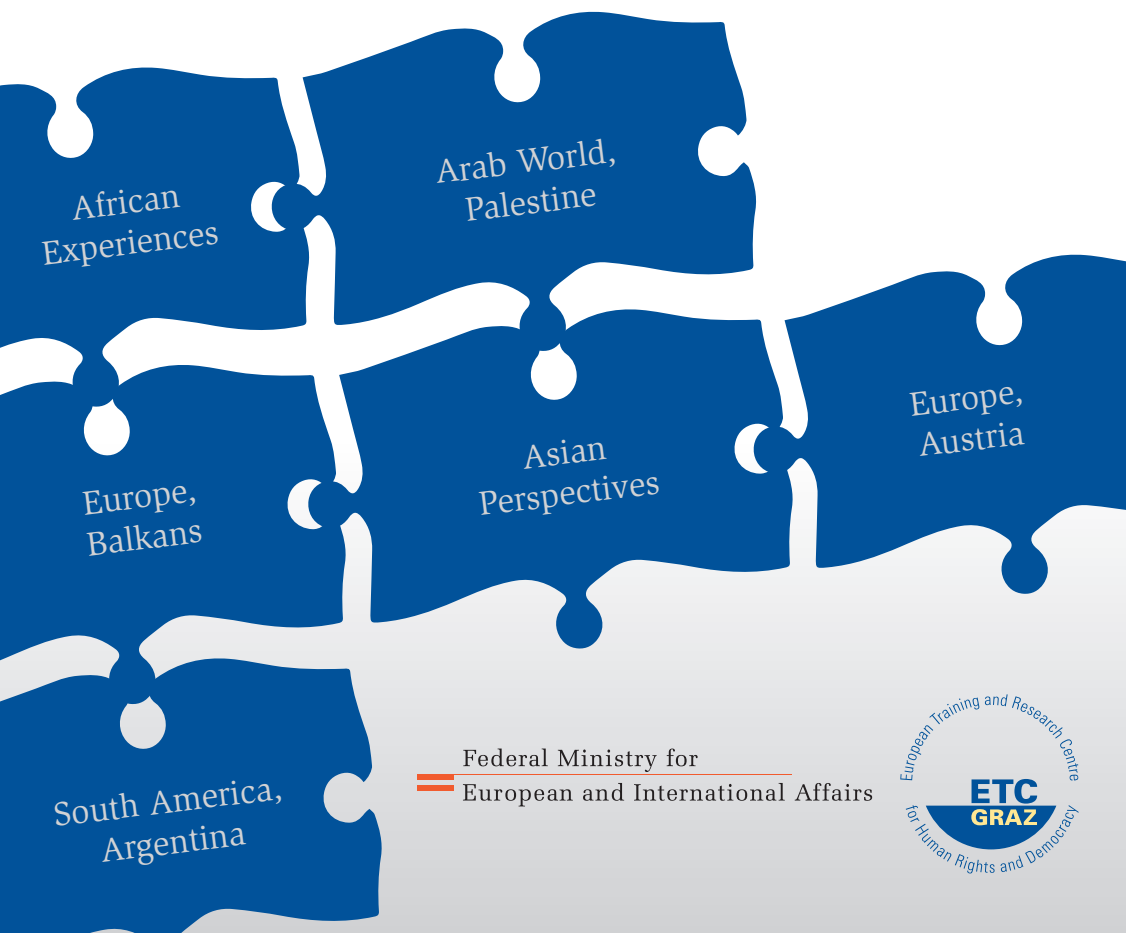



SPREADING THE WORD

GOOD PRACTICES IN
HUMAN RIGHTS EDUCATION
WORLDWIDE



Federal Ministry for
 European and International Affairs



European Training and Research Centre
for Human Rights and Democracy - ETC Graz
Elisabethstraße 50b
A-8010 Graz
office@etc-graz.at
www.etc-graz.at

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INTRODUCTION

“As you journey through these pages written by many people from around the world, sharing their experiences and knowledge, you will learn about the moral and political implication of human rights and how they are firmly protected by law. Furthermore, a vital responsibility will be placed on your shoulders to become a mentor and monitor of human rights in your home, in your neighbourhood and in your organisation.” **Shulamith Koenig, People’s Movement for Human Rights Learning – PDHRE (Recipient of 2003 UN Human Rights Award)**

The manual on human rights education, “Understanding Human Rights”, is the result of a collective work of some 40 experts and institutions from all over the world under the direction of the European Training and Research Centre for Human Rights and Democracy (ETC) in Graz. The ETC Graz is engaged both in a theoretical and practical manner in questions of the enforcement of human rights and democracy, with emphasis on human rights and human rights education, human rights at the local level, the rule of law and good governance. Its work is based on research, education and consulting. The ETC’s interdisciplinary approach links all aspects of democracy and human rights at the levels of research and transfer of knowledge and values.

The manual “Understanding Human Rights” was initiated by the Ministry of Foreign Affairs in 2002/2003, as a contribution to the Human Security Network, which had its 2003 ministerial meeting in the human rights city of Graz. Thanks go to the Austrian Minister for European and International Affairs, Michael Spindelegger, and the Austrian Development Agency for their continuous support of this important project.

One basic idea was that human security can well be enforced through human rights education as the knowledge and understanding of human rights can contribute to the strengthening of the society and to the empowerment of the individual in aiming towards the freedom from want and from fear. As the original contributors came from nearly all continents the manual reflects a diversity of perspectives on human rights while maintaining the principle of universality. It also contains a new methodology of human rights education and learning, which is explained in more detail in this brochure. The title “Understanding Human Rights” signals that it aims at more than just knowledge and awareness, but should enable the reader to develop analytical skills and a proactive approach. This is in line with the United Nations Declaration on Human Rights Education and Training, adopted in 2011 which reaffirms the right to know, see and receive information about human rights and to have access to human rights education and training. The manual also contributes to the achievement of the objectives of the Universal Declaration on Human Rights, which states that “every individual

and every organ of society shall strive by teaching and education to promote respect for human rights and fundamental freedoms”.

With the help of numerous partners, the manual has been translated into 15 languages so far, among them all official UN languages. Accordingly, it is being used worldwide as the feedback from various users in this brochure shows. Through its methodology it can be used with very different target groups, from students and NGOs to law enforcement officials and politicians. The ETC supports the use of the manual through a learning platform and train-the-trainers workshops which have taken place in several continents. They are usually prepared together with local experts, who also support the contextualization of the manual for local or regional purposes.

It is a particular pleasure that UNESCO, which has organised the first World Conference on Human Rights Education in Vienna in 1978, continues to take an active interest in human rights education. This brochure should contribute to enhance the efforts of UNESCO in the field of human rights education and to lay the ground for a stronger cooperation in this respect in the future.

WHAT DO WE LEARN, WHY DO WE LEARN AND HOW DO WE LEARN HUMAN RIGHTS?

Human rights education means to deal with the legal basis, the personal attitudes and the skills everyone should strive to possess, to protect and implement human rights. All three are indispensable components for human rights education, and complement each other. It's not enough to concentrate on only one area: The one who just refines her/his own attitudes might end up in frustration because s/he lacks knowledge and instruments of human rights protection. But, if attitudes are neglected in the education and learning process, we could end up producing well-trained human rights violators.

Therefore, human rights education includes the development of knowledge, skills and values of human rights. It asserts the responsibility of all actors in society, including governments, institutions, business and individuals to respect, protect and fulfil the rights of all human beings without any distinction as of colour of skin, sex or gender, religion, ethnic or national background, political belief or other grounds. Human rights education methods reflect the intentions of the respective educational approach: As the realisation of the rights and the dignity of the human being are at the centre, the educational approach has to focus on the human being. Human rights trainings and workshops have to comply with the concerns and needs of the learners; they have to combine intellectual challenges with the de-

velopment of skills, the shaping of attitudes and the empowerment to take action. Needless to say, this cannot be achieved without active involvement of the participants and without taking into account their personal and professional experiences. Human rights education is essential for the concept of active citizenship in a democratic and pluralistic society. Only humans who understand human rights will work to secure and defend them for themselves and others. However, in order to be involved in this way, it is necessary to be informed. There are three essential approaches for an effective human rights education: learning ABOUT, THROUGH and FOR human rights. Learning about human rights means learning to know and understand human rights norms and protection mechanisms and to understand and embrace the principles of human equality and dignity. Learning through human rights means that learning and teaching respects the rights of both learners and educators. Learning for human rights means learning to actively implement human rights competences and raise awareness in the context of daily life and work. We define ourselves not merely through our knowledge but by our own actions.

THE UNITED NATIONS FRAMEWORK ON HUMAN RIGHTS EDUCATION

“The Plan of action calls for a global mobilization of energies and resources, from the family to the United Nations, to educate individuals and groups about human rights so that conduct leading to a denial of rights will be changed, all rights will be respected and civil society will be transformed into a peaceful and participatory model.” **UNESCO World Plan of Action on Education for Human Rights and Democracy adopted by the International Congress (Montreal, Canada: March 8-11, 1993)**

“The ultimate goal of education for peace, human rights and democracy is the development in every individual of a sense of universal values and types of behaviour on which a culture of peace is predicated. It is possible to identify even in different socio-cultural contexts values that are likely to be universally recognized.” **UNESCO Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy (1995)**

“Human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to: (a) The strengthening of respect for human rights and fundamental freedoms; (b) The

full development of the human personality and the sense of its dignity; (c) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups; (d) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law; (e) The building and maintenance of peace; (f) The promotion of people-centred sustainable development and social justice.” **World Programme for Human Rights Education (2005-ongoing), plan of action for the first phase (2005-2007)**

“Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.” **United Nations Declaration on Human Rights Education and Training (2011)**

GOOD-PRACTICES AND LESSONS LEARNT IN HUMAN RIGHTS EDUCATION USING THE MANUAL “UNDERSTANDING HUMAN RIGHTS“ WORLDWIDE

AFRICAN EXPERIENCES

WHAT

In East Africa, a training course for human rights educators was held in Addis Ababa. The general objective of the training was to enhance the capacity of human rights educators in East Africa. Specific objectives included the introduction of contemporary thematic issues and methodological approaches in human rights education, experience sharing and networking of human rights educators in East Africa, and making material for human rights education available for participants who might use them in further human rights education efforts.

In Mali, the human rights education project aimed at facilitating the understanding of the concept of human rights and human dignity in order to fight discrimination, oppression, exclusion and gender-based violence. The main objectives were promoting understanding, protecting and defending women’s and girls’ rights.

WHO

The training in East Africa was organised jointly by the Center for Human Rights (Addis Ababa University), Ethiopia, and the ETC, with the support of the Austrian Development Agency (ADA).

Target groups were institutions and individuals involved in human rights education from East Africa (Ethiopia, Kenya, Tanzania and Uganda) having a “multiplier” effect in human rights education.

National human rights institutions, higher educational institutions, police academies and justice training institutions were involved as stakeholders.

In Mali, the programme was a grass-roots project. Beneficiaries were communities from seven villages and three neighbourhoods, together 263 participants. Religious and traditional community leaders were involved as they are the persons who make and observe the community rules, customs and traditions. It was of importance to convey the meaning of including human rights aspects in the cultural and traditional setting. Their intervention had positive effects on respective decision-making processes and on the acceptance of social change. Local authorities were involved in order to increase the accessibility and availability of communal services such as administration or health services. It was necessary to introduce the concept of self-evaluation to lead to the conclusion that it was their responsibility to comply with the principles of human rights and non-discrimination as a crucial factor in today’s modern world.

HOW

In East Africa, the methodology, as indicated in the Handbook, was participatory, interactive and reflective. This methodology reflected the workshop participants’ expectations leading to the use of similar methods in future trainings on human rights. Participants hailed from five countries in East Africa and African approaches for human rights education were adopted. Some of the training sessions centred on the understanding of the local sense of human rights education.

The methodology of the Mali programme was based on the theory of change by Paulo Freire which denotes the social process of becoming more profoundly human. In regular meetings participants planned activities in order to better identify and address existing problems of inequality within the community. In collective analyses of the problems respective responsibilities and action for change were identified and decided upon. A plan of action was elaborated which is transposed in an iterative approach.

Due to training, the participants were enabled to translate the definitions and concepts into the local languages. In this process the theoretical concept could be translated into a practical concept for change at local level.

CONCLUSION

Except for the limitations in size of participant institutions, the training in Ethiopia

was a success in achieving its objective of convening human rights educators from the sub-region to share challenges and opportunities in human rights education. The human rights education programme in Mali faced some obstacles. For most of the participants the meeting places were difficult to reach because of distance, which is why they could not attend the sessions regularly. Translation had to be organised and for the participating girls the language of the handbook had to be simplified. Drama, story-telling, sketches and other forms of interactive measures turned out to be very helpful regarding the development of solution strategies for various problems. Attitudes towards social change and competences have also been strengthened: Learning human rights has profoundly reinforced the basis for argumentation towards social change in the respective communities. It further increased the participants' confidence regarding their capacity to fight discrimination, exclusion and marginalisation.

ARAB WORLD, PALESTINE

WHAT

Since 2009 the human rights city of Graz (Austria) maintains a project partnership with the Palestine city of Zababdeh (West Bank). The main goal of this partnership is a mutual transfer of know-how. Zababdeh has, thanks to its religious diversity, a long and profound history of peaceful coexistence in a multi-religious society. This knowledge of peaceful coexistence is tapped by Graz, a city which has become increasingly diverse regarding the beliefs of its inhabitants in the last decades. Consequently every year a lawyer from Zababdeh is given the opportunity to live and work in Graz for one year and participate in various intercultural projects and in the elaboration of a new edition of the Arabic version of the manual „Understanding Human Rights“.

In cooperation with the Ramallah Center for Human Rights Studies (RCHRS) the ETC Graz is revising and contextualizing the second Arabic edition of the manual on the basis of the latest English version. In addition further human rights education projects with various governmental and non-governmental organisations from Graz and Palestine are planned under the auspices of the cooperation.

WHO

As far as the governmental dimension is concerned, the municipalities of Graz and Zababdeh are in constant direct contact and act as stakeholders on various projects in the frame of the project partnership. Furthermore the Austrian Federal Ministry for European and International Affairs and the Provincial Government of Styria are involved as donors.

On the level of human rights education the ETC Graz is establishing human rights education projects in cooperation with the Ramallah based RCHRS. Further participants on the non-governmental level are students, teachers and managers of primary and secondary schools in both cities.

HOW

Multilevel cooperation is developed between the cities of Graz and Zababdeh and between the RCHRS and the ETC Graz.

CONCLUSION

Cooperation on governmental levels can be used as the basis for multilevel human rights education programmes. Under the umbrella of governmental cooperation various projects between the communities (Graz-Zababdeh-Ramallah) targeting different branches of human rights have already been implemented and are further developed. This includes cooperation between schools with a focus on the right to education as well as human rights organisations from both countries realising human rights education projects in non-formal education. Train-the-trainers seminars for the whole region are being developed.

ASIAN PERSPECTIVES

WHAT

In Vietnam the manual “Understanding Human Rights” and its methodology were used for human rights trainings aimed at enhancing the awareness of human rights for cadres and public officers at central and local levels as well as for human rights trainings in relation with environmental protection.

At the University of Hiroshima, Japan, Human Rights Education is taught by using the “Understanding Human Rights” manual targeting first-year students. After the Second World War the Japanese government took measures including positive actions to eradicate discrimination, backed by the idea of equality stipulated in the Japanese Constitution made after the war. Human rights education was thought to be a vital element in that policy. Therefore all students undergo human rights education and thus learn about human rights in an international context before they enter universities, although their knowledge on this subject differs widely. In this relation, the manual offers a lot of new information and teaches them the international human rights laws and the international system for the protection of human rights, gives them information about human rights violations in the whole world and makes them experience human rights from different cultural perspectives.

In China the manual was published in cooperation with the Chinese Academy of Social Sciences (CASS) and train-the-trainers workshops were organised in cooperation with CASS and Scandinavian partners. The manual, which is also available through bookshops, has been one of the first of its kind on the market in Chinese language and has been used in a number of universities throughout China.

In Thailand the manual was translated by the Ministry of Foreign Affairs in cooperation with the Ministry of Education and the Ministry of Human Security, which also organised a large train-the-trainers workshop in Bangkok in cooperation with the ETC Graz to bring together educators from all over the country. The manual received a very enthusiastic welcome and was used also for teaching human rights in secondary education.

WHO

Target groups in Vietnam: Researchers, lecturers at graduate and post-graduate level, policy-makers, practitioners, specialists and experts in human rights

In Japan: Students and pupils

In China: Human rights educators, general public

In Thailand: Students and teachers

HOW

At courses at the university level and in training workshops.

CONCLUSION

To sum up, in the Japanese case the manual is best used to develop human rights education at university level, adding international perspectives to the basis of skills and knowledge students have already acquired in primary and secondary education.

The manual offers a broad base for multilevel human rights education in Vietnam. In Thailand the participants of the train-the-trainers workshop spread the manual all over country while in China it is used in a more academic environment, by universities and scientists.

EUROPE, BALKANS

WHAT

Since 2005 the manual has been distributed to a variety of stakeholders in Kosovo, Albania and Macedonia, who have used this manual when organizing human rights trainings. It has also been used by students in Kosovo in several under-

graduate human rights courses as well as many projects at the University of Prishtina's Human Rights Center. Furthermore, the Human Rights Centre of the South East European University (HRC-SEEU), Tetovo, Macedonia aims to promote human rights through educational work with students of different ethnic backgrounds.

In Croatia, the manual was translated and published in 2005 in the framework of the University Curriculum for Human Rights and Democratic Citizenship Project (UHR&DC) by the Research and Training Centre for Human Rights and Democratic Citizenship of the Faculty of Humanities and Social Sciences, University of Zagreb. The main aim of the project was to develop a conceptual framework for learning human rights and democratic citizenship at the university and to design and pilot-implement an interdisciplinary curriculum accompanied by reference materials for teachers and students of the teacher training faculties.

The translation of the manual to Albanian, Macedonian, Croatian and Serbian (by the Belgrade Human Rights Center) was followed by a series of training workshops in Montenegro, Serbia, Macedonia, Kosovo and Bosnia and Herzegovina and an evaluation workshop in Graz (Austria) organised by the ETC in 2007.

WHO

The Human Rights Center Prishtina carried out various projects involving journalists, civil society activists, police officers, military officers, civil servants, students, pupils, persons with disabilities, judges, prosecutors, advocates etc. Among the most successful trainings were those organised for police officers, military officers, persons with disabilities and civil society activists.

The South East European University in Tetovo is working mainly with students, who also were requested to conduct teaching in the local elementary schools.

In Croatia the manual has been extensively and regularly used either as an obligatory or suggested reading at the graduate and post-graduate study of pedagogy at the Faculty of Humanities and Social Sciences. It has been a valuable resource for students in pre-graduate and graduate courses as well as in the doctoral study of pedagogy in Zagreb and for students of pedagogy at the universities of Rijeka and Pula, both Croatia, and Mostar, Bosnia and Herzegovina.

In Bosnia and Herzegovina the manual was furthermore, such as in Montenegro, and Serbia, introduced into and regularly used in the trainings of the local human rights centres and at universities.

HOW

Depending on the theme, many trainings have been started by distributing the illustration story to the participants. After they read it, discussions on the story were launched and gradually linked to the main concepts of a given theme. Afterwards main concepts and international human rights instruments were explained in order to open debates based on the contents and exercises in the respective module.

CONCLUSION

HRC-SEEU is situated in a multiethnic university that provides for a flexible use of languages. The ethnic and confessional background of the environment is also very heterogeneous. All of this represents a very convenient environment to study human rights and to promote their implementation for which the manual “Understanding Human Rights” is a very useful tool when it comes to human rights education trainings. It is also a useful additional material for undergraduate university courses.

In Croatia the manual is appreciated by students for its good organization, well-structured learning units, the clarity of concepts, the abundance of information, and, above all, for its methodological dimension. It assists students in deepening their knowledge on key concepts; it contributes to developing their critical approach to contemporary political, social and cultural phenomena; and it helps them select appropriate approaches to teaching human rights to diverse groups of students.

All Balkan partners stressed the importance to contextualize the manual, e.g. by introducing the local legal frameworks, cases or local controversial issues. A start has been made by the Prishtina Human Rights Center.

EUROPE, AUSTRIA

WHAT

Being developed by an international team of experts under the guidance of the European Training and Research Centre for Human Rights and Democracy – ETC Graz and published in 2003, the manual “Understanding Human Rights” has served as the basic document for the ETC’s annual lecture series “Introduction to human rights” (since 2003) and the university course “Introduction to human rights education” (since 2005), both implemented at the University of Graz.

Apart from university courses that follow a comprehensive approach, the manual has also been used in further educational trainings that focus on specific human rights such as the right to education, human rights in law enforcement, non-discrimination, or the right to a fair trial.

Furthermore, the manual forms the theoretical and methodological basis of the more specialised awareness-raising and skills-shaping workshops developed and implemented by the ETC team.

WHO

From the very beginning on, the human rights education programme of the ETC Graz has been offering free-access education to rights-holders (the “broad public”)

as well as specialised training courses for duty-bearers such as the police, the judiciary, public servants, teachers and health care providers' staff. The interdisciplinary university courses and the lecture series address students from all faculties but also non-academic citizens of the human rights city of Graz. Workshops are booked by groups, organisations and school classes. Offers, on-line education and material including most language versions of the manual are freely accessible on the ETC website (www.etc-graz.at).

Main partners and/or contracting authorities in the ETC's human rights education programmes are the University of Graz, the Ministries of Interior and Justice, the local universities of teacher education, local administrations and health care providers.

HOW

With the human being in the centre of attention, all human rights education, training and learning has to be adapted to the interests and needs of the learners. Different contexts and different (groups of) learners demand a multitude of approaches and on-going adaptation of concepts and materials. The manual serves as a solid base even if only specific parts or particular exercises are used.

CONCLUSION

To effectively implement human rights education, it is indispensable to cooperate with state institutions and civil society on a broad basis. A "culture of human rights" can only be established when human rights are present in each and every curriculum, from pre-school to further education.

SOUTH AMERICA, ARGENTINA

WHAT

Since 2007 the human rights organisation INSGENAR, based in the human rights city Rosario (Argentina), has established cooperations with various local woman rights organisations as well as organisations of indigenous communities to promote the discussion of human rights. Within these cooperations, three workshops were held in Rosario on the topic of human rights in theory and practice, with a specific focus on women's rights and (sexual) violence.

WHO

The main target group of these workshops were women and adolescents from indigenous communities near Rosario. Beside various local NGOs, which are predominantly active in indigenous communities, several communication organisa-

tions like the FARCO (Foro Argentino de Radios Comunitarias) were involved in the organisation, realisation and promotion of these workshops.

HOW

Whereas the first two workshops, held in 2008 and 2009, were focused on women specific issues, the last workshop, held in 2011, addressed the human rights experiences of adolescents of the indigenous community.

At the first seminar the participants were asked to translate the outcome of the workshops as well as the human rights, which are especially important for the seminar group, into the languages of their communities.

Furthermore, theatre plays on the topic of human rights as well as entertainment programmes were created by the participants and later broadcasted by several radio and television stations.

CONCLUSION

The implementation of human rights for all people implies to think about human rights in different contexts and cultural backgrounds. In this sense, there is no universal way of living and promoting human rights. Therefore, a multitude of approaches to human rights implementation was necessarily used in the workshops.

EVALUATION AND QUALITY ASSURANCE IN HUMAN RIGHTS EDUCATION

Quality assurance is a relatively new approach to ensure that educational institutions and organisations fit their purpose and adequately represent what they stand for. The implementation of a quality assurance system further means that an educational institution becomes a self-planning, self-evaluating and self-developing organisation.

Quality assurance in human rights education follows a certain logic, irrespective of the level on which it is introduced (educational institution, organisation, whole system). In each case the process consists of strategic planning which basically encompasses the following interrelated sequences:

- Determination of the purpose and the goals for the introduction of human rights education (What do we want to achieve and why does it matter?);
- Analysis of the existing situation (environmental scanning) in order to identify strengths and weaknesses regarding the achievement of the goals of the introduction of human rights education (What is there that may impede or facilitate the change?);

- Development of a detailed action plan for the introduction of human rights education (How the goals may be achieved effectively within the existing situation?);
- Implementation, monitoring, data collection and evaluation of the action plan (Are we going in the right direction? Have the goals been achieved?);
- Confirmation or revision of the action plan with a view to maintain or further improve the integration of human rights education (How can we uphold the achieved level of quality? How can we get better?).

The finalization of the last sequence is actually the beginning of the new round of planning in a continuous, dynamic and all-encompassing process of self-development. The planning process is therefore focused on improving the quality of human rights education outcomes at different levels of the educational system and institutional or organisational culture.

Two crucial aspects of quality assurance in human rights education are capacity building and self-evaluation. Capacity building primarily refers to the improvement of the teachers' and trainers' competences for all aspects of human rights education, namely defining the goals, designing the programme or curriculum and managing self-evaluation.

Self-evaluation is a set of approaches, methods and instruments implemented to provide analytical data on the quality of the process and its outcomes to serve as the basis for further improvement. The relevance of self-evaluation depends to a great extent on the selection and the definition of the particular areas to be observed, as well as on quality indicators and on the measuring. The selection of areas indicates where the focus of evaluation is located or where to look for evidence of improvement.

In general, quality benchmarks designate which outcomes are expected in a particular area as the result of integrating human rights education. The most frequently mentioned indicator is the curriculum. Having in mind that quality human rights education presupposes comprehensive changes of the educational environment, indicators may also include the teaching and learning process, institutional or organisational policy priorities, decision-making procedures and students' participation, staff capacity building, students-teachers relations, cooperation of schools with civil society organisations etc.

Quality assurance in human rights education is a complex and challenging process. Its implementation presupposes that main educational stakeholders, teachers and trainers in particular, are aware of the importance of human rights education, know about its principles and are dedicated to the fulfillment of its goals, following a continuous process of self-monitoring, self-evaluation and self-improvement. Only due to such an inclusive approach, students are able to learn about, through and for human rights.

„UNDERSTANDING HUMAN RIGHTS“ LANGUAGE VERSIONS

	1 st edition	2 nd edition	3 rd edition
English	Published 2003	Published 2006	Published 2012
German	Published 2004	Published 2009	
French	Published 2004		
Spanish	Published 2004		
Arabic	Published 2004	In progress	
Chinese	Published 2005		
Russian	Published 2005		
Albanian	Published 2004	In progress	
Croatian	Published 2005		
Serbian	Published 2005		
Thai	Published 2006		
Macedonian	Published 2008		
Vietnamese	Published 2008		
Japanese	Published 2008		
Portuguese	In progress		
Italian	In progress		

Translations published later than 2007 are based on the 2nd English edition, current translations are based on the updated and extended 3rd English edition. Most of the editions are available online at: www.etc-graz.at

CONTRIBUTORS TO THIS BROCHURE

Besa Arifi, Macedonia
 Wolfgang Benedek, Austria
 Florian Brugger, Austria
 Danielle Celermajer, Australia
 Susana Chiarotti, Argentina
 Paolo De Stefani, Italia
 Maiga Djingarey, Mali
 Elshaday Kifle, Ethiopia
 Carla Marcelino Gomes, Portugal
 Denis Gugunskiy, Russia
 Valon Murati, Kosovo
 Emiko Nakasaka, Japan
 Le Thi Hong Phuc, Vietnam
 Barbara Schmiedl, Austria
 Klaus Starl, Austria
 Wondemagegn Tadesse, Ethiopia
 Vedrana Spajić-Vrkaš, Croatia

