenship or education for sustainable development) is a key element of human rights education. The topics most frequently addressed under the broad heading of human rights education are contemporary history and National Socialism / the holocaust as well as children's rights and anti-discrimination. Children's rights figure most prominently in primary schools, while "National Socialism and the holocaust" are dealt with exclusively at secondary level II. Human rights in the strict sense of the term are rarely chosen as a topic.

The study leaves no doubt about the fact that teachers appreciate “small-scale material” (folders, brochures, magazines, etc.) in printed, manageable, clearly structured and multifunctional form, and that they are much less happy with initial, in-service and continuing training programmes.

Among the development prospects for human rights education in the school system, the author mentions safeguarding of what has been achieved, innovation and tighter networking of regional and supra-regional facilities that provide human rights education.

Link: [www.politik-lernen.at](http://www.politik-lernen.at) > Basiswissen > Menschenrechtsbildung > Menschenrechtsbildung in österreichischen Schulen > „Prämierung von Menschenrechtsprojekten“ and „Studie zur schulischen Menschenrechtsbildung“ (available only in German language!)

[http://www.politiklernen.at/site/article\\_list.siteswift?do=all&c=gotosection&d=site%2Fbasiswissen%2Fmenschenrechtsbildung%2Fschule](http://www.politiklernen.at/site/article_list.siteswift?do=all&c=gotosection&d=site%2Fbasiswissen%2Fmenschenrechtsbildung%2Fschule)

### **3. Implementation of children’s rights**

#### **a) Children’s rights in relation to other human rights topics**

If we compare the development of standards and documents of HR (political and civil rights, rights of women, disabled people etc.) some relevant differences occur. Whereas the start of European History of HRs focused on political and civic rights, at the beginning of standard setting of CR the idea of child-protection and child-welfare was prominent. The jump start for the struggle for children’s rights was initiated by adults not by children, this is what makes the substantial difference between CR and other groups affected by HR violations. Struggling for children’s rights meant, generally speaking, that adults were arguing and debating on issues concerning children. This emphasis on protection and welfare of the child still has implications on the implementation of CR policies. It was mainly in the last one or two decades that the right to participation of children has drawn more attention and that children’s efforts to lobby for their own interests and rights (e.g. working conditions of children, but also topics like participation of students in school systems) got more visible and taken into account in public debates and action plans.

#### **b) Implementation of children’s rights in Austria**

The Convention on the Rights of the Child adopted by the UN General Assembly in 1989 entered into force in Austria 1992. Austria is required to present a country report on the imple-

mentation of the Convention every five years and submitted its second country report 2002 (examined 2005). The third Austrian country report was due in autumn 2009. Concluding observations of the Committee (2005) and Status of the implementation of the additional protocol regarding child trafficking, child prostitution and child pornography are available at [www.kinderrechte.gv.at](http://www.kinderrechte.gv.at) > In Österreich > Monitoring

A National Action Plan for the rights of children and juveniles was elaborated following the General Assembly Special Session on Children in 2002. The protection of children in areas affected by conflict situations has long been a focus of Austrian human rights policy. In February 2002 Austria ratified the “Optional Protocol to the Convention on the Rights of the Child on the involvement of children in armed conflicts” (“child soldiers”), which calls for the raising of the minimum age for participation in armed conflicts to 18 years. Austria’s main aims are the establishment of a worldwide prohibition on the recruitment of child soldiers and an uncompromising stance and punishment of those who force children to participate in wars. All Austrian soldiers and police officers participating in EU or UN peace missions receive training in the rights and the protection of children.

The Optional Protocol to the UN Convention on the Rights of the Child on the sale of children, child prostitution and child pornography was ratified by Austria in 2004. Trainings on this topic are provided by organisations specialized in this field. The current political debate concerning the implementation of CR in Austria is about the integration of the Convention on the Rights of the Child (CRC) into the Austrian constitution. One controversial subject between NGOs dealing with children’s rights, the two major parties in Austria and the opposition is the dimension of the implementation of the Convention on the Rights of the Child (whether all parts of the CRC should become part of the constitution or only selective parts). NGOs also argue that they have not been consulted in the implementation process and they call for a CR-package that makes Austria “fit for Children’s rights” (measures for awareness raising, establishing monitoring mechanisms etc.)

As mentioned before, polis is part of the National Coalition, a network of approx. 30 organisations and institutions engaged in promoting the implementation of the CRC in Austria (e.g. advocacy institutions to serve children and youth, see also [www.kinderhabenrechte.at](http://www.kinderhabenrechte.at)).

On the occasion of the International Day of the Rights of Children 2009 (commemoration of 20 years CRC) there were numerous events and awareness raising activities on CR taking place in Austria (mainly lobbying for the integration of CR in the Austrian constitution). For more information see [www.kinderhabenrechte.at](http://www.kinderhabenrechte.at)

#### **4. Children's rights education**

##### **Children's rights education for adults and trainings in Austria**

As far as we know in Austria there is no organisation which is specialised particularly in CRE for adults and carries out continuous trainings or other educational measures in this regard on a general level of CR. Yet, there are two organisations addressing particular violations of CR in compliance with the Optional Protocol mentioned above (sale of children, child trafficking, child prostitution and child pornography). These organisations - ECPAT and LEFÖ – offer trainings mainly for police staff and social workers in collaboration with police trainers and experts on youth welfare services. It has become clear that sensitization in this complex subject is urgently required for being able to identify victims of child trafficking and child prostitution.

Besides, some organisations of the network [www.kinderhabenrechte.at](http://www.kinderhabenrechte.at) provide selective trainings, e.g. at the University of Vienna in the framework of the course "Civic Education" for students in pre-service education for history teachers or "Kinderfreunde" (Friends of Children) in the area of non-formal education. In 2010 the University of Graz (Styria) started an advanced training course (Master degree) on Children's Rights (in collaboration with "Kinderbüro Graz"/Children's office Styria and KIJA Styria).

##### **Children's rights trainings in school**

In school, particularly in primary schools, CR seem to be some sort of door opener to the subject of HRs in general. Whereas primary schools of Austria reveal a bunch of projects, activities and events in the field of CR, this subject seems to become less relevant from grade 7 on. From my experience, students older than 13 are nevertheless interested in CR, but more in discussing specific aspects of CR that are tackling their interests as youth. This could be for example rights and obligations of youth welfare (rights and duties of youth, how long am I allowed to stay out, do I still have to ask my parents for their OK on piercings and tattoos etc.).

There is another point we realized with regard to the topic of CR in school: in fact, the subject might raise fears and concerns of some teachers. They are worried that focusing on rights might miss out duties and that highlighting rights might undermine discipline of students and their authority as teachers.

## **5. Methodologies of children's rights education**

Our CRE trainings for teachers and multipliers are based on the well-known three basic levels of HRE: knowledge, skills and attitudes, and activity-orientation. So far, we have only carried out CR seminars with a duration not longer than four hours, which of course is a rather limited time-frame for such a broad range of topics related to CR. Nevertheless, we consider it important to integrate a mix of interactive, learner-centred and experience-based methods that teachers can apply in class as well as an information-based part about CR. The third component is the so-called "transfer to the classroom": participants are stimulated to reflect upon certain aspects of CR, about methods they experienced during the seminar and modifications they would suggest from their point of view. They discuss how they could manage to integrate issues of CR and methods respectively into their work in class.

### **5.1. Methodological approaches**

The agenda listed below is only one suggestion for the design of a seminar on CRE with adults (target group: teachers and multipliers), of course there are a lot of further opportunities and methods which could be applied.

#### **Agenda of the seminar "Children's Rights**

Objectives:

Participants (target group teachers and multipliers)

- receive information about practical tools and hands-on material for CRE
- try out selected activities of CR
- reflect how to integrate the topic of CR in class and how to apply methods
- get theoretical input on CR (international and national dimension)

Duration: 4 hours

Methods: Thematic input, interactive activities, discussion and reflection

#### **A: "To get participants into the boat and link them with CR"**

##### **Activity "Images and pictures"**

I start with the associations, ideas and feelings participants have related to the topic of CR – with the "personal link" of participants to CR. For this purpose I use photographs, pictures, cartoons etc. Participants are encouraged to select two (max. three) pieces – one should rep-

resent the personal condition and being at present (“Befinden”), the other one (or two) represent(s) associations the person has with the topic CR (what in her/his opinion best represents CR, or one aspect of CR). Participants introduce themselves, present pictures and their ideas about them.

#### **“Position line”: controversial aspects of CR**

I point out two signs at either end of the wall, and explain that I am going to read out statements, with which participants may agree to a greater or lesser extent. Statements could be for example about being against or for voting at the age of 16 or who should decide about the use of Internet without supervision (in case of being a 9 years old child and a 14 years old youth) etc.

#### **Optional: Experience of the participants is made visible**

If the majority of participants has already some experience with CRE I ask them to collect in small groups and work out what in their opinion has proven successful (methods, approaches etc.) and what did not work out well. I encourage participants to share their experiences within the group and to write answers on small cards (one for each answer). One colour of cards stands for good experiences, the other one for the negative part. I collect and cluster the cards. Discussion and exchange of experience follows.

#### **B: Summary of background information on the international and national dimensions of CR**

Issues: what are CR?, development of standard-setting, documents, ongoing debates on relevant topics, current situation of CR on national level and concluding observations of CR Committee

#### **C: Make participants familiar with methods for use in class**

Either I work with “activity stations” (see part I) which means that four small groups work simultaneously on different activities. Alternatively, I choose activities involving all participants (described in part II).



## **Part I (activity stations):**

Station 1: Diamond method, related to CR (modification of activity “Children’s rights” in the COMPASS manual, [http://eycb.coe.int/compass/en/chapter\\_2/2\\_10.asp](http://eycb.coe.int/compass/en/chapter_2/2_10.asp)). I prefer certain modifications (e.g. that participants only choose 6 cards for CR). Due to time limits the result corresponds to a triangle rather than a diamond. On the top of the triangle is the CR that participants of the group consider the most important CR, below are the second most important CRs (2 cards) and below there are 3 cards in the third hierarchy.

Station 2: Dramatic representation or a statue representing one article of CR. The activity is similar to “Act it out” in COMPASS, but modified (for the activity in COMPASS see: [http://eycb.coe.int/compass/en/chapter\\_2/2\\_5.asp](http://eycb.coe.int/compass/en/chapter_2/2_5.asp)). I choose statues when I work with participants who do not have much experience with role plays (or just do not like them).

Station 3: “CR worldwide” (see polis aktuell, page 14, for download:

<http://www.politik-lernen.at/content/site/gratisshop/shop.item/105681.html>

Objectives: get familiar with CR on the basis of descriptions of cases that have to do with CR, explore the interdependency of different CRs

Methods: work in small groups, discussion, presentation

Material: a set of cards for each small group (copies “CR worldwide”, see page 15) and copies of CR conventions in simplified versions

Presentation of each group, discussion

## **Alternatively to Part I:**

**Part II: Activities with all participants** (some suggestions from which I choose only two activities!)

- **„Who should decide“?** (COMPASITO, [http://www.eycb.coe.int/compasito/chapter\\_4/4\\_39.asp](http://www.eycb.coe.int/compasito/chapter_4/4_39.asp))

- **“Wünsche und Bedürfnisse / Wants and needs“** (in: Susan Fountain: „Wir haben Rechte . . . und nehmen sie auch wahr!“, Verlag an der Ruhr, 1996)

Link (German version):

[http://www.buch.de/buch/03242/615\\_wir\\_haben\\_rechte-\\_und\\_nehmen\\_sie\\_auch\\_wahr.htm](http://www.buch.de/buch/03242/615_wir_haben_rechte-_und_nehmen_sie_auch_wahr.htm)

- **“Child work”** (Manuel and the work), see polis aktuell (page 12)

Link: <http://www.politik-lernen.at/content/site/gratisshop/shop.item/105681.html>

Methods: work in small groups, role play, discussion

Objectives: learn about CR, the right to education and the prohibition of exploitation and deal with child work and child labour

(material needed: copies of Manuel’s diary for each participant, CR in simplified version)

- **“Take a step forward”**

One activity which has got very positive feedback from adult audience is this interactive activity (see COMPASS, [http://www.eycb.coe.int/Compass/en/chapter\\_2/2\\_38.html](http://www.eycb.coe.int/Compass/en/chapter_2/2_38.html)).

There is also a version suitable for children in COMPASITO

(see [http://www.eycb.coe.int/compasito/chapter\\_4/4\\_29.asp](http://www.eycb.coe.int/compasito/chapter_4/4_29.asp)) which I have not tried out yet.

The topic CR as such is not the main issue of this activity, but it tackles various articles of the CRC, primarily the issue of discrimination and exclusion.

Methods: participants imagine being someone else and consider inequality as a source of discrimination and exclusion

Objectives: promote empathy with others who are different, raise awareness about the inequality of opportunities in society, foster an understanding of possible consequences of belonging to minority groups

#### **D: Transfer, reflection on methods and/or certain aspects of children’s rights**

If there is still time left, I encourage participants to design school lessons (1 hour or activities for one school day) or a project dealing with CR in small groups, a group presentation follows.

#### **E: Feedback of the seminar**

### **6. Two projects and examples of good practice of polis**

**a) Everybody has Rights/is Right?! Trainings for Everyday Life Together** (Recht hat jedeR?! Trainings zum alltäglichen Umgang miteinander)

A) workshop series designed primarily for students (primary and secondary school students, ages 7 to 15), but there are also workshops held for teachers.

Purpose: The practice aims to foster the social skills of young people and to provide a foundation for the respect for human rights in the school setting. Although CR is not explicit at the top of the agenda of the workshop, there are coincidences with the topic “children’s rights”. Effective social skills including the ability to resolve conflicts are essential for addressing the increasing diversity of beliefs and life styles in classrooms. In addition to promoting mutual respect and cooperation, the social skills promoted in this practice are intended to counteract discriminatory attitudes.

The series is constituted by various modules on the following topics:

- managing diversity
- non-violent conflict resolution
- mutual respect
- communication and personal integrity
- democracy and cooperation in the classroom.

Duration of workshops: 2,5 hours.

Examples of activities used with students and also with teachers

- Starters: “mute dialogue”, identity modules, chain of associations
- Self-esteem: a picture of my strengths and the strengths of my colleagues (attributes and attitudes I really appreciate)
- Activities for awareness raising about exclusion mechanisms in social groups and how it feels to stand outside (e.g. activity “secret codes in a group”)
- Activity “Where do I stand?” (my opinion, my position)
- Activities focusing on win-win-situations
- Role plays, theatre of the oppressed, statue theatre
- Cooperation games etc.

The methods are interactive, learner-centred and experience-based, managed by a qualified professional team experienced with school classes and group dynamics. The activities enable participants to become aware of how they interact with others. Learners are stimulated to reflect upon these patterns of interaction and their attitudes towards others. It is an activity based training.

General information about the practice can be found in German at <http://www.politik-lernen.at/content/site/workshopsfuerschulen/rechthatjeder/index.html>

## **b) COMPASS for Schools – Austria (SchulKOMPASS-Österreich)**

Intended audience: Teachers of pupils between the 5<sup>th</sup> and the 13<sup>th</sup> grade (ages 10 -18).

Purpose: The „SchulKOMPASS Österreich“ is an online resource for teaching human rights that was developed to accompany COMPASS, the Council of Europe’s manual on human rights education with young people. The Austrian handbook was developed in order to adapt this general resource to the formal education system in Austria. This user-friendly resource is intended for integration in different school subjects and in interdisciplinary work.

The SchulKOMPASS promotes interactive, cooperative and experience-based methods of learning in the field of HRE. Consistent with the COMPASS handbook, it includes methods and activities for human rights education, and formats these so that they are relevant for the Austrian education system (e.g., theme, age group). COMPASS lessons have been adapted so that there are specifications with regard to the duration of the activities, target age/grades, methods and activities, and educational principles in Austrian school system. Furthermore, the resource has elaborated on tips and links for the lessons (such as articles and materials found in Austria) that correspond to the objectives and the context of each activity.

The selection of activities from KOMPASS is particularly appropriate for use in formal education and the additional background information about HRE is made relevant specifically for the Austrian school system (information on European, national and international organisations).

The SchulKOMPASS has abbreviated versions of the methods and activities contained in KOMPASS. Users can download the complete versions by downloading the source guide KOMPASS. The German version of KOMPASS can be found at [www.kompass.humanrights.ch](http://www.kompass.humanrights.ch) (association MERS in Switzerland).

SchulKOMPASS can be downloaded from:

<http://www.politik-lernen.at/content/site/gratisshop/download/shop.item/105658.html>

## **7. Perspective for children’s rights for adults**

In Austria there is still a lot to be done in terms of systematic and continuous human rights education and children’s rights education; the need for a national implementation strategy in this regard is evident. At the curricular avenues important steps would be to integrate HRE and CRE as a compulsory and systematic part of pre-service training for professions of general public and social interest. Teachers are one main target group in this regard, but also law

professionals (judges, police officers), social workers, multipliers and journalists should be provided with basic knowledge of human rights and children's rights and acquire the necessary skills or capacities to identify HR/CR violations and to address them in their professional practice. Financial support should be guaranteed by governments and their ministries respectively as well as the establishment of effective monitoring mechanisms.

#### LINKS

[www.politik-lernen.at](http://www.politik-lernen.at)

#### COMPASITO

<http://www.eycb.coe.int/compasito>

#### COMPASS

<http://eycb.coe.int/compass/en/contents.html>

Cards „Kinder haben Rechte“ (Children have Rights)

<http://www.kija.at/sbg/rechte.htm>

## **PART 2: COUNTRY REPORTS**

### **Country Report Belgium**

*Fiona Ang, VORMEN – Flemish Organisation for Human Rights Education*

#### **Government entities competent for adult CRE**

Belgium has a population of 10.7 million – thereof approx. 6 million in Flanders.

There's no centralized National Human Rights Commission competent for HRE/CRE.

In Flanders, there's a "Minister coordinating children's rights" – however, he does not consider himself to be responsible for CRE. Sometimes CRE is considered to be part of education on international/development cooperation, thereby falling within the competence of both the Federal and the Flemish Ministry for development cooperation.

Per target group, the respective sectorial Ministry is competent: for instance the Ministry of Internal Affairs for the police, the Ministry of Justice for lawyers, magistrates and judges, the Ministry of Education for teachers and student teachers, the Ministry of Health and Wellbeing for health professionals, childcare staff etc.

#### **Governmental activities in the field of adult CRE**

The government isn't active in the field of adult CRE in general, apart from funding some initiatives and CR organisations that (also) do CRE. Mostly, there's only some level of information (e.g. via websites), inter alia via the Flemish Child Rights Commissioner. Since there's a Flemish Decree on the Legal Position of Minors in Youth Assistance, there have been some training initiatives, but limited to the contents of the Decree. There have been some training sessions for Child and Family staff accompanying children and for government officials from the Immigration Office.

## **NGOs active in the field of adult CRE**

VORMEN is the only specific HRE/CRE NGO active in the field of adult CRE in Belgium. Furthermore the Flemish Child Rights Commissioner is concerned with the field of awareness-raising and there are regional CR organisations and initiatives such as Kinderrechtswinkels ("CR shops") and Kinderrechtenhuis ("CR House", active in 1 province). Development cooperation organisations with an education department as Wereldwerkplaats (exclusively education), UNICEF Belgium an Plan Belgium, or peace organisations as Jeugd & Vrede and Pax Christi Vlaanderen take several actions concerning CR and CRE in their field.

To date, NGOs have not been systematically cooperating. VORMEN would like to see more of that, as both Flanders and the CRE community are really small. But up to now every NGO pretty much approaches the different target groups on its own, mostly for ad hoc training sessions.

## **Children's rights education in professional groups' education**

**Teachers:** CRE is considered as a part of the teachers' competences in their training. Training institutions want and need support from external organisations because of their lack of time. In service CRE is a part of students' "final objectives". Whereas the implementation in preschool and primary school seems more or less ok, in secondary school it is least developed.

**Childcare professionals:** In training some schools integrate CRE in the subject "dealing with children". In service Child & Family is aware of the importance. In practice it is not implemented until now, although some dynamics (e. g. "social function of child care") are very CR-related – they're just not formulated within the CR framework.

**Child institution staff** (incl. detention centres): In theory the Flemish Decree "Legal Position of Minors in Youth Assistance" is concerned with the matter, but in practice it seems potentially problematic.

**Law enforcement:** There is no CRE-related activity in training and in service. VORMEN's offers sessions and attempts to mainstream in this field.

**Health professionals** (incl. child psychiatrists): There is no theoretical approach in training, but the Child Rights Commissioner wants to lobby for this. In service it might be part of the compulsory annual "ethics".

**Lawyers/attorneys/judges:** In training CRE is mostly part of the generally compulsory course on HR, which depends on the university. In service there's a newly established Union of Youth Attorneys, interested in working with VORMEN in this field.

**Journalists:** in training there is no approach regarding CRE, but VORMEN is going to work with some institutions to integrate a class on "the image of minors". In service more knowledge and sensitisation referring to CR is badly needed.

**Development workers:** In service CRE is part of the federal and Flemish law, since CR is a "transversal theme". In practice the federal NGO and expert platform on CR and development cooperation had scheduled sessions, but no one registered.



## **Country Report Germany**

*Claudia Lohrenscheit, German Institute for Human Rights*

### **Government entities competent for adult CRE**

Germany has a population of 82.3 million. Government entities competent for adult CRE in their specific fields are:

- Bundesministerium (BM) für Familie, Senioren, Frauen und Jugend (Ministry of Family, Seniors, Women and Youth)
- BM des Innern (Interior Ministry), e.g. training of the police
- BM für Justiz (Ministry of Justice), e.g. education of lawyers
- Auswärtiges Amt (Foreign Office), e.g. diplomats
- BM für Arbeit und Soziales (Ministry of Labour and Social Affairs), e.g. disabled persons
- Landeskultusministerien (Ministries of Education and Cultural Affairs)
- Kinderbeauftragte (Commissary of Children)
- Bundestagsausschüsse (Committees of the Parliament)

### **Governmental activities in the field of adult CRE**

As a governmental initiative in the field of adult CRE there is the national action plan for a child-oriented Germany to be mentioned ("Nationaler Aktionsplan für ein kindergerechtes Deutschland 2005-2010").

### **NGOs active in the field of adult CRE**

In the field of adult CRE there are approx. 90 organisations co-operating in the "National Coalition zur Umsetzung der UN-Kinderrechtskonvention in Deutschland" (National Coalition for the implementation of the UN-Convention on The Rights of the Child in Germany). NGO actions in the field of adult CRE are reporting, conferences, campaigns, development of material, media.

## **Children's rights education in professional groups' education**

**Teachers:** In training it is a part of the curriculum especially in basic education. Various actors (NGOs and national HR institutions) are active in practice – both in training of teachers and in their service.

For **childcare professionals** in training as well as in service there is a EU Masterprogram (European Master in Childhood Studies and Children's Rights).

The Masterprogram "Social Work as a Human Rights Profession" is aimed at **social workers** in training and in service.

## Country Report The Netherlands

*Frank Elbers, Human Rights Education Associates (HREA)*

### **Government entities competent for adult CRE**

The Netherlands has a population of 16,5 million. Government entities competent for adult CRE in their specific fields are:

- Ministry of Education, Culture and Science
- Special Programme Minister for Youth and Families, who has a mandate to coordinate the work of several departments (Ministries of Health, Welfare and Sport, Justice, Education, Culture and Science, Social Affairs and Employment). This Programme Minister bases his policy on the Convention on the Right of the Child.
- National Human Rights Institute (NHRI), from 1 January 2011 (bill does not mention the International Convention on the Rights of the Child )
- Children's ombudsman (bill to establish the post recently passed parliament)

### **Governmental activities in the field of adult CRE**

According to the Flash Eurobarometer on The Rights of the Child the highest percentages of respondents who believed that the rights of the child were very well or fairly well protected in their country were found in Finland (94%), followed by the Netherlands (93%) and the UK (92%). Nonetheless, the Netherlands topped the list of the only three countries where more than half of interviewees were unaware of the specific rights of under 18 year-olds (the Netherlands 61%, Hungary 60% and Denmark 53% respectively according to Flash Eurobarometer 235, May 2009).

Legislation hardly includes human rights education in the formal curriculum of schools in the Netherlands. Human rights are mentioned in the general instructional objectives (kerndoelen), but there is no systematic education and training programme on the principles and provisions of the Convention on the Rights of the Child (CRC) for children, parents or professional groups working for and with children. At present Dutch schools and educational policy-makers have little awareness of the fact that the CRC also has a message for education (Dutch CRC NGO report, 2008). The CRC-Committee repeatedly recommended the Dutch government to make sure that human rights and children's rights education is included in school curricula at all levels (most recent document: CRC/C/NLD/CO/3, 2009). In that same

year the Human Rights Commissioner of the Council of Europe, Thomas Hammarberg, came to the same conclusion in his country report on the implementation of human rights commitments in the Netherlands: “Conduct a base-line study to assess the extent to which human rights are integrated into education and training, so that further needs can be identified and addressed.” (CommDH(2009)2).

Despite criticism from international and European institutions, and intensive contribution to HRE by Dutch NGOs, the government of the Netherlands has not yet taken concrete steps toward the implementation of HRE.

To explain the situation the government refers to article 23 of the Constitution, the freedom of education and educational institution. This means that civic organisations have the right to establish schools based on religious, lifestyle or pedagogical-didactical principles, and that they are entitled to determine how they wish to organise and design their education. In terms of financing, article 23 of the constitution does not differentiate between public and private schools. All schools are required to meet the quality standards set by the Ministry; these standards reflect matters like core goals, number of class hours per year, training and certification requirements for teachers and parent participation.

Nonetheless, a new Act of 9 December 2005 stipulated that the education provided at all levels “is jointly focused on the promotion of active citizenship and social integration”. Although this offers a basis for education in the rights of the child it does not constitute a statutory guarantee for this education. The detailing of this provision is left entirely to the education sector (NGO report, 2008). However, citizenship education is not defined along the lines of EDC/ HRE but emphasizes social values over human rights and democratic citizenship. In addition human rights education does not entail a specific course on the topic but is (generally) integrated in other subjects in the school curriculum.

In the education of primary school teachers (PABO) there is no obligation to teach children’s or human rights. Only a few schools have a CR-programme (a special week on CR for ex.), initiated by the personal interest for the subject of a certain teacher. This is the case in all educational institutions. It is also true concerning the Netherlands Association of Universities of Applied Sciences: there is no obligation to teach children’s or human rights, there are no mandatory courses. CRE depends on personal interests of teachers.

20 November 2009 the Leiden University installed a Chair on Youth Law (with the support of 50.000 euro from the Minister for Youth and Families) and aims to start a master’s degree in

Youth Law. This Chair will feed professionals with scientific information to improve the implementation of children's rights.

### **NGOs active in the field of adult CRE**

- Dutch NGO Coalition for Children's Rights (<http://www.kinderrechten.nl/>), an umbrella organisation for civil society organisations in the field of children's welfare and rights, meet twice yearly to discuss the implementation of the Convention. Members: Jantje Beton, Cordaid, The Foundation for Children's Welfare Stamps Netherlands, Unicef Netherlands, Save the Children Netherlands, Plan Netherlands, National Youth Council, National Association for Child and Youth Legal Advice Centres, Defence for Children International Netherlands, Netherlands Youth Institute (advisory member).
- HRE Platform (<http://www.mensenrechteneducatie.nl/>): Amnesty International Netherlands, Anne Frank Stichting, Centrum voor Mondiaal Onderwijs, DCDD, Defence for Children Int. Netherlands, European Platform, HAN Pabo, HVO, IVLOS/VDLG, Movies that Matter, Nederlands Juristen Comité voor de Mensenrechten (NJCM), Justitia et Pax, NVLM, NVVN, Plan Netherlands, Netherlands Red Cross, Stichting 4&5 mei, Unesco, Unicef

### **NGO actions in the field of adult CRE**

- lobby for HRE/ CRE to be a compulsory element of the school curriculum
- CRC-trainings for professionals
- websites with information for professionals in different fields
- publication of handbooks
- developing teaching materials (incl. background information for teachers)
- 20 November 2009: kick-off radio and TV campaign to inform youth, adults and professionals on children's rights. Initiative of NGOs, financial support by Minister for Youth and Families
- Child Rights Home (<http://www.kinderrechtenhuis.nl/>): the CRH is still under construction but it will soon be a focal point for action and activities, experiences, debate and discussion, culture and games, media and publicity, all aimed at expanding and deepening the perception of what children's rights mean to children and society. NGOs are the main occupants of the Child Rights Home. Additionally, numerous activities are organised at the Child Rights Home, such as symposia, courses, meetings, discussions, shows and concerts, for, about and by children.

- The Child Rights Centre has three functions:
  - a knowledge and action centre to promote children's rights at regional, national and international level, incorporating a Children's Rights Tribunal and Children's Legal Aid
  - an international forum for in-depth studies and discussions about children's rights worldwide
  - activities for, by and with children and young people
- Stimulation plan for the integration of HRE in primary education (2010, under construction, by SLO, co-financed by the government but mandatory basis of the plan is not supported)
- Recent research from The Netherlands Platform for Human Rights Education shows that human rights receive very little attention in the formal curricula. This results in a lack of knowledge on human rights.

(Gemiste Kansen?: Aandacht voor Mensen- en Kinderrechten in het Nederlandse Onderwijs. Verslag van een voorlopig onderzoek. Only available in Dutch:  
<http://www.cmo.nl/pmre/downloads/Rapport-PMRE-Najaar2008.pdf>)

## Country Report Slovenia

*Alenka Elena Begant, EIP Slovenia – School for Peace*

### Government entities competent for adult CRE

Slovenia has a population of 2 million. Government entities competent for adult CRE in their specific fields are:

- Ministry of Education
- Ministry for family and social affairs
- Ministry of Justice
- Ministry for Higher Education
- Internal Ministry

**Governmental activities in the field of adult CRE** include the organisation of conferences, support of NGO projects and adopting legislation regarding CRC.

### NGOs active in the field of adult CRE

- EIP Slovenia
- Amnesty International Slovenia
- UNICEF (in Slovenia registered as NGO)

They develop and accomplish CRE campaigns, workshops and training of trainers.

### Children's rights education in professional groups' education

**Parents** (incl. adoption and foster care) get information from social services. Ostrzek – a NGO helping divorced and single parents – organises informative workshops and has a network; they concentrate on CRC and child-related violations.

**Teachers:** In teachers training CRE is part of the curriculum, although only in theory – they get known with the Convention on the Rights of the Child but no CRE is practiced or methodology introduced. In their service CRE is part of professional trainings (free individual choice) and in-service counselling, but again only theoretically. Practical further education in CRE for teachers is only available if they opt for professional trainings done by NGOs and are

willing to pay for it themselves, and usually they do not get days off to attend. The other way, which has proven more useful, are national CRE projects (as were My Rights by EIP Slovenia, Amnesty School Clubs by AI, UNESCO ASP Schools etc) where teachers were informed and trained by NGOs on CRE.

**Childcare professionals:** In training CRE in theory is part of the curriculum – they get known with CRC, but there is no CRE practiced or methodology introduced. In service CRE is part of professional trainings (free individual choice) and in-service counselling. By now no CRE national projects were done by NGOs for kindergartens etc. as it is very difficult to get finances (no open calls for children's projects in Slovenia or EU).

**Child institution staff** (incl. detention centres): In training CRE is part of the curriculum theoretically – they get known with CRC, without CRE practiced or methodology introduced. In service relevant ministries offer theoretical education on CRE. But there is no CRE in practice, except from legal basis, such as explanations about CRC related legislation. NGOs working in the field (e.g. Kljuc, Voluntariat) offer workshops for children and staff.

**Child psychologists, health professionals** (incl. child psychiatrists) **and social workers:** In training CRE in theory is part of the curriculum – they get known with CRC, but there is no CRE practiced or methodology introduced. In service there is no CRE in practice.

**Law enforcement:** CRE in theory is part of the curriculum in training – they get known with CRC, but there is no CRE practiced or methodology introduced. Amnesty International did workshops at in-training level, now they are not allowed any more. In service there is no CRE in practice.

**The military:** In training CRE in theory is part of the curriculum – they get known with CRC, but there is no CRE practiced or methodology introduced. In service there is no CRE in practice.

The same is valid for **Lawyers/attorneys** and **Judges**.

**Journalists:** In training CRE is offered neither in theory nor in practice. In service some journalists, active in various NGOs, did HRE TOT by EIP Slovenia and are licensed trainers also for CRE.

**NGO activists:** In training CRE is offered neither in theory nor in practice. In service the respective NGO should inform them about HRE and CRE. EIP Slovenia trained 30 national



HRE trainers and 6 HRE trainers for national minorities, CRE was integral part of their training. They were obliged to do workshops for different target groups (from schools, NGOs, political youth organisations, community canthers to various professionals) and they did so far over 400 workshops. They select topics – CRE is one among fifteen – according to target group interests.

## **PART 3: TOOLBOX FOR PRACTITIONERS**

*Compiled by Fiona Ang, VORMEN – Flemish Organisation for Human Rights Education*

### **Methods, Games and Assessment Best Practices for Children's Rights Educators**

#### **1. Children's Rights Education for teachers**

##### **1.1 Activity game: "One step forward"**

The participants took part in the activity "One step forward " (from Compass and Compasito), debriefing on one's feelings stepping forward or staying behind. At the meta level, it was suggested to reformulate the roles and situations so that they'd better suit children (e.g. by using more concrete, tangible wording). Group 1 then presented the basic mechanisms underlying discrimination (power + attitudes = discrimination) that could be used for the debriefing.

##### **1.2 Approach: Case studies**

- case studies are about the individual but always reveal something at the structural level
- the choice of the case study should be guided by its relevance
- case studies should include positive examples
- there should be a connection with other activities such as cartoons, drama, games, discussion, information and communication technology (ICT), ...
- the difference between human rights and social behaviour should be borne in mind: social behaviour concerns the values underlying human rights, while human rights is a concept from public international law
- let's not forget humour
- a case study needs to focus on learners' HRE development
- a case study should connect daily life to policy
- there should always be a professionally conducted debriefing (in line with HRE quality standards)
- it should be followed by an evaluation (self-evaluation/peer-evaluation)

### **1.3 Activity game: “Jigsaw”**

Group 3 presented the Jigsaw, whereby all participants learn and teach each other in a limited amount of time. In a group of 16, for instance, four small groups are given a certain topic (e.g. CRC and corporal punishment). They look up information, learn as much as possible about it, and then make a poster on the topic. During the second part of the Jigsaw, a poster is hung in every corner, and the groups are mixed, so that four new groups are formed consisting of a member of every original small group. By every poster, one (new) group is stationed. In each (new) group, the participant who co-created the poster her/his group is stationed by, teaches the other group members about the topic. After about ten minutes, every group moves to another poster, where the second participant can teach her/his fellow group members, and so on. Group 3 suggested to add a case study exercise to the jigsaw, so that the newly gathered information could be made concrete in real life situations (and this case study should follow the guidelines proposed by Group 2 above).

## **2. Dealing with resistance**

The overall purpose was to exchange views on how to deal with all kinds of resistance experienced by participants when trying to realize adult CRE. These obstacles can pop up in all stages: from the programming stage to the classroom stage.

### **2.1 Activity game: “Round Robin”**

First, the group held a "round robin" brainstorm on target groups for adult CRE (simply meaning that everyone took turns in the circle to name a target group and when someone couldn't name a new target group, s/he fell out of the race). The following target groups were mentioned:

lawyers, NGO staff, media, game designers, social workers, child care, librarians, institution staff, parents, policy makers, politicians, therapists, development workers, human resources staff, sports people, police, military, bank managers, health professionals, municipality officials, merchants, shopkeepers, marketing people, non-formal education multipliers, judiciary, religious leaders

Only a very few groups of people were considered (mostly) irrelevant if it comes to CRE: farmers, elderly care, car mechanics. So basically, about everybody should know about and experience CR.

## **2.2 “Round Robin” for resistance when trying to realize adult CRE**

Participants then sat in pairs to exchange experiences on any kinds of resistance experienced or imagined when trying to realize adult CRE (thinking about all target groups enumerated previously).

Many obstacles were listed in the plenary session:

- "sister" organisations feel threatened
- lack of reflection on their own childhood
- the conviction that CRE is boring
- a different vision or philosophy
- level in group dynamics
- the notion of CR is narrowed down to "protection"
- the notion of CR is narrowed down to "participation"
- target group's organisations are already overloaded by requests of educational organisations (in different fields: HR, peace, sustainable development, international cooperation, ...)
- fear of loss of status (parents and teachers): fear to empower children ("CR = conflict-oriented")
- role of media: purely commercial motivations (whatever sells)
- being an outsider (we often do not belong to the target group)
- top-down pressure
- double standards
- lack of goodwill (politicians)(e.g. certain governmental department declaring another department to be competent for CRE)
- hiding behind religion
- conviction that CR is irrelevant for practice
- conviction that they already have it all
- conviction that CR equals HR (so no special CRE is needed)
- racism
- lack of resources
- fear of Sunday speeches
- fear of conference tokenism
- cynicism
- focus on child duties instead of child rights
- conviction that CRE is only for the global south

### **2.3 Activity Game: "World Café" on Solutions**

The group then split up into three tables for a "world café" on solutions or remedies, dealing with (meaning both "anticipating" and "reacting to") all those obstacles. Every table had a fixed rapporteur, while the rest of the group rotated to another table after ten minutes (ideally, the tables' composition changed every rotation).

The three tables each covered dealing with resistance at a specific level:

- table 1: government or policy level, when applying for funding and lobbying for the inclusion of CR in a certain sectorial arrangement
- table 2: the sectorial level, when trying to convince key actors of a certain target group (or sector, e. g. education, the police, health care, ...) to include CRE in the in-training and in-service educational programs of their sector and inviting (and motivating) field workers to join them
- table 3: the field level, when actually performing CRE training "in the classroom"

After everybody (but the rapporteurs) had sat at all three tables, the three rapporteurs presented their conclusions to the whole group.

#### **Government**

- Make sure everything you're saying is evidence-based. Use statistics.
- Point to the fact that HRE/CRE is an international obligation for governments.
- Collaborate in the drafting of an alternative report to the CRC Committee in Geneva, and use this alternative report when lobbying.
- Explain that HRE/CRE is a preventive measure: fewer violations will be established.
- Link HRE/CRE to terrorism and other issues that are huge or sensitive in the eyes of the voters.
- Use the government's fear of a breakthrough of extreme-rightwinged parties (and ideas). HRE/CRE is a tool to remedy this problem.
- Keep in mind that "government" is very diverse: cabinet members are often powerful, constantly rotating, and sensitive to voters' issues, while public officials are often appointed for life so you can bound with them and need to keep them as a friend, and at the same time they're sometimes less influential.
- Go and present yourself in person to the government: don't be just another name, be a person.
- Offer a holistic solution: we can change the whole system.
- If needed, threaten to make them look unfavourable.

## **Sector**

- Look for people within the sector who are already convinced of the CRE/HRE need.
- Build up basic knowledge of the field.
- Identify the sector's key organisations (e.g. sectorial educational institutions) and key persons you need to take on board. Make sure they become your allies.
- Approach them in person: real life contact is crucial.
- Start by saying you would like to learn from them.
- Look for links between the needs/challenges of the sector and CRE/HRE.
- Give good examples of how CRE/HRE benefits the sector. Show CRE/HRE is a good investment (worth some funding):
  - Show (prove) relevance for the sector.
  - Point out that a collaboration with your organisation can open new funding possibilities (sometimes, such a collaboration between different organisations is a funding criterion).
  - Explain how CRE/HRE adds new perspectives to work in the sector at issue.
  - Show how CRE/HRE adds to the professional development of the sector's workers.
- Convince them that CRE/HRE does NOT create new workload.
- Offer something attractive (and sell it well).
- Organise "taster" sessions: short, very attractive sessions for beginners, just to make them enthusiastic and curious.
- Sometimes it's better to send other organisations to the sector to do the lobbying (e.g. a children's rights ombudsman, who may have the statutory and/or personal credibility needed to be listened to), and then be the ones to execute it.

## **Field**

- Make sure participants get some kind of credit/certificate (this might be an issue at the sectorial level as well).
- Find effective communication tools (this might be an issue at the sectorial level as well).
- Offer a clear career perspective.
- Immediately promise they'll get new skills and competencies, so it won't be just theory (and deliver).
- Seduce them (e.g. by choosing an attractive location for the training, such as Paris).
- Explain how you know their frustrations/problems and that you can offer some remedies.
- Formulate HRE/CRE as professional development.
- Emphasize how HRE/CRE serves their self-interest.

- Appeal to their (hopefully present) longing for a better world.
- Start with their own rights.
- Link all activities to their everyday life/work.

The first day was ended with a tactile evaluation activity (standing in a circle, giving a massage to the person before you, picturing the answer to questions such as "how was the program": hard/nice/...) and some suggestions for the next day's program.

### **3. Other Activities**

The Friday morning session was dedicated to activities presented/carried out by some participants, who had kindly volunteered to do this: Gertrud Gandenberger presented the Destiny game, and Alenka Elena Begant applied the self-assessment instrument (attached to this report).

#### **3.1 Destiny game (Gertrud Gandenberger)**

The activity starts by giving an introduction to the Universal Declaration of Human Rights and the CRC, focussing on the obligation to realize rights and non-discrimination grounds. Then, each participant receives a new identity for whom s/he has to make a biography that then is presented to the whole group. Normally, this activity takes about three hours and can be done by young people of all ages (when adapting the dimensions and research questions).

The new identity is determined by dice (totally coincidentally): gender, country, social origin. It's best not to take more than three such dimensions of one's identity. It was suggested by the participants not to fix the order of throwing the dice (e.g. always take gender first: this already creates a bias). It would be best to have three dice and thus decide all three dimensions at the same time.

With this new identity, the children should start a research, looking for answers to three big questions:

- how's your educational situation (do you go to school? what kind of school?...)
- how's your health situation?
- is your gender relevant to your life?

Of course, these research questions can be adapted to your particular take to the session. The research is conducted using lists with internet links and web quests.

After the research, the children can decide how they want to present their biography: telling a story, a newspaper interview, an examination at the Foreign Relations Office (for asylum seekers, for instance), a job application at a firm, speed dating, ...

At the debriefing, you can discuss many topics: prejudice, critical attitude to the media picturing certain countries or people in certain ways, the role of NGOs in realizing state obligations (you can even invite an NGO representative), possible actions, ...

It was agreed among the participants that the Destiny game had great potential and was immediately usable.

### **3.2 Self-assessment instruments (Alenka Elena Begant, EIP Slovenia)**

The self-assessment instrument consists of two parts: a self-reflection questionnaire and an evaluation sheet for peer evaluation. The forms displayed below can be found at <http://www.hrea.org> and can be used and adapted freely. (EIP would like to be informed of examples of successful use or amendments.)

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#### **10. Self-reflexion questionnaire**



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**Reflect on the COMPASS HRE workshop done and answer the questions. Let you're answers be short and clear. Be self-critical, but also do not forget to praise yourself where needed!**

1. How satisfied are you with the workshop done? How far did you reach your goals? How do you know?
2. What did participants do in the workshop? List activities regarding the gained human rights knowledge, values and skills. Be short and precise.
3. How did participants feel during the workshop (e.g. were their interested, bored, relaxed...)? How do you know? How much was this due to methods used and how much due to your personality?



10. What did participants learn and what are the proofs for that?

<b>THEY HAVE LEARNED:</b>	<b>PROOF:</b>

10. How effective were approaches and methods chosen according to your goals and progress made by participants? How would you change or improve them?

<b>APPROACH / METHOD</b>	<b>IMPROVEMENT?</b>

6. List the highlight of the workshop? How do you know they were highlights?

<b>HIGHLIGHTS</b>	<b>REASON</b>

7. How effective and usable were the didactic/study materials and other ICT you have prepared / used? Would you like to change anything for the next workshop?

8. What did you learn during the workshop and after it?

9. Is there anything still unclear? What would you like to consult the EIP pool of trainers?

10. For tandems only:

- How was the cooperation with your partner?
- How did you plan and perform the workshop?
- Evaluate your part and your partner's part in the process.
- What difficulties did you encounter, if any?

## B) Evaluation sheet for pedagogical observation of HRE Trainers' performance



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topic	A	B	C	comments
<b>WORKSHOP PERFORMANCE</b>				Name of the observed trainer:  _____
Introduction, introductory / warmer activity				
Introduction of workshop's aims				
Realization of the main activity				
Conducting of the discussion				
Realization of the debriefing				
Realization of the wrapping up activity				
Bridging and connecting workshop stages				
Use of didactic materials and ICT				
Tempo and timing				
Encouragement and motivation of participants				
Awareness of mistakes made and self-correction ability				
Exact and appropriate use of HR terminology				
Suitability of used methods / techniques				
Ability to organize work within group / class				
Ability to lead the discussion and ask questions				
Ability to create positive and cooperative learning environment				
Reaction on provocations and discipline problems				
Linking and actualization of HR themes				
Reaching set aims				

<b>PERSONAL QUALITIES</b>				
Image, style				
Mimics, gestures, body language				
Eye-contact				
Pose, movement in space				
Voice (loudness, speed, rhythm, clearness, pronunciation, accent)				
Language (grammar accuracy, cohesion, comprehension, use of empty words, fluency, rationality, creativity)				
Shown interest for participants				
Professional attitude, dedication				
Self-consciousness				

<b>EVALUATION</b>				
Ability to evaluate own performance				
Constructive feedback on evaluation				

GRADING SCALE: A – very good, B – satisfactory, C – needs improvement

\*\*\*\*\*

At the meta-level, some suggestions were formulated regarding the self-assessment instrument:

- add a topic on logistics
- add the specific aims (cf. "reaching the set aims")
- add the topic "activity is appropriate for the target group"
- make different versions for a one-week training vs. a two-hour session
- allow for the possibility that sometimes participants just like being quiet (so "non-activity" does not always equal "bad education")
- add a possible answer "D", as research shows that people are often inclined to take the middle option when being presented with an odd number of answering options (four possible answers seem to be the maximum, however)

Elena pointed to the effects of evaluation on self-monitoring and self-improvement, but also on the professionalisation of HRE and the increased credibility of an organisation as a quality partner to government. It seems that we need HRE quality standards, both content-based (cf. the learners' competencies as proposed by HREA and the trainers' competencies as presented by the Council of Europe) and performance-based. DARE may consider playing a role in the formulation of these HRE quality standards.

## **PART 4: DISCUSSION OF RECENT POLICY PAPERS**

*Compiled by Fiona Ang, VORMEN – Flemish Organisation for Human Rights Education*

### **Critical Reflexions on the Council of Europe's Framework for the Development of Teachers' Competences on Citizenship and Human Rights Education**

Gerrit Maris, one of the facilitators of the Pestalozzi European Module for teacher training on "Education for Democratic Citizenship and Human Rights" (2009-2010), presented the Council of Europe's framework for the development of teachers' competences on citizenship and human rights education (full text see overview below). This framework contains 15 competences, clustered in four groups, as is explained in the booklet "How all teachers can support citizenship and human rights education: a framework for the development of competences".

It can be downloaded for free at :

[http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit\\_aliasid=2391](http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2391).

#### **Overview of the competences to enhance EDC/HRE**

##### Cluster A

##### EDC/HRE knowledge and understanding

###### Competence No. 1

The aims and purposes of EDC/HRE; value-oriented knowledge, action-based skills, and change-centred competences

###### Competence No. 2

The key international frameworks and principles that relate to EDC/HRE, and key concepts of EDC/HRE

###### Competence No. 3

The content of EDC/HRE curricula, encompassing the political and legal; social and cultural; economic; and European and global dimensions

###### Competence No. 4

The contexts of EDC/HRE implementation: cross-curricular approaches; whole-school culture; and community involvement.

### Cluster B

#### Planning, classroom management, teaching and assessment

##### Competence No. 5

The planning of approaches to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part

##### Competence No. 6

The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a democracy

##### Competence No. 7

The establishment of clear ground rules and a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure positive school ethos

##### Competence No. 8

A range of teaching strategies and methodologies – including quality whole-class questioning – to develop student discussion skills, in particular of sensitive, controversial issues

##### Competence No. 9

The use of a range of approaches to assessment (including student self and peer assessment) in order to inform and celebrate students' progress and achievements in EDC/HRE

### Cluster C

#### EDC/HRE in action – Partnerships and community involvement

##### Competence No. 10

The learning environment that enables students to analyse topical political, ethical, social and cultural issues or events in a critical way, using information from different sources, including the media, statistics and ICT-based resources

##### Competence No. 11

The collaborative work with appropriate partners (such as families, civil society organisations, and community and political representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities

Competence No. 12

The strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism.

Cluster D

Implementing and evaluating participatory approaches

Competence No. 13

The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision making

Competence No. 14

The modelling of positive EDC/HRE values, attitudes and dispositions that are expected from young people; and a democratic style of teaching, involving students in the planning and ownership of educational activities

Competence No. 15

The opportunity and will to review, monitor and evaluate teaching methods and students' learning and use of this assessment to inform future planning and professional development

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**Discussion:**

The key questions were: Referring to the document above, what competences do trainers of CRE for adults need? What aims and goals? What knowledge is needed?

The findings of the group were as follows (written on cards and clustered by knowledge, skills and attitudes):

**Knowledge**

- knowledge of (and ideally working contact with) NGOs advocating CR (incl. lobbying, legal advocacy, etc.)
- competent preparation
- good lecturing knowledge
- knowledge of national/local institutional structure for child protection and how it is rooted in CR

- basic/advanced knowledge of standards of CR (national context, international knowledge, historical and current)
- ability to explain child protection structure and its roots in children's rights to adult learners

### **Attitudes**

- inclusion-oriented
- flexibility
- open-mindedness
- passion and enthusiasm for HR/CR
- compassion and a good feeling for atmosphere in the group and the needs of the group members
- motivation and patience
- credibility!
- empathy for learners
- respect for learners
- "I do not like to change the minds, but to give impulses to think otherwise"

### **Skills**

- ability/competence to apply interactive, participatory methods
- learning from children/youngsters (participation and more)
- proper understanding of genuine participation (there are many misunderstandings about the concept of participation)
- ability to reflect on own practices and experiences regarding CR and how to adapt them with adult learners
- understanding of target groups of trainers (needs, interests...)

### **Points of discussion:**

What is special about CRE (e.g. in comparison to HRE in general)?

- Learning with and from children is not obvious or self-evident. Trainers are normally ready to learn from adults, but not from children

- Being able to reflect upon target group "children/youth" is especially important in CRE, to know about the social backgrounds and orientation of youth towards their peer groups. In this regard it could be helpful to collect additional information from teachers, police etc.

- Emotional aspects: topics might be tackled in CRE that go back to ones own childhood, feelings might rise and bring back memories to a participants mind that he/she was not respected in childhood (especially problematic if it is something severe like sexual abuse, something that was totally denying the personality). Availability of a co-facilitator might be beneficial in this case

- Usually there are much more female trainers, HRE and CRE particularly is not really prestigious and it does not bring a lot of money

- compassion (statement: "I get feedback on my passion in CRE, knowledge is only a means", followed by another statement that both – passion and knowledge – is important)

- several participants found Janusz Korczak's works (an educator, medical practitioner and writer) very useful concerning CRE; a follow-up workshop on his work is envisaged. <http://www.janusz-korczak.de/> (German language)

More general aspects:

- Emotionality and compassion is something that is special about HRE in general
- Attitude of respect, accepting participants as they are, not trying to persuade them
- Credibility/congruence is important for the trainer ("doing what you preach")
- Challenging topic "emotion" in training situations
- Examine own relationship towards grief; crying can upset trainer, make him/her feel responsible, especially when it comes to talking about discriminatory experiences or sensitive topics.
- In trainings there are parts which hardly can be planned, emotions can happen! And sometimes the trainer feels responsible for that.
- Bearing in mind the professional limits of a trainer: "It is not our job as trainers to change the world!" – situations might occur when it is important to have this in mind
- Aspect "infotainment" of trainings: as trainer of CRE/HRE you have to present a kind of "show" in order to bring issues to people's minds.



## **Critical Reflexions on the Draft UN Declaration on Human Rights Education and Training**

The basis for the group discussion was the Draft UN Declaration on Human Rights Education and Training, English version of December 1, 2009. See the full text in the appendix of this documentation.

The following critical reflexions and comments were developed at the DARE focus group meeting and subsequently submitted by the DARE partner organisation HREA to the UN on 15 February 2010. Many of these critical comments are now integrated into the most recent draft of the UN Declaration as January 29, 2010 (see full version in the appendix) – a result the DARE network is particularly proud of.

General remarks:

- The text is not very reader-friendly and not inclusive.
- The text uses the terms education and training but lacks a clear distinction between these terms.

On the text of the preamble:

- The preamble could create a more inspirational context for the clauses of the declaration.

On the text of part 1 (Definitions and principles):

- On 1: the term “incultating” is not very commonly used nor understood.
- The definition of human rights education doesn’t mention its three dimensions of “education in”, “education for” and “education through”.
- No quality criteria at all for HRE are included in the text.
- It is not mentioned clear enough that HRE should be a core element in all kinds of education, and that this should be reflected in all aspects and practices in all forms of education.
- The text doesn’t make clear what is understood under “a universal culture of HR”, and the rationale for such a culture.
- On 4 (a): the link between “ensuring the effectiveness of all civil, cultural, ... rights” and “by making human rights the vehicle for and objective of education and training” is not clear. This paragraph needs to be reworded.
- On 4 (b): “as a responsible member of a free, pluralist and tolerant society”: a) the term “tolerant” is a controversial term (some forms of so called tolerance can have a negative

impact on the benefit of HR by all people); b) a “free, pluralist and tolerant society” only makes reference to civil and political rights (freedom from fear) without any reference to economical and social rights (freedom from want); c) “as a responsible member of society” could be a short and clear alternative.

- The text not explicitly includes immigrants and undocumented people as members of society, as bearers of HR and of the right to HRE.
- On 6: the term “vulnerable groups”: this term implies a top-down (non-empowering) approach of these human beings.
- On 6: “take full account of” is quite vague – “be available to” could be clearer.
- On 7: the specific needs of indigenous peoples a.s.o.: why treating them in a separate paragraph; it suggests that these are not considered as ‘vulnerable groups’. Better reformulate 6 and 7 into one paragraph.
- On 8: this paragraph doesn’t reflect a ‘lifelong learning’ view on education. E.g. in-service training is not mentioned after universities.
- On 9: “begins at school or preschool age” – HRE should begin even earlier: at child care age and with parents.
- On 8 and 9: these two separate paragraphs belong together and can thus better be merged.
- On 10: “... traditions, which contribute to ...” suggests (can be read as) that those traditions are excluded from enriching the diversity which don’t contribute to the universality of human rights. Presumably this is not meant to be the statement of this paragraph, which could be reformulated as “... traditions, because they contribute to ...”.
- On 10: with a better definition of a human rights culture this paragraph could become superfluous.
- On 10: “enrich diversity”: enriching the diversity of civilisations is not an objective of HRE; the rich diversity of civilisations should obviously be integrated in contents, methods and target groups of and for HRE.
- On 14: this point is too important for being mentioned as a last point in this part 1.

On the text of part 2 (Implementation and follow-up measures at the country level).

- On 15: it is not mentioned that the States have the responsibility of acknowledging, facilitating and supporting the HRE work done by civil society institutions, NGO’s and others, especially those whose expertise and field of activity is focused on HRE, whereas a framework for the action of “other public bodies” and private individuals are explicitly mentioned.
- On 26, “the arts, including the theatre ...”: instead of naming some specific methods it would be better to mention that HRE should make use of a broad spectrum of methods,

thereby adapting to the different learning strategies of people and the specificities of the target groups.

On the text of part 3 (Implementation and follow-up measures at the international level):

- On 33: “an international monitoring centre for human rights education could be set up”: “could” is rather weak; if not transforming into “should” it should better be dropped as element in the declaration, as such a declaration sums up all kinds of things that should be done.
- On 34: it is not clear how international monitoring of HRE could address “the universal ratification of the human rights instruments and the implementation of a true mainstreaming process”. What does this paragraph mean in practice?
- On 37: “may also be useful”: eventually change the text into: “International or national celebrities should be stimulated to promoting a culture of human rights among different groups and to be open for eventually acting as goodwill ambassadors for HRE at national or at international level”.

On the text of part 4 (Supplementary provisions):

- On 38: “particular sectors”: only the media, information and communications technology are mentioned, whereas quite a lot of other sectors could meaningfully also be referred to.
- On 38: “target groups”: only health workers, the police and the armed forces are mentioned, whereas quite a lot of other target groups could meaningfully also be referred to.

The draft declaration document and other documents relevant to the drafting of a declaration on human rights education and training dealt at the Advisory Committee can be found in the appendix of this documentation and at the Advisory Committee website:

<http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/session3/documentation.htm>

(Documents include written statements submitted by HREA, Amnesty International and ICC respectively)

and

[http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR\\_education\\_training.htm](http://www2.ohchr.org/english/bodies/hrcouncil/advisorycommittee/HR_education_training.htm).

## **PART 5: APPENDIX**

### **ACRONYMS USED IN THIS DOCUMENT**

CR:	children's rights
CRC:	United Nations Convention on the Rights of the Child (1989)
CRE:	children's rights education
EDC:	education of democratic citizenship
HR:	human rights
HRE:	human rights education
T-T-T:	Train-the-Trainer

# Draft UN Declaration on Human Rights Education and Training

English version of December 1, 2009



## Advisory Committee of the Human Rights Council

A/HRC/AC/4/3

GE.09-17597

**Proposed draft declaration on human rights education and training, as revised by the rapporteur of the drafting group of the Human Rights Council Advisory Committee (1 December 2009)**

*Bearing in mind* Article 13 of the Charter of the United Nations, which charges the General Assembly with “promoting international co-operation in the ... cultural, [and] educational ... fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion”,

*Recalling* the Universal Declaration of Human Rights, which sets “a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance”,

*Drawing on* article 26 of the Universal Declaration of Human Rights, which affirms in paragraph 1 that “everyone has the right to education”, stipulating in paragraph 2 that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”,

*Reaffirming* that, as set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and other human rights instruments, States are required to ensure that education is directed to the strengthening of respect for human rights and fundamental freedoms,

*Aware* of their international commitments under the various universal and regional human rights treaties and various international instruments,

*Aware*, in particular, of the Vienna Declaration and Programme of Action adopted on 25 June 1993 by the World Conference on Human Rights, which addresses the

implementation of the right to education both as a right inherent in the dignity of the human person and as a means of promoting and ensuring respect for all human rights,

*Stressing* that the World Conference on Human Rights called on “all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions”, stating that “human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights”<sup>a</sup>

*Taking into account* the progress made in the United Nations Decade for Human Rights Education (1995–2004) and the World Programme for Human Rights Education through the implementation of the draft plan of action for the first phase (2005–2007),<sup>b</sup> which was extended to 2009, and the launch of a new phase of the World Programme for the period 2010–2014,

*Encouraging* the effective implementation of the goals set for 2015 in the Millennium Declaration, including equal access for girls and boys to all levels of education, *Recalling* the Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms,<sup>c</sup>

*Bearing in mind* the numerous initiatives undertaken within the framework of the United Nations, the United Nations Educational, Scientific and Cultural Organization (UNESCO) and other international and regional organizations, as well as at the domestic level by public authorities and civil society organizations,

*Recalling* the 2005 World Summit Outcome, in which Heads of State and Government supported “the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education”, and encouraged all States “to develop initiatives in this regard”,<sup>d</sup>

*Recalling* General Assembly resolution 60/251 establishing the Human Rights Council, in particular paragraph 5 (a), on the importance of human rights education and learning,

*Recalling* General Assembly resolution 62/171 and Human Rights Council resolution 12/4 relating to human rights education and training,

*Desiring* to strengthen the efforts undertaken and to encourage awareness and a collective commitment by all stakeholders, by providing a coherent and practical overview of the guiding principles that should govern the effective provision of human rights

education and training for all, without distinction,

*United in the desire* to send a strong message to the international community about the fundamental importance of human rights education and training in the promotion and protection of human rights,

*Hereby declares:*

### **1. Definitions and principles**

1. Human rights education and training is defined as all educational, training, information and learning activities aimed at inculcating a universal culture of human rights.
2. The right to human rights education and training is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights.
3. Human rights education and training is an essential component of the right to education for all, as recognized in both the international and regional framework and the domestic law of different States. It is indissociable from the full implementation of the right to education, particularly free compulsory primary education, and the widespread provision of basic education for all, including for illiterate persons.
4. Human rights education and training requires a high-quality education based on the principles of the Universal Declaration of Human Rights and other relevant instruments, with a view to:
  - c General Assembly resolution 53/144.
  - d General Assembly resolution 60/1, para. 131.
    - (a) Ensuring the effectiveness of all civil, cultural, economic, political and social rights, by making human rights the vehicle for and objective of education and training;
    - (b) Developing a universal culture of human rights, permitting everyone to be aware of their own rights and obligations in respect of the rights of others and promoting the development of the individual as a responsible member of a free, pluralist and tolerant society;
    - (c) Ensuring equal opportunities, through access to education for all, without any discrimination.
5. Human rights education and training is based on the principle of equality, particularly equality between girls and boys and between women and men.
6. Human rights education and training should take full account of vulnerable groups, by ensuring effective access to basic education, as well as to human rights education, in order to eliminate the causes of exclusion or marginalization and to enable everyone to exercise all their rights effectively.
7. Human rights education and training should also take into consideration the specific needs of indigenous peoples, as well as those of persons from national, ethnic and linguistic minorities.
8. Human rights education and training concerns all levels — preschool, primary,

secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes vocational training, including training of trainers, continuing education, popular education, and public information and awareness activities.

9. Human rights education and training is an ongoing process that begins at school or preschool age and that concerns all ages, all situations and all parts of society.

10. Human rights education and training should enrich the diversity of civilizations, cultures and traditions, which contribute to the universality of human rights.

11. Human rights education and training should use language adapted to the target groups and take account of the basic needs of the population, stressing the interdependence of all human rights so as to become a development tool.

12. Human rights education and training is closely related to the implementation of the right to information. It should promote access for all to, and the participation of everyone in the development of, the media, including the press, radio and television, and the strengthening of the educational function of these different media.

13. Human rights education and training should embrace the possibilities of the digital age so as to encourage the development of new educational forums and to promote digital solidarity with a view to achieving true equality in access to information and communications technologies.

14. Human rights education and training involves close links between schools, families, local communities and society as a whole, so as to create a favourable environment for the promotion and protection of human rights and to eradicate domestic violence, particularly against women and girls, and other forms of social violence such as violence in schools.

## **2. Implementation and follow-up measures at the country level**

15. Human rights education and training is primarily the responsibility of the State, which must respect, protect and implement it. The State not only has an obligation to respect the right to human rights education and training, and to respect, protect and implement all human rights, but also to incorporate universal standards in its legislation; to pursue actively policies to fulfil its commitments in the area of human rights education and training, through its institutions and officials; and to provide a framework for the action of other public bodies or private individuals by establishing minimum guarantees and promoting best practices.

16. The State has primary responsibility for ensuring the effective enjoyment of this right by vulnerable groups, through the mobilization of its resources according to the criteria of accessibility, acceptability, adequate funding and suitability of the education and training.

17. The State also has responsibility for the initial and continuing training of its own officials, including judges, police officers, prison guards and all law enforcement officers. It should also ensure adequate training for members of its armed forces and uniformed services, including in international humanitarian law and international criminal law. It should also concern itself with private personnel acting on behalf of the State.

18. Human rights education and training, which is an important factor in



democratization and knowledge-sharing, must be supported by a strong political will, as clearly demonstrated by an overall national strategy and the mobilization of human and financial resources, with specific commitments and goals.

19. The full implementation of such a national strategy, drawn up on the basis of the country's needs and priorities, implies effective inter-ministerial coordination, as well as the strengthening of national human rights institutions, which can play a particularly useful lead role in raising awareness and mobilizing all public and private actors.

20. The conception, implementation and monitoring of this strategy should involve all stakeholders, including civil society bodies, by promoting, where appropriate, multistakeholder coalitions.

21. Human rights education and training requires the mobilization of the public authorities, particularly local authorities, and all organs of society, civil society and the private sector. The various actors of civil society, religious institutions, community associations, non-governmental organizations, trade unions, professional associations, youth workers and pupils' parents also have a vital role to play. Companies, especially multinational companies, cultural institutions and industries, the media and new media should assume their full responsibility in the area of human rights education and training.

22. Human rights education and training must be seen as a long-term exercise; its effective implementation will require progressive and continuous efforts aimed at achieving long-term goals. It should start at the grass-roots level and aim for the participation of every person and the strengthening of capabilities, taking into account the diversity of economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the collective project.

23. An ongoing assessment of action taken at the national level is vital to the effectiveness of human rights education and training, and requires the establishment of performance indicators, specific goals and quantitative and qualitative indicators.

24. Progress in human rights education and training is nurtured by theoretical and practical research in the fields of education and teaching methods, as well as international human rights law, thanks to cooperation and networking among specialized institutes and research centres, with a view to producing a definition of common concepts and teaching methods. Future developments, especially in information and communications technologies, should receive all due attention in the multidisciplinary research.

25. Particular care must be taken to guarantee the academic freedoms and protect the human rights of those responsible for human rights education and training, as human rights defenders, whether in the formal, informal or non-formal sector.

26. Human rights education and training should draw on the cultural and traditional riches of different countries. The arts, including the theatre, music, the graphic arts and audio-visual works, should be encouraged as a means of training and raising awareness in the field of human rights.

27. Human rights education and training is a matter of communication. As such, it should feature prominently in the field of new technologies, through awareness campaigns suited to a networked world, in order to combat stereotypes and hate speech.

### **3. Implementation and follow-up measures at the international level**

28. The United Nations should promote human rights education and training for its civil and military personnel. It has a special responsibility in crisis situations to make human rights education and training a priority in its peacebuilding and State reconstruction programmes, including in respect of the rule of law and a democratic culture.

29. International and regional organizations should promote human rights education and training for their civil and military personnel. They should, in their sphere of responsibility, include human rights education and training in their activities and cooperation programmes.

30. International cooperation at the multilateral and bilateral levels, and decentralized cooperation in particular, should support and reinforce national efforts through incentives and pilot schemes.

31. The full implementation of human rights education and training requires complementary international, regional, national and local efforts, with a constant focus on coordination, coherence, synergies and interdependence.

32. The establishment of a voluntary international fund for human rights education and training should help finance initiatives and innovative projects on the ground.

33. An international monitoring centre for human rights education and training could also be set up to facilitate the implementation and monitoring of the present Declaration.

34. International monitoring of the full implementation of human rights education and training needs to address the universal ratification of the international human rights instruments and the implementation of a true mainstreaming process by the competent bodies and mechanisms.

35. The treaty-monitoring bodies should, inter alia, adopt general comments on human rights education and training, if they have not already done so, and systematically highlight human rights education and training in the list of issues submitted to States parties and in their concluding observations.

36. Human rights education and training should also feature in the universal periodic review of the Human Rights Council, as well as in the guidelines on the information required and in the commitments and recommendations made. The process could be strengthened by involving experts in progress assessments.

37. International or national goodwill ambassadors, celebrities, artists and sports men and women may also be useful in promoting a culture of human rights among very different groups.

### **4. Supplementary provisions**

38. The present Declaration, which aims to define a common framework for the mobilization of the efforts of States and all stakeholders, should be followed by further elaboration of specific themes covering either particular sectors (the media, information and communications technology), target groups (health workers, the police and the armed forces) or vulnerable groups.

39. This framework declaration shall be reviewed periodically to ensure it remains relevant and up to date.

# Draft UN Declaration on Human Rights Education and Training

English version of January 29, 2010



## Advisory Committee of the Human Rights Council

### **Recommendation 4/2. Draft United Nations declaration on human rights education and training**

*The Human Rights Council Advisory Committee,*

*Bearing in mind* the mandate set out in Human Rights Council resolution 6/10 of 28 September 2007 requesting the Advisory Committee to prepare a draft declaration on human rights education and training, as well as Human Rights Council resolution 10/28 of 27 March 2009,

*Recalling* its recommendations 1/1 of 14 August 2008, 2/1 of 30 January 2009 and 3/3 of 7 August 2009 on the work of the drafting group on human rights education and training, as well as the preparatory documents submitted by the rapporteur of the drafting group,<sup>3</sup>

*Welcoming* the particularly high response to the questionnaire sent by the drafting group to all stakeholders, who provided the drafting group with a wealth of information for its work,

*Welcoming* the contribution of the various stakeholders to the debate, including at the seminar on a draft United Nations declaration on human rights education and training, held in Marrakech, Morocco, on 16 and 17 July 2009, which was attended by the Chairperson and rapporteur of the drafting group,

*Expressing its gratitude* for the steadfast support of the States members of the Platform for Human Rights Education and Training,

*Highlighting* the active participation of national human rights institutions at each stage of the collective debate,

*Expressing its satisfaction* with the continued work of the drafting group, and particularly the draft declaration submitted by the special rapporteur of the drafting group in document A/HRC/AC/4/3,

*Desiring* to pursue the close cooperation with the United Nations, the United Nations Educational, Scientific and Cultural Organization and other relevant international and regional organizations in the work in progress,

*Taking due note* of the in-depth discussions on the draft declaration during the interactive debate at the fourth session of the Advisory Committee, as well as the further work carried out by the drafting group at the same session,

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<sup>3</sup> A/HRC/AC/2/CRP.1, A/HRC/AC/3/CRP.4 and Corr.1, and A/HRC/AC/4/3.

1. *Endorses* the draft declaration on human rights education and training annexed to this recommendation, as revised;
2. *Transmits* the draft declaration to the Human Rights Council for consideration at its thirteenth session, in accordance with the request contained in Human Rights Council resolutions 6/10 and 10/28;
3. *Recommends* that the draft declaration be disseminated widely and encourages further initiatives by the various stakeholders to promote collective consultations on the draft declaration;
4. *Expresses the hope* that the rapporteur of the drafting group on human rights education and training, Mr. Decaux, will be able to participate in the discussions of the Human Rights Council on the draft declaration submitted to it;
5. *Recommends* that the drafting group be kept informed of the follow-up to the work of the Human Rights Council and that it might be involved, in appropriate ways, in the ongoing debate and in the work of awareness-raising in the area of human rights education and training.

## Annex

### **Proposed draft declaration on human rights education and training, as revised by the rapporteur of the drafting group of the Human Rights Council Advisory Committee**

[*The General Assembly*]

*Bearing in mind* Article 13 of the Charter of the United Nations, which charges the General Assembly with “promoting international co-operation in the ... cultural, [and] educational ... fields, and assisting in the realization of human rights and fundamental freedoms for all without distinction as to race, sex, language, or religion”,

*Recalling* the Universal Declaration of Human Rights, which sets “a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance”,

*Drawing on* article 26 of the Universal Declaration of Human Rights, which affirms in paragraph 1 that “everyone has the right to education” and stipulates in paragraph 2 that “education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms”,

*Reaffirming* that, as set out in the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights and other human rights instruments, States are required to ensure that education is directed to the strengthening of respect for human rights and fundamental freedoms,

*Aware* of the international commitments of States under the various universal and regional human rights treaties and various international instruments,

*Aware*, in particular, of the Vienna Declaration and Programme of Action adopted on 25 June 1993 by the World Conference on Human Rights, which

addresses the implementation of the right to education both as a right inherent in the dignity of the human person and as a means of promoting and ensuring respect for all human rights,

*Stressing* that the World Conference on Human Rights called on “all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions”, stating that “human rights education should include peace, democracy, development and social justice, as set forth in international and regional human rights instruments, in order to achieve common understanding and awareness with a view to strengthening universal commitment to human rights”,

*Taking into account* the progress made in the United Nations Decade for Human Rights Education (1995–2004) and the World Programme for Human Rights Education through the implementation of the plan of action for the first phase (2005–2007), which was extended to 2009, and the launch of a new phase of the World Programme for the period 2010–2014,

*Encouraging* the effective implementation of the goals set for 2015 in the Millennium Declaration, including equal access for girls and boys to all levels of education,

*Recalling* the Declaration on the Right and Responsibility of Individuals, Groups and Organs of Society to Promote and Protect Universally Recognized Human Rights and Fundamental Freedoms,

*Bearing in mind* the numerous initiatives undertaken within the framework of the United Nations, the United Nations Educational, Scientific and Cultural Organization and other international and regional organizations, as well as at the domestic level by public authorities and civil society organizations,

*Recalling* the 2005 World Summit Outcome, in which Heads of State and Government supported “the promotion of human rights education and learning at all levels, including through the implementation of the World Programme for Human Rights Education”, and encouraged all States “to develop initiatives in this regard”,

*Recalling* General Assembly resolution 60/251 establishing the Human Rights Council, in particular paragraph 5 (a), on the importance of human rights education and learning,

*Recalling* General Assembly resolution 62/171 and Human Rights Council resolution 12/4 relating to human rights education and training,

*Desiring* to strengthen the efforts undertaken and to encourage awareness and a collective commitment by all stakeholders, by providing a coherent and practical overview of the guiding principles that should govern the effective provision of human rights education and training for all, without distinction,

*Motivated* by the desire to send a strong signal to the international community about the fundamental importance of human rights education and training in the promotion and protection of human rights,

*Hereby declares:*

## **I. Definitions and principles**

1. Human rights education and training comprises all educational, training, information and learning activities aimed at promoting a universal culture of human rights.

2. The right to human rights education and training is a fundamental right inherent in the dignity of the human person and is intimately related to the effective enjoyment of all human rights, in accordance with the principles of universality, indivisibility and interdependence of human rights.

3. Human rights education and training concerns all levels — preschool, primary, secondary and university — and all forms of education, training and learning, whether in a public or private, formal, informal or non-formal setting. It includes vocational training, particularly the training of trainers, continuing education, popular education, and public information and awareness activities.

4. Human rights education and training is an essential component of the right to education for all, as recognized in both the international and regional framework and the domestic law of different States. It is related to the full implementation of the right to education, particularly free compulsory primary education, and the widespread provision of basic education for all, including for illiterate persons, as well as to the development of secondary education, including technical and vocational education, and higher education.

5. Human rights education and training should be based on the principles of the Universal Declaration of Human Rights and other relevant instruments, with the aim of:

(a) Raising awareness of human rights, including international, regional and national standards, principles, legislation and applicable guarantees;

(b) Pursuing the realization of all human rights;

(c) Developing a universal culture of human rights, in which everyone is aware of their own rights and duties in respect of the rights of others, and promoting the development of the individual as a responsible member of a free, peaceful, pluralist and tolerant society;

(d) Ensuring equal opportunities, through access for all to a quality education, without any discrimination; and

(e) Ensuring that education is developed in a spirit of participation, inclusion and responsibility that addresses both the content and the methods.

6. Human rights education and training is based on the principle of equality, particularly equality between girls and boys and between women and men, including in access to school, in accordance with the Millennium Development Goals.

7. Human rights education and training should take full account of vulnerable groups, including persons with disabilities, persons living in poverty, foreigners and migrants, by ensuring effective access to basic education, as well as to human rights education, in order to eliminate the causes of exclusion or marginalization and to enable everyone to exercise all their rights effectively.

8. Human rights education and training should also take into consideration the specific expectations of indigenous peoples, as well as those of persons from national or ethnic, religious and linguistic minorities.

9. Human rights education and training is an ongoing process that begins at school or preschool age and that concerns all ages, all situations and all parts of society.

10. Human rights education and training should embrace and enrich the diversity of civilizations, religions, cultures and traditions, which contribute to the universality of human rights.

11. Human rights education and training should use languages and methods suited to the target groups and should take into account the basic needs of the population, stressing the interdependence of all human rights so as to become a development tool.

12. Human rights education and training is closely related to the implementation of freedom of expression and the right to information. It should promote access for all to, and the participation of everyone in the development of, the media, including the press, radio and television, and the strengthening of the educational function of these different media.

13. Human rights education and training should embrace the possibilities of the digital age so as to encourage the development of new educational forums, with a view to achieving true equality in access to information and communications technologies.

14. Human rights education and training involves close links between schools, families, local communities and society as a whole, so as to create a favourable environment for the promotion and protection of human rights.

15. Human rights education and training contributes to the prevention of human rights violations and aims to eradicate domestic violence, particularly against women and girls, and other forms of social violence such as violence in schools, as well as discrimination, stereotyping and hate speech.

## **II. Implementation measures at the country level**

16. The State has primary responsibility in respect of the right to human rights education and training. The State has not only an obligation to respect the right to human rights education and training, but also an obligation to achieve progressively the full realization of this right by all appropriate means, including particularly the adoption of legislative measures. It has an obligation to incorporate universal standards in its legislation and to pursue actively policies to fulfil its commitments in the area of human rights education and training, through its institutions and officials.

17. The State also has an obligation to protect and implement human rights education and training, by setting out the legal framework for the action of other public or private entities, including schools and universities, ensuring the professional training of trainers, establishing minimum guarantees and promoting best practices, particularly in the areas of non-discrimination and true equality.

18. The State has a particular responsibility for ensuring the effective enjoyment of the right to human rights education and training by vulnerable groups, by mobilizing its resources according to the criteria of accessibility, acceptability, adequate funding and suitability of the education and training.

19. The State also has responsibility for the initial and continuing professional training of its own officials, including judges, police officers, prison guards and all law enforcement officers. It should also ensure adequate training for members of its armed forces and uniformed services, including in international humanitarian law and international criminal law. It should also concern itself with private personnel acting on behalf of the State.

20. All members of the educational community, including educational institutions and teachers, pupils and students, as well as their families, have an important role to play in helping to better realize the right to human rights education and training through their own initiatives or through joint projects with the public authorities.

21. Human rights education and training, which is an important factor in democratization and knowledge-sharing, must be supported by a strong political will, as clearly demonstrated by an overall implementation strategy and the mobilization of human and financial resources, with specific commitments and goals.

22. The full implementation of such a strategy, drawn up on the basis of the country's needs and priorities, implies effective inter-ministerial coordination and the establishment of specialized administrative bodies.

23. The development and strengthening of national human rights institutions should enable them to play a particularly useful leading role in raising awareness and mobilizing all public and private actors, as well as, where necessary, a coordinating and evaluation role.

24. The conception, implementation and monitoring of this strategy should involve all stakeholders, including civil society bodies, by promoting, where appropriate, multi-stakeholder coalitions.

25. Human rights education and training requires the mobilization of the public authorities, particularly local authorities, and all organs of society, civil society and the private sector. The various actors of civil society, religious institutions, community associations, non-governmental organizations, trade unions, professional associations, youth workers and pupils' parents also have a vital role to play. Companies, especially multinational companies, cultural institutions and industries, the media and new media should assume their full responsibility in the area of human rights education and training.

26. Human rights education and training must be seen as a long-term exercise; its effective implementation will require progressive and continuous efforts aimed at achieving long-term goals.

27. Human rights education and training should aim for the participation of every person and the strengthening of their capabilities, taking into account different economic, social and cultural circumstances, while promoting local initiatives in order to encourage ownership of the common goal of the fulfilment of all human rights for all.

28. An ongoing assessment of action taken at the national level is vital to the effectiveness of human rights education and training, and requires the establishment of specific goals and quantitative and qualitative indicators.

29. Progress in human rights education and training is nurtured by the initial and in-service training of teachers at all educational levels and by theoretical and practical research in the fields of education and teaching methods, as well as international human rights law, thanks to cooperation and networking among specialized institutes and research centres, with a view to producing a definition of common concepts and teaching methods.

30. Particular care must be taken to guarantee the academic freedoms and protect the human rights of those responsible for human rights education and training, in their role as human rights defenders, whether in the formal, informal or non-formal sector.

31. Human rights education and training should draw on the cultural and traditional riches of different countries. The arts, including the theatre, music, the graphic arts and audio-visual works, should be encouraged as a means of training and raising awareness in the field of human rights.



32. Human rights education and training is a matter of communication. As such, it should feature prominently in the field of new technologies, through awareness campaigns suited to a networked world.

### **III. Implementation measures at the international level**

33. The United Nations should promote human rights education and training for its civil and military personnel. It has a special responsibility in crisis situations to make human rights education and training a priority in its peacebuilding and State reconstruction programmes, including in respect of the rule of law and a democratic culture.

34. International and regional organizations should promote human rights education and training for their civil and military personnel. They should, in their sphere of responsibility, include human rights education and training in their activities and cooperation programmes.

35. International non-governmental organizations also have an important role to play in human rights education and training, both internally, with regard to their membership, and in their programmes in the field.

36. International cooperation at the multilateral and bilateral levels, including decentralized cooperation, should support and reinforce national efforts through incentives and pilot schemes, as an extension of the World Programme for Human Rights Education.

37. The full implementation of human rights education and training, as well as of the right to education itself, requires complementary international, regional, national and local efforts, with a constant focus on coordination, coherence, synergies and interdependence.

38. International follow-up to the full implementation of human rights education and training entails the universal ratification of the international human rights instruments and the implementation of a true mainstreaming process by the competent bodies and mechanisms.

39. The treaty-monitoring bodies should, inter alia, adopt general comments on human rights education and training, if they have not already done so, and systematically highlight human rights education and training in the list of issues submitted to States parties and in their concluding observations.

40. Human rights education and training should also be given due prominence in the universal periodic review of the Human Rights Council, as well as in the guidelines on the information required and in the commitments and recommendations made. The process could be strengthened by involving experts in progress assessments.

41. An international centre for human rights education and training could also be set up to facilitate and coordinate the implementation and monitoring of the present Declaration.

42. The establishment of a voluntary international fund for human rights education and training should help finance initiatives and innovative projects in the field.

43. International or national goodwill ambassadors, celebrities, artists and sports men and women can also make a useful contribution to the promotion of a culture of human rights among very different audiences.

*Adopted by consensus  
8<sup>th</sup> meeting  
29 January 2010*

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**Democracy and Human Rights Education  
in Adult Learning**

[www.dare-network.eu](http://www.dare-network.eu)



Education and Culture DG

**Lifelong Learning Programme**

EU-Project No. 134263-LLP-1-2007-1-DE-  
GRUNDTVIG-GNW“

This project has been funded with support from the European Commission.

This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

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## Democracy and Human Rights Education in Adult Learning

EU Grundtvig Network Project No. 134263-LLP-1-2007-1-DE-GRUNDTVIG-GNW

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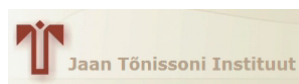
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Scotland/UK

This project has been funded with support from the European Commission.

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