



# Human Rights Education

## in the School Systems of Europe, Central Asia and North America:

### A Compendium of Good Practice





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Published by the OSCE Office for Democratic Institutions and Human Rights (ODIHR)  
Al. Ujazdowskie 19  
00-557 Warsaw  
Poland  
<http://www.osce.org/odihhr>

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HR/PUB/09/3
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ISBN 978-92-9234-765-9

Design by PureVisual  
Layout by Homework, Warsaw, Poland  
Printed in Poland by Poligrafus Andrzej Adamiak

## Acknowledgments

The Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the Council of Europe (CoE), the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) wish to thank the individuals and organizations that submitted their practices for this resource and all others who generously contributed their time to this project. In particular, we would like to gratefully acknowledge the NGO Human Rights Education Associates (HREA) and its Executive Director, Ms. Felisa Tibbitts, who put her knowledge, skills and commitment into the development of this resource. Special thanks are also extended to experts Barry van Driel, Siarhei Salei and Philip Paelman for their reviews of submissions and to the translators, editors and designers who contributed to the creation of this tool. This publication was made possible thanks, in particular, to generous contributions to ODIHR by the government of Spain.

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# Table of Contents

	Foreword / Introduction	7
--	-------------------------	---

## I

	Laws, Guidelines and Standards	13
--	--------------------------------	----

1.	Act Prohibiting Discrimination and other Degrading Treatment	15
2.	Basque Education Plan for Peace and Human Rights (2008–2011)	17
3.	Conceptual Framework for Teaching Human Rights	19
4.	Education for Local and Global Citizenship in the Northern Ireland Curriculum	21
5.	Honouring Diversity in British Columbia Schools: A Framework	23
6.	Inclusion of Education for Democratic Citizenship and Human Rights in the Education Organic Law	25
7.	Inclusion of Multiple Cultural Perspectives in the Development of Social Studies Curricula	27
8.	Muslim Pupils in State Schools: Recommendations of the Canton of Zurich	29
9.	Standards of Human Rights Education in Schools	30
10.	Table of Civic Education Competencies	32
	Partners' Resources	34

## II

	Approaches and Practices to Improve the Learning Environment	39
--	--	----

11.	Activities to Commemorate the Abolition of Slavery and the Slave Trade	41
12.	Co-operative Learning in Multicultural Groups (CLIM)	43
13.	Democracy Education through a National Student Assembly	45
14.	Education for Peace	47
15.	Everybody has Rights/is Right?! Trainings for Everyday Life Together	50
16.	Human Rights and Democracy Education in Schools: From Curriculum to the “Effective Schools” Approach	52
17.	Human Rights and Service-Learning Manual	54
18.	“I Live in the Camp”: Stories of Roma Children in Milan	56
19.	Impetus Youth Award: Project-Based Learning to Promote Human Rights	58
20.	Make the Bridge: A Student-Centred, Whole-School Organization	60
21.	Methodology and Resources for Integrating Roma Culture in Education (EURROM)	62
22.	Participatory Strategies in The World Around Us: A Primary-Level Curriculum for Children's Rights Education	64
23.	Peer Mediation and Peer Education Programme in Schools	66
24.	“School, a Path to Equality”: A Multi-Year, Non-Formal Education Approach	68
25.	Quit It!: A School-Wide Model for Reducing Teasing and Bullying	70
26.	Rights, Respect, Responsibility: A Whole School Approach	72
27.	School as State: A Simulated Democratic State	75
28.	School Mediation	77
29.	Stop Bullying: A School-Wide Campaign	79
30.	The Peace Factory: A Mobile Interactive Exhibition on Peace, Conflict, Freedom, Prejudices and the Scapegoat Phenomenon	81
31.	Voice Our Concern: Art-Centred Human Rights Education Programming	83
32.	Welcome to My Neighbourhood: A Local Exchange Programme for Students	85
33.	Young People's Civic Action (YPCA)	87
34.	Youth Act! Programme: Advocacy to Solve Community Problems	89
35.	Youth Councils for Democracy in Local Communities	91
	Partners' Resources	93

# Table of Contents



<b>Teaching and Learning Tools for the Classroom</b>	<b>97</b>
36. Build Bridges, Not Walls: 97 Exercises in Human Rights, Multicultural Understanding and Peaceful Conflict Resolution	99
37. Children's Rights and Lives – Coincidences at Play: A Teaching Kit	101
38. COMPASS for Schools – Austria	103
39. Confronting Injustice: Investigating and Addressing Youth-Related Injustices in the School and Community	105
40. Crimes of War – What the Public Should Know: Educator's Guide	107
41. Czechkid: An Online Resource for Multicultural Education	109
42. Diversity Toolkit: A Web-Based Resource Portal	110
43. Education for Development: A Training Manual	111
44. Energy of a Nation: Immigrants in America – Resources for Learning about Immigration	113
45. EUROSCHOOLS2008: Promoting Intercultural Understanding through Sports	115
46. Film Companion Curriculum Guides	117
47. Free2choose: Video Clips for Discussing Freedom Rights	119
48. Guidelines of Human Rights Activities for Youth Organizations	121
49. Hands Across the Campus: A Values Curriculum and Youth Leadership Programme	123
50. Human Rights Education Resource Package for Secondary Schools	125
51. Human Rights for All!	127
52. Human Rights Monitoring and Reporting: 11 Scenarios for Extra-Curricular Training	129
53. Human Rights. YES! A Manual for Action and Advocacy on the Rights of Persons with Disabilities	131
54. "I Have the Right to Know My Rights" Course: Curriculum and Learning Materials	133
55. "Individual & Society": A Manual for Secondary School Teachers	135
56. Introducing Human Rights: A Course for Secondary Schools	137
57. Junior Voting: A Simulated Election Activity	139
58. Law and Human Rights Education	141
59. "Law In Everyday Life": A Law-Related Education Course and Resource	143
60. Life-Link Peace Education Programme: Action Projects	145
61. Lift Off: A Cross-Border Primary Human Rights Education Initiative	147
62. Meet the World of Islam: Educational Workshops	149
63. "Mind Prejudice": Tolerance Education Course for Russian Schools	151
64. My Rights: Children's Rights Education Project	153
65. One World in Schools: Human Rights Documentary Films	155
66. Online Module: Transitional Justice – Reconstructing Self and Society	157
67. Play it Fair!: A Human Rights Education Toolkit for Primary School Children in Non-formal Settings	159
68. Preserving Human Rights: A Year-Long Human Rights Education Course	161
69. Retelling of History – Alternative History Textbook	163
70. Shared Rights – From Human Rights to Children's Rights: An Online Library	165
71. Street Law: A Course in Practical Law	167
72. The Art of Living in Peace with Oneself, Others, and Nature: A Violence-Reduction Programme	169
73. The Big Myth: An Animated CD-ROM and Website on World Religions and Ancient Cultures	171
74. The Great Game of Equal Opportunities: Group Activities for Promoting Inclusiveness and Non-Discrimination	173
75. The Human Rights Education Handbook: Effective Practices for Learning, Action and Change	174
76. The Children's Tolerance Education Project (CTEP)	176
77. This is My Home: A Web-Based Toolkit for Human Rights Education	178
78. Together Against Poverty – Friendship Overcomes Exclusion	180
79. Understanding and Teaching Human Rights: Teachers' In-Service Training Partners' Resources	182

## IV

### Professional Development for Educators and Other Adults 189

80. Certification and Accreditation Programme for High School Democracy and Human Rights Teachers 191
81. Different in More Ways Than One: Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect 193
82. Education for Social Justice: Adult Training Programme 195
83. Effective Teaching and Learning for Minority Language Children: Teacher Training and Classroom Resources 197
84. Elephant, Bee or Other? Including Everyone in Our Schools: A Resource for Whole School Development 199
85. Framework for Initial Teacher Education with Supporting Tools 201
86. Holocaust and Human Behavior: An Online Seminar 203
87. Human Rights Education: Concepts & Pedagogies 205
88. INTER Guide: A Practical Guide to Implement Intercultural Education at Schools 207
89. Interactive Methodologies through Human Rights Education Activities: Teacher Training Guidelines 209
90. Introduction to Human Rights Education: Online Course 211
91. More Interesting Lessons: A Resource Book for the Professional Development of Civics Teachers in Estonia 213
92. Professional Development of Teachers of Human Rights 215
93. Religious Diversity and Anti-Discrimination Training 217
94. Specialized Course for Practicing Civic Education Teachers 219
- Partners' Resources 221

## V

### Evaluation and Assessment Approaches 223

95. Equitas' Evaluation Methodology 225
96. Evaluation Model for Assessing the Intercultural Educational Objectives of Primary and Secondary School Textbooks 227
97. ISSA Pedagogical Standards for Preschool and Primary Grades: Observation Guidelines 229
98. No Outsiders: Researching Approaches to Sexualities Equality in Primary Schools 231
99. Peer- and Self-Evaluation of Human Rights Trainer Performances 233
100. Promoting Human Rights in Primary and Secondary School Textbooks: A Human Rights-Based Textbook Analysis 234
101. Teachers' Action Research in Designing, Producing and Using Education Material for Intercultural Understanding 236
- Partners' Resources 237





# Foreword

Since the proclamation of the Universal Declaration of Human Rights 60 years ago, the international community has come to recognize and promote human rights and fundamental freedoms through a vast body of international human rights law. Among these rights, the right to education provides an entry point to the enjoyment of all human rights. It includes human rights education, the right to learn about those rights, and the ways and means to protect and promote them in our societies. Within the education system, human rights education promotes a holistic, rights-based approach that includes both “human rights through education”, ensuring that all the components and processes of education – including curricula, materials, methods and training – are conducive to learning about human rights, and “human rights in education”, ensuring that the human rights of all members of the school community are respected.

In 2004, the United Nations General Assembly proclaimed the *World Programme for Human Rights Education*. The World Programme aims to support existing initiatives in human rights education, building upon the achievements of the United Nations Decade for Human Rights Education (1995–2004). It provides a framework to develop and consolidate the programming of human rights education by everyone involved – especially at the national level.

As a contribution to national implementation, upon the initiative of the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe (OSCE/ODIHR), the four partner organizations – the Council of Europe (CoE), the Office of the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the OSCE/ODIHR – decided to develop a practical tool that would provide examples and guidance for all those involved in human rights education in the school system. The result is this collection of 101 good practices from Europe, North America and Central Asia – a resource for practitioners and policymakers as well as a platform for exchange among institutions and individuals.

Human rights education, together with education for democratic citizenship and education for mutual respect and understanding, is vital for all our societies. It promotes equality, empowerment and participation as well as conflict prevention and resolution. In brief, it is a means to develop societies where the human rights of all are respected, protected and fulfilled. We hope that this publication will inspire new initiatives in human rights education, encourage further implementation of those already in place, and enhance co-operation and partnership at all levels.



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# Introduction

## Purpose

“Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice” is a compilation of 101 examples of good practice in human rights education in primary schools, secondary schools and teacher training institutions in the Organization for Security and Co-operation in Europe (OSCE) area, which is also covered by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office of the United Nations High Commissioner for Human Rights (OHCHR) and, partially, the geographical mandate of the Council of Europe (CoE).<sup>1</sup>

The term “human rights education” is often used in this resource in a broader sense, to also include education for democratic citizenship and education for mutual respect and understanding, which are all based on internationally agreed human rights standards. These three areas are seen as interconnected and essential within educational systems in order to prepare youth to be active, responsible and caring participants in their communities, as well as at the national and global levels.

Human rights education has been defined as education, training and information aimed at building a universal culture of human rights. A comprehensive education in human rights not only provides knowledge about human rights and the mechanisms that protect them, but also imparts the skills needed to promote, defend and apply human rights in daily life. Education for democratic citizenship focuses on educational practices and activities designed to help young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society. Education for mutual respect and understanding highlights self-respect, respect for others, and the improvement of relationships between people of differing cultural traditions.

This book aims to support quality teaching in these areas and to inspire educational policymakers (those working in education ministries and local school boards) and administrators, teachers, teacher trainers, non-formal educators and all other interested actors, as well as to facilitate networking and the exchange of experience among education professionals.

### Solicitation and Selection Processes for Inclusion in the Compendium

In autumn 2007, a call was made for the submission of “good practices”. Outreach was carried out through existing networks and conference venues of each of the four partner organizations and through a dedicated section of the Human Rights Education Associates’ (HREA) website at <http://www.hrea.org/compendium>. Governments, NGOs and other stakeholders were encouraged to submit entries. Submission forms were made available in English, French and Russian.

The submission guidelines defined a “good practice” as a strategy resulting in the successful teaching and learning of human rights values and competencies that could be demonstrated through a learning activity, a methodological tool, an audio-visual resource or a documented programme design intended for the formal education sector.

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1 The OSCE is the world’s largest regional security organization, with 56 participating States: Albania, Andorra, Armenia, Austria, Azerbaijan, Belarus, Belgium, Bosnia and Herzegovina, Bulgaria, Canada, Croatia, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Georgia, Germany, Greece, Holy See, Hungary, Iceland, Ireland, Italy, Kazakhstan, Kyrgyzstan, Latvia, Liechtenstein, Lithuania, Luxembourg, the former Yugoslav Republic of Macedonia, Malta, Republic of Moldova, Monaco, Montenegro, Netherlands, Norway, Poland, Portugal, Romania, Russian Federation, San Marino, Serbia, Slovakia, Slovenia, Spain, Sweden, Switzerland, Tajikistan, Turkey, Turkmenistan, Ukraine, United Kingdom, United States of America, Uzbekistan.

# Introduction

Some 237 submissions were received from governments, NGOs, professional bodies and associations, as well as from individual educators.

Each submission was reviewed and assessed on the basis of how it met the following criteria:

- **Appropriateness:** The practice addresses core themes related to human rights education, education for democratic citizenship and education for mutual respect and understanding;
- **Effectiveness:** It is likely/there is direct evidence that the practice will effectively meet its learning goals when implemented as planned (ideally being validated through an independent or professional evaluation);
- **Originality:** The practice demonstrates a unique approach to addressing a core theme related to human rights education, education for democratic citizenship and education for mutual respect and understanding;
- **Ease of use:** The practice is well organized, with sufficient detail so that it can be used as a stand-alone resource;
- **Adaptability:** The practice's themes and methodologies allow it to be used in different local and national contexts;
- **Sustainability:** The practice has been in use for at least two years or, if recently developed, shows promise for sustainability of at least two years;
- **Approach:** The practice fosters participatory methods of learning/action; and
- **Inclusiveness:** The practice includes diverse or vulnerable groups.

Entries were collectively reviewed in terms of their geographical and linguistic representativeness, and their representation across different approaches and coverage of key sub-themes<sup>2</sup> (e.g., conflict-resolution programming).

There were several good submissions that are not included in the Compendium due to the overrepresentation of certain themes or countries in the entry pool. Other successful practices may simply not have been submitted for consideration. Therefore, the practices in the Compendium are included for their exemplary quality but certainly do not include all of the effective work that is being done in the area of human rights education, education for democratic citizenship and education for mutual respect and understanding.

## Structure

The practices are organized into five areas of action, in line with the Plan of Action for the first phase (2005-2009) of the World Programme for Human Rights Education. Building on the achievements of the United Nations Decade for Human Rights Education (1995–2004), the World Programme was proclaimed in December 2004 by the United Nations General Assembly to further the implementation of human rights education programmes in all sectors (Resolution 59/113A). The Programme is structured around an ongoing series of phases, with the first focussing on the integration of human rights education into primary and secondary school systems. Developed by a broad group of education and human rights practitioners from all regions, the Plan of Action for the first phase<sup>3</sup> details concrete strategies and practical recommendations for nation-wide implementation of human rights education; it addresses not only educational policies, processes and tools but also the environment within which education takes place.

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2 As some practices in this Compendium include references to human rights education related to sexual orientation, it is important to note that there remains no clear consensus among OSCE participating States about the specific inclusion of this consideration within OSCE commitments.

3 Available on line at <http://www.ohchr.org>.

There are five main Sections in the resource:

- Section 1. Laws, guidelines and standards;
- Section 2. Approaches and practices to improve the learning environment;
- Section 3. Teaching and learning tools for the classroom;
- Section 4. Professional development for educators and other adults; and
- Section 5. Evaluation and assessment approaches.

Each section includes short and descriptive information about a particular practice, as well as details about how to obtain more information, and is organized into the following fields:

- Name of practice;
- Name of organization;
- Intended audience;
- Purpose;
- Description;
- Strengths;
- Adaptability; and
- Availability.

A “Partners’ resources” entry at the end of each section of the Compendium highlights and makes available relevant tools produced by the four partner organizations.

This printed version of the Compendium is complemented by a Compendium Annex (available on line and on CD), including full or partial examples of the selected practices, as well as related resources available through the partner organizations.

The Compendium is available in English, French and Russian. It is also available on line at the websites of the partners and HREA.

### **Partners and Framework for Collaboration**

The Compendium is the result of a partnership between ODIHR, CoE, OHCHR and UNESCO. The four organizations contracted HREA as institutional consultant to implement this project under their guidance and co-ordination. HREA is an international human rights organization that supports human rights learning, the training of activists and professionals, the development of educational materials and programming, and community-building through online technologies.

Each of the four partner organizations has a history of engagement with human rights education, education for democratic citizenship and education for mutual respect and understanding, which is briefly described below:

#### *OSCE/ODIHR*

The OSCE’s work in human rights education takes place in the context of the OSCE commitments. Relevant provisions date to the Helsinki Final Act (1975) and were subsequently reiterated in the Copenhagen Document (1990), Moscow Document (1991) and the Istanbul Charter for European Security (1999). Among the more recent key documents is OSCE Ministerial Council Decision 11/05 on Promotion of Human Rights Education and Training in the OSCE Area, which tasked ODIHR with the development of this Compendium. Work on the Compendium built upon the 2005–2006 Project on Diversity Education. As part of this project, ODIHR collected and analyzed information and materials on tolerance, diversity and human rights education in the public school systems from the replies to a questionnaire sent to education authorities in the OSCE region. OSCE field operations also develop concrete educational projects in the area of human rights education, education for democratic citizenship and education for mutual respect and understanding, either in their own initiatives or by supporting the efforts of local and international NGOs and governments.

# Introduction

ODIHR publications are available at <http://www.osce.org/odihr/publications.html>.

## *Council of Europe*

The Council of Europe has a longstanding tradition of supporting and promoting citizenship and human rights education. Its flagship project, “Democratic Citizenship and Human Rights Education”, started in 1997 and is currently in its third phase. In 2005, the project was given a political impetus at the Third Summit in Warsaw, during which Heads of State and Government called for “increased efforts of the Council of Europe in the field of education aimed at ensuring access to education for all young people across Europe, improving its quality and promoting, *inter alia*, comprehensive human rights education”. Concrete results include the adoption of reference texts, the development of political frameworks and the creation of networks and forums, as well as the production of a wealth of materials in the area of democratic citizenship and human rights education, all of which have been negotiated and approved by its 47 member states; these include an Education for Democratic Citizenship and Human Rights Pack, as well as materials for teachers. The Council of Europe Steering Committee on Education is currently preparing a European Charter on Education for Democratic Citizenship and Human Rights. The Council supports the promotion and monitoring of the Plan of Action of the first phase of the World Programme for Human Rights Education at the European level. Within this framework a Regional European Meeting on the World Programme for Human Rights Education was organized by the Council of Europe and its partner institutions in 2007 in the Council’s headquarters in Strasbourg. Further information and publications are available at <http://www.coe.int/educ>.

## *OHCHR*

Human rights education is central to the mandate of the Office of the United Nations High Commissioner for Human Rights to promote and protect the effective enjoyment by all of all human rights. The High Commissioner also co-ordinates education and public information programmes in the field of human rights (General Assembly Resolution 48/141). Through its Head Office in Geneva and its field offices, the Office of the High Commissioner implements human rights education programmes and provides assistance to governments, institutions and NGOs in this area. It promotes human rights education by facilitating information-sharing and networking among all actors, in particular through tools such as a the Database and the Resource Collection on Human Rights Education and Training; supporting national and local capacities for human rights education through the “Assisting Communities Together” (ACT) Project, which provides financial assistance to grass-roots initiatives; developing human rights education and training materials for various target audiences; disseminating the Universal Declaration of Human Rights; and co-ordinating the World Programme for Human Rights Education. More information and publications are available at <http://www.ohchr.org>.

## *UNESCO*

The Constitution of UNESCO states that the Organization’s principal purpose is to “*contribute to peace and security by promoting collaboration among the nations through education, science and culture in order to further universal respect for justice, for the rule of law and for human rights and fundamental freedoms which are affirmed for the peoples of the world, without distinction of race, sex, language and religion*”. In 2003, “UNESCO and Human Rights Education” was developed and integrated into the overall UNESCO Strategy on Human Rights, which was then adopted by the General Conference during its 32nd Session. Within the framework of the World Programme for Human Rights Education, the Organization assists Member States in formulating policies, strategies, action plans and programmes that will ensure education for human rights. Its interest in human rights education is further enhanced by its key role in the Education for All (EFA) movement, which, by virtue of its universality and its commitment to quality, is concerned with content and processes in, as well as access to, education. Further information is available at <http://www.unesco.org/en/human-rights-education>.



# Laws, Guidelines and Standards

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# Laws, Guidelines and Standards



Name of Practice: 1. Act Prohibiting Discrimination and other Degrading Treatment

Name of Organization: Swedish Equality Ombudsman  
 Drottninggatan 89, Box 3045, Stockholm 10364 SWEDEN  
 Website: <http://www.do.se>  
 Phone: + 46 850888700

Intended Audience: Educational policymakers, administrators and school personnel

Purpose: The enjoyment of equal treatment in schools lays the foundation for the expectation and promotion of non-discrimination throughout life. The *Act Prohibiting Discrimination and Other Degrading Treatment*, a comprehensive new law that came into force on 1 January 2009, incorporates a 2006 law prohibiting discrimination in school settings and related implementation guidelines.

The first chapter of the *Act* contains definitions and other introductory provisions. The second contains provisions on prohibitions against discrimination and reprisals. The third chapter contains provisions on active measures and the fourth contains provisions on supervision. The fifth chapter contains provisions on compensation and invalidity, while the sixth contains provisions on legal proceedings.

Description: The *Act Prohibiting Discrimination and Other Degrading Treatment* has been in effect since May 2008 in Sweden, addressing discrimination in all sectors of society. An earlier act had been developed specifically for schools, with supporting common guidelines for schools, but anti-discrimination legislation in Sweden was consolidated and a single Equality Ombudsman appointed.

The *Act* prohibits discrimination on the grounds of sex, ethnic origin, religion or other belief, sexual orientation or disability. It applies to both public and privately run facilities, including pre-schools, school-age childcare, primary and secondary schools and adult education institutions. The *Act* prohibits direct and indirect discrimination, instructions to discriminate, harassment and reprisals.

The *Act* also requires schools to undertake active measures to prevent discrimination and to have an equal-treatment plan describing these measures. The Office of the Equality Ombudsman is responsible for ensuring observance of the *Act*, with reference to the common guidelines for schools that were developed in 2006.

The common guidelines address the following topics:

- Background and definitions of what constitutes degrading treatment;
- Content and development of equal-treatment plans;
- Guidance for developing successful practices that promote children's equal rights and that prevent discrimination, harassment and other degrading treatment;
- Guidance for detecting, investigating and remedying harassment and degrading treatment.

## Laws, Guidelines and Standards

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Description (continued): Over the last two years, the Office of the Equality Ombudsman has arranged a number of seminars and conferences in co-operation with other ombudsmen offices and public authorities in the field of education. The purpose of these events has been to inform school personnel about the new legislation and the rights of children. The Office educated approximately 1,800 school leaders and personnel in 2007 alone.

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### Strengths:

The *Act* addresses a range of potential areas of discriminatory practices in schools.

It emphasizes the importance of monitoring and provides follow-up measures to be taken in the case of violations. It prohibits direct and indirect discrimination, instructions to discriminate, harassment and reprisals. The *Act* further emphasizes school-based plans as preventative measures.

The Ombudsman is responsible for securing compliance with the *Act*, thus helping to ensure accountability. To help ensure implementation of the law, common guidelines were elaborated and widely disseminated, and related training sessions have been carried out by the Office of the Ombudsman.

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### Adaptability:

The content and model of the *Act*, as well as its accompanying guidelines and implementation strategy, can be used in other countries. Guidance for the pre-school level was released in May 2008.

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### Availability:

The 2006 Act related to treatment of children and pupils as well as the new legislation that supersedes it (both in English) and suggestions and comments for work to promote equal treatment (in Swedish) are included in the Compendium Annex.

Name of Practice:	2. Basque Education Plan for Peace and Human Rights (2008–2011)
Name of Organization:	Human Rights Directorate, Department of Justice, Work and Social Security, Basque Government Donostia-San Sebastián, 1, Vitoria-Gasteiz 01010 SPAIN <i>Website:</i> <a href="http://www.Euskadi.net">http://www.Euskadi.net</a> <i>Phone:</i> + 34 945 019089
Intended Audience:	Educational policymakers, educational personnel, teachers, civil-society organizations, the media and the general public
Purpose:	<p><i>The Basque Education Plan for Peace and Human Rights</i> aims to engage a range of stakeholders in the implementation of human rights education, citizenship education and education in mutual respect and understanding. Stakeholders include formal and non-formal educational agents, local and regional authorities, NGOs, the media and the public in general.</p> <p>The need to promote and protect human rights, promote social cohesion and improve individual well-being provided the fundamental stimulus for developing the <i>Plan</i>. The <i>Plan</i> was then developed following a diagnosis of the state of human rights in the Basque region and an intense participatory process involving consultations with different governmental (at both regional and municipal levels) and non-governmental stakeholders.</p>
Description:	<p>The practice is a national human rights action plan following guidelines from the Office of the United Nations High Commissioner for Human Rights. The <i>Plan</i> seeks to identify steps whereby the Basque Country can use education as a means to improve the promotion and protection of human rights.</p> <p><i>The Basque Education Plan for Peace and Human Rights</i> has four main strategic goals: to raise social awareness about human rights; to educate society about human rights; to enforce institutional work in human rights and peace education; and to co-ordinate policies of peace education and human rights in the Basque Country.</p> <p>Participating organizations comprise a broad set of governmental departments, including the Department of Education, the Directorate of Youth and Community Action, the Directorate of Human Rights, the Directorate for Attention to Victims of Terrorism, the Directorate of Immigration; the Basque Television and Radio Public Entity (EITB); the Network of Town Councils (EUDEL); and the Provincial Councils of Bizkaia, Gipuzkoa and Araba. In parallel, and mainly as a consequence of this process, a network of NGOs working on peace and human rights education was established to create synergies and reinforce actions included in the <i>Plan</i>.</p>

## Laws, Guidelines and Standards

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**Description (continued):** The *Plan* is based primarily on non-formal approaches but also incorporates actions specific to the school system. School-focused programming involves the Education for Coexistence, Peace and Human Rights Programme (2007–2010). The Programme’s main objective is to promote the inclusion and practice of human rights in both primary and secondary schools through the use of democratic practices and methodologies, the development of appropriate guidelines and learning materials, and the education and professional development of teachers and other personnel. To meet these goals, an observatory on coexistence was established in school centres, and a specific Department of Education unit was created to catalyze and co-ordinate efforts and to give proper follow-up support to schools.

Non-formal learning programmes for youth employ initiatives focused on the training of young leaders on the themes of peace and human rights, the development of extra-curricular activities, and the generation of financial support for NGOs for a range of activities, such as student exchanges, cinema, theatre, co-operative games, exhibitions and summer camps.

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### Strengths:

The *Basque Education Plan for Peace and Human Rights* is based on an analysis of the human rights situation in the Basque region and illustrates a consultative process for developing a national plan of action for human rights.

In implementing peace and human rights education, the *Plan* includes a range of governmental and civil-society organizations whose relationships were strengthened through the *Plan’s* development process.

The *Plan* itself is clear and precise, providing a ready blueprint from which results can be monitored and evaluated as it is put into action.

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### Adaptability:

Although the human rights analysis, *Plan* objectives and actors are specific to the Basque region, the consultative process and format of the report are models that can be used in other national contexts.

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### Availability:

An English-language version of the *Plan* and the Spanish-language version of evaluation of the *Plan* are included in the Compendium Annex. Basque-, English- and Spanish-language versions of the *Plan* can be found at <http://www.juslan.ejgv.euskadi.net/r45-19299/es>.

This website also contains documentation on the analysis leading to the development of the *Plan* (in Spanish) and suggested steps for the preceding year (2007) of implementation (in both English and Spanish).

Name of Practice:	3. Conceptual Framework for Teaching Human Rights
Name of Organization:	<p>Centre for Civic Education, Russian Academy for Upgrading Professional Standards and the Retraining of Educators  Office 302, House 8, Building 2a, Golovinskoye Shosse,  125212 RUSSIAN FEDERATION  Website: <a href="http://www.apkpro.ru">http://www.apkpro.ru</a>  Phone: + 7 495 4520513</p>
Intended Audience:	Teachers, in-service and pre-service teacher trainers and other education specialists
Purpose:	<p>The <i>Conceptual Framework for Teaching Human Rights</i> provides a policy foundation for teaching human rights and for training educators in the Russian educational system. The <i>Framework</i> is based on contemporary concepts and approaches to human rights education.</p>
Description:	<p>The practice contains a detailed conceptual framework for teaching human rights at secondary schools, both as a separate subject and as an integral part of other subjects. In its rationale, the concept identifies positive existing approaches to human rights education (historical, legalistic, value-based and constructivist) and provides recommendations for the development of corresponding courses.</p> <p>The <i>Framework</i> has the following content:</p> <ul style="list-style-type: none"> <li>• International framework for human rights education, including related decisions of the United Nations, Council of Europe, Organization for Security and Co-operation in Europe and other policy-making bodies;</li> <li>• Contemporary approaches to human rights education and the place of human rights education within formal and non-formal educational systems in Canada, Poland, Russia, United States and Western and Northern Europe;</li> <li>• Rationale for human rights education's place within the secondary education system in Russia, locating human rights issues within existing subjects and providing a rationale for subject-specific and interdisciplinary approaches to human rights education;</li> <li>• Goals and objectives of teaching human rights, primarily oriented at upbringing and full development of the human personality;</li> <li>• Multiple functions of human rights education aimed at personal development, legal awareness, etc.;</li> <li>• Main principles of human rights education, with an emphasis on practical applications and the integration of inter-cultural perspectives;</li> <li>• Content, forms and methodologies for human rights education, including a list of specific competences;</li> <li>• Rationale for teaching human rights at all levels of education (primary, basic and high school), outlining specific goals and outcomes for each level;</li> <li>• Conditions for successful human rights education, including the introduction of new curricula, courses and materials; new methods and approaches to teaching human rights; new assessment strategies and tools; a democratic atmosphere in schools; and corresponding pre-service and in-service teacher training.</li> </ul>

## Laws, Guidelines and Standards

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**Description (continued):** An introductory letter was prepared and disseminated by the Ministry of Education, which recommended the application of the *Framework* within Russian schools.

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**Strengths:** The practice is structured in a highly practical manner and addresses key policy features of human rights education, such as international human rights education standards, content, forms and methodologies.

The *Framework* serves as an instructional tool for educators and administrators regarding the nature of human rights education. It also provides specific guidance on how human rights education can be applied within the Russian educational system.

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**Adaptability:** Much of the *Framework* is based on international documents related to human rights and human rights education and the existing, cross-national understandings about approaches and practices. Therefore, much of the *Framework's* content will be applicable in other national settings, with some adjustments necessary for national curricular frameworks.

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**Availability:** The *Framework* is available in Russian and is included in the Compendium Annex. The recommendation letter from the Ministry of Education, providing an overview on this practice, is available in both Russian and English in the Annex. For further information, contact Tatiana Vladimirovna Bolotina at [bolotina@apkpro.ru](mailto:bolotina@apkpro.ru).

Name of Practice:	4. Education for Local and Global Citizenship in the Northern Ireland Curriculum
Name of Organization:	The Northern Ireland Council for the Curriculum Examinations and Assessment (CCEA) 29 Clarendon Road, Belfast BT1 3BG UNITED KINGDOM Website: <a href="http://www.nicurriculum.org.uk">http://www.nicurriculum.org.uk</a> Phone: + 44 77 9694 7995
Intended Audience:	Post-primary school students (ages 11–14)
Purpose:	<p>The <i>Education for Local and Global Citizenship</i> requirements were established within the revised Northern Ireland Statutory Key Stage 3 curriculum (for ages 11–14) to highlight to teachers and schools the importance of promoting student understanding of and engagement with the following key concepts:</p> <ul style="list-style-type: none"> <li>• Diversity and inclusion;</li> <li>• Human rights and social responsibility;</li> <li>• Equality and social justice; and</li> <li>• Democracy and active participation.</li> </ul> <p>These requirements superseded earlier provisions that had encouraged intercultural understanding (described as “education for mutual understanding”) but had not, according to local research, sufficiently enabled the discussion of controversial political and social issues in schools.</p>
Description:	<p>The practice is a national curriculum policy statement (statutory legislation) for Northern Ireland. The key concepts presented above are illustrated with the kinds of activities that students can carry out in the classroom. For example, using the “human rights and social responsibility” concept, pupils should investigate the principles of social responsibility and the role of individuals, society and government in promoting them.</p> <p>The provision for local and global citizenship education within the revised Northern Ireland curriculum is specified as both a cross-curricular key element within the overall curriculum framework and also an explicit strand of learning within designated “areas of learning” at both primary and post-primary levels. The standards apply to all 230 post-primary schools in Northern Ireland. The Compendium Annex includes the full set of statutory curriculum requirements for Key Stage 3, as well as an excerpt specifically related to <i>Education for Local and Global Citizenship</i>.</p> <p>Associated support provided by the Northern Ireland Department of Education through its education partners includes:</p> <ul style="list-style-type: none"> <li>• Professional development of teachers and other educational personnel;</li> <li>• Encouragement of active learning environments, whole school approaches and pupil voice in relation to school governance;</li> <li>• Teacher training in active teaching and learning practices;</li> <li>• Provision of related resources;</li> </ul>

## Laws, Guidelines and Standards

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- Description (continued):
- Guidance on the evaluation of practice; and
  - Guidance on assessment approaches and tools.

The curriculum and support materials are well organized and include provisions for pupils with special needs.

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Strengths:

The Key Stage 3 curriculum illustrates a statutory mechanism for encouraging student and teacher engagement with the core themes of the Compendium.

The standards are comprehensive, cross-curricular and linked with clear student outcomes.

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Adaptability:

The concepts and methodologies of the *Education for Local and Global Citizenship* standards can be readily adapted to other local and national contexts.

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Availability:

The requirements are included in the Compendium Annex and can be found at [http://www.nicurriculum.org.uk/docs/key\\_stage\\_3/areas\\_of\\_learning/statutory\\_required](http://www.nicurriculum.org.uk/docs/key_stage_3/areas_of_learning/statutory_required).

The full Key Stage 3 curriculum is available in the Compendium Annex and at [http://www.nicurriculum.org.uk/key\\_stage\\_3/index.asp](http://www.nicurriculum.org.uk/key_stage_3/index.asp).



Name of Practice:	5. Honouring Diversity in British Columbia Schools: A Framework
Name of Organization:	Diversity and Equity Unit, Governance and Accountability Division, British Columbia Ministry of Education P.O. Box 9158, Stn. Prov. Govt., Victoria, B.C. V8W 9H3 CANADA Website: <a href="http://www.bced.gov.bc.ca">http://www.bced.gov.bc.ca</a>
Intended Audience:	Educational policymakers, educational personnel, teachers
Purpose:	<p>The British Columbia Ministry of Education developed the <i>Framework</i> to assist the school system in its ongoing efforts to create and maintain learning and working environments that are responsive to the diverse social and cultural needs of the communities it serves.</p> <p>The school system is expected to promote values expressed in the Constitution Act, the Charter of Rights and Freedoms, the Official Languages Act, the Multiculturalism Act, the British Columbia Human Rights Code, the Employment Equity Act and the School Act, respecting the rights of all individuals in accordance with the law.</p> <p>The school system is expected to create and maintain conditions that foster success for all students and promote fair and equitable treatment for all. These conditions include:</p> <ul style="list-style-type: none"> <li>• Equitable access to and equitable participation in quality education for all students;</li> <li>• School cultures that value diversity and respond to the diverse social and cultural needs of the communities the school systems serve;</li> <li>• School cultures that promote understanding of others and respect for all;</li> <li>• Learning and working environments that are safe and welcoming, and free from discrimination, harassment, and violence;</li> <li>• Decision-making processes that give a voice to all members of the school community; and</li> <li>• Policies and practices in place that promote fair and equitable treatment.</li> </ul>
Description:	<p><i>Honouring Diversity in British Columbia Schools: A Framework</i> is a tool to assist education leaders in reviewing school policies and practices, to ensure that they are consistent with legislation in addressing diversity and that new policies are developed and implemented where necessary.</p> <p>Section One presents key diversity concepts — multiculturalism, human rights, employment equity and social justice. The goals of each of these concepts are outlined and relevant guiding legislation is highlighted.</p> <p>Section Two describes provincial policies, strategies and initiatives that have been introduced in the school system that address diversity.</p>

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## Laws, Guidelines and Standards

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Description (continued): Section Three contains questions for school boards and administrators for facilitating discussion and prompting actions that improve policies, procedures and practices to support diversity.

Section Four provides access to excerpts from relevant legislation.

The *Framework* was printed for and distributed to all public, independent, Band, distance education and open schools in the province of British Columbia, as well as school-district administrators and education professionals, partner organizations, pre-service teacher training institutions and resource libraries.

Since the distribution of this *Framework* and the promotion of the related “Safe Schools Strategy”, the Ministry documented that schools are developing strategies to promote mutual understanding and increased respect for cultural differences, and taking action against racism. The Ministry also reports that schools are making increasing provisions for the inclusion of students with special needs, closing the gap between native and non-native students, and increasing sensitivity and inclusiveness for gay, lesbian and transgendered students.

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### Strengths:

The *Framework* promotes the proactive engagement of educational leaders, administrators and teachers in promoting diversity through a range of educational practices. The document sends a clear message regarding this priority, with reference to relevant legislation and policies to which the school system is accountable.

The *Framework* also presents clear strategies and initiatives for implementing the principles of equal access and creating a welcoming and respectful environment of inclusiveness, participation and non-discrimination.

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### Adaptability:

Diversity concepts and goals outlined in the *Framework* would apply in other educational environments. British Columbia and Canadian legislation would need to be substituted for other local and national contexts. As school systems are diverse, the overall purpose and conception of this resource will be highly relevant.

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### Availability:

*Honouring Diversity in British Columbia Schools: A Framework* is available in both English and French, with the English version included in the Compendium Annex. Both the English and French versions can be downloaded from the British Columbia Ministry of Education website at <http://www.bced.gov.bc.ca/diversity/>.

Name of Practice:	6. Inclusion of Education for Democratic Citizenship and Human Rights in the Education Organic Law
Name of Organization:	Ministerio de Educación, Política Social y Deporte (Ministry of Education, Social Policy and Sport) C/ San Fernando del Jarama 14, Madrid 28002 SPAIN Website: <a href="http://www.mepsyd.es">http://www.mepsyd.es</a> Phone: + 34 917459211
Intended Audience:	Education policymakers and personnel, teachers, civil-society organizations, the media and the general public
Purpose:	Two aims of the Spanish education system mentioned in the <i>Education Organic Law</i> are education for peace and respect for human rights and preparation for the exercise of citizenship. The <i>Law</i> , which includes the compulsory subjects of education for democratic citizenship and human rights, is intended to guarantee that students obtain the knowledge, skills and attitudes necessary to exercise democratic, responsible, free and active citizenship. Schooling is seen as a means of fostering democratic coexistence and respect for individual differences, and of promoting solidarity and preventing discrimination, with the fundamental aim of achieving the necessary equal opportunities and social cohesion.
Description:	<p>Prior to the 2006 <i>Law</i>, education for citizenship and human rights was treated solely as a cross-curricular theme. The <i>Education Organic Law</i> promotes this as a separate, cross-curricular subject and a key competence in primary and secondary education.</p> <p>Education for citizenship and human rights is promoted as a separate subject and as a cross-curricular subject in post-secondary education, and as a cross-curricular subject in a long-life perspective including infant education, vocational training and adult education. The <i>Law</i> established education for citizenship and human rights as a subject, and the social and civic competence and the curricula were developed subsequently in a royal decree.</p> <p>Education for citizenship and human rights is now a compulsory subject (one grade at each level of schooling, two hours a week) and is required at the following points:</p> <ul style="list-style-type: none"> <li>• One year in the final cycle of primary education;</li> <li>• One of the first three years of secondary education (to be chosen by the Autonomous Regions);</li> <li>• One year in the last course of secondary education (4<sup>th</sup> grade); and</li> <li>• One year in the first course of upper secondary education.</li> </ul> <p>In addition to specifying these teaching requirements, the <i>Law</i> references the aims and objectives of vocational training, sports education, adult education and infant education, as well as active citizenship and human rights in its preamble and principles.</p>

## Laws, Guidelines and Standards

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**Description (continued):** Social and civic competencies are specified for students at the primary and secondary levels, and the *Law* introduces the implementation of new evaluation processes by which these, as well as other competencies, will be assessed. This assessment will be of a formative nature and will provide information about the situation of the students, the teaching institution and the education system itself. It is anticipated that these diagnostic assessments will encourage the adoption of relevant measures to overcome possible shortcomings. The field trial for all key competences took place in spring 2008.

The *Law* was put into practice in the 2007–2008 school year, and over the course of the 2008–2009 school year education for citizenship and human rights was implemented in primary and secondary education in all the Autonomous Communities. Through the combination of the required subjects, as well as cross-curricular infusion of these themes, the Ministry of Education estimates that civic competencies will be promoted for all students (nearly 7.5 million).

Democratic citizenship is stated as well in the duties of the teaching staff, and two decrees issued in December 2007 to address initial teacher training specify the necessity of teachers being prepared to teach key competencies, including social and civic competencies. It is anticipated that universities will adapt their study programmes accordingly.

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### Strengths:

The *Law* helps to ensure treatment of citizenship and human rights education in schools by its inclusion as both a cross-curricular and compulsory subject in primary and secondary education. The *Law* reflects the “lifelong learning” approach to education for citizenship and human rights by the inclusion of these themes in the principles of vocational training, sports education, adult education and infant education.

The *Law* also helps to ensure that these themes are successfully addressed in the classroom by the inclusion of related social and civic competencies that will be diagnostically assessed.

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### Adaptability:

The principles and framework of the *Law* can be used as a model for other national contexts, although the particularities of schools, teachers and curricula will need to be taken into account. Successful implementation of any similar law will work best when educational policymakers have established clear and measurable competencies in relation to education for citizenship and human rights. The *Law* has already been adapted within Spain’s Autonomous Communities.

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### Availability:

*The Education Organic Law* is available in both Spanish and English and is included in the Compendium Annex. The Spanish-language version can be downloaded from <http://www.mepsyd.es/horizontales/iniciativas/desarrollo-loe.html> by clicking Ley Orgánica de Educación (LOE).

**Name of Practice:** 7. Inclusion of Multiple Cultural Perspectives in the Development of Social Studies Curricula

**Name of Organization:** Manitoba Education Citizenship and Youth  
 W260–1970 Ness Ave, R3J 0Y9 Winnipeg, Manitoba, CANADA  
*Website:* <http://www.edu.gov.mb.ca/k12>  
*Phone:* + 1 2040 945 6879

**Intended Audience:** Curriculum developers, primary and secondary school teachers

**Purpose:** Curriculum development processes can be criticized for not allowing representation of diverse “voices” and perspectives. This initiative was intended to ensure a more collaborative and inclusive style of social studies curriculum development in Manitoba and in Western and Northern Canada. Citizenship was the core concept providing the learning focus for the new social studies curricula at all grade levels.

One of the goals of the Manitoba public education systems was to develop a curriculum that was inclusive and reflective of the diverse cultures that make up the province of Manitoba, the nation and the world. The participatory process helped to ensure that the new curriculum was truly inclusive and had a focus on equity and diversity.

**Description:** Four provinces (British Columbia, Alberta, Saskatchewan and Manitoba) and two territories (Yukon and the Northwest Territories) participated under the auspices of the Western and Northern Canadian Protocol on Basic Education (WNCP). Each jurisdiction included ministry representatives from the Aboriginal, Anglophone and Francophone communities to ensure that these perspectives were reflected in the philosophy and learning outcomes of the new social studies curriculum. This Curriculum Development Team was responsible for all aspects of the process, guiding the writing team in developing the WNCP and Manitoba social studies curriculum frameworks.

In Manitoba, the lead province for this initiative, a Cultural Advisory Committee was created to ensure that additional perspectives would inform the curriculum-development process. The Committee included representatives from a cross-section of Manitoba’s diverse peoples. (See Preface of *Social Studies Curricula* for a listing of participating groups.)

The initiative began in 1997, and concluded in 2002 with the development of the Social Studies Curriculum Framework. The Cultural Advisory Committee played an important role in ensuring the inclusion of multiple perspectives during all aspects of the curriculum-development process, adding to the diversity already represented on the Curriculum Development Team. The Committee initially provided guidance on effective strategies for building an inclusive curriculum, then offered revisions and additions to draft frameworks.

## Laws, Guidelines and Standards

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**Description (continued):** The resulting curriculum requires learners to explore diversity at the local, provincial, national and global levels. It encourages learners to develop positive attitudes towards and an understanding of the differences and similarities that exist.

The frameworks and related curriculum documents for various grade levels were distributed to all schools, social studies educators and education faculties in Manitoba and continue to inform social studies curricula development in participating provinces.

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**Strengths:**

This practice demonstrates how educational institutions can formalize an open and inclusive process for developing curricular frameworks.

The outcomes of the frameworks themselves reflect a high sensitivity to diversity, resulting in part from the composition and participation of the Cultural Advisory Committee.

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**Adaptability:**

Most nations today reflect a diversity of faith, linguistic, ethnic and cultural groups. The inclusive processes illustrated in this practice, in particular the Cultural Advisory Committee, can fit many different local and national contexts. It is important that the advisory group reflects the diversity within the jurisdiction represented.

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**Availability:**

The Social Studies Curriculum Framework is included in the Compendium Annex and can be found in English at <http://www.edu.gov.mb.ca/k12/cur/socstud/kto4.html>. General information in French about the Manitoba educational programme can also be found on this website.

Name of Practice:	8. Muslim Pupils in State Schools: Recommendations of the Canton of Zurich
Name of Organization:	Bildungsdirektion Kanton Zürich (Department of Education, Canton of Zurich) Walchestrasse 21, 8090 Zürich SWITZERLAND
Intended Audience:	Educational authorities, headmasters and teachers
Purpose:	<p>The practice provides policy guidance on how school practices can more sensitively accommodate Muslim culture and religion.</p> <p>In 1989, after consultations with representatives from Islamic communities, the Department of Education issued guidelines on the integration of Muslim pupils at state schools. Islam has become a major religion in Switzerland, and an increasing number of students from Muslim backgrounds, including Albanophone, Bosniak and Turkish pupils, as well as students from Arab and African countries, are attending state schools in the Canton of Zurich.</p> <p>The 1989 <i>Recommendations</i> were revised on the basis of the experience and feedback provided by Muslim discussion partners, teachers and local education authorities.</p>
Description:	<p>The practice is outlined according to the following categories:</p> <ul style="list-style-type: none"> <li>• Dispensation from classes on religious holy days;</li> <li>• Dispensation from individual lessons in the month of Ramadan;</li> <li>• Dispensation for Friday prayers;</li> <li>• No dispensation from individual lessons or from lesson content;</li> <li>• Special provisions for gymnastics and swimming classes;</li> <li>• Participation in class camps and excursions;</li> <li>• Clothing restrictions; and</li> <li>• Dates of religious holidays.</li> </ul>
Strengths:	<p>The policy document educates teachers and administrators on Muslim culture and practices by clarifying, in quite specific ways, school policies for a range of activities potentially affecting students from Muslim backgrounds.</p> <p>The <i>Recommendations</i> were developed in an inclusive manner, involving Muslim partners, teachers and educational authorities.</p>
Adaptability:	<p>The policy categories serve as a model for areas needing to be addressed by school systems in any context where Muslim students are members of the community. The specific recommended practices will apply to many national contexts.</p>
Availability:	<p><i>Muslim Pupils in State Schools: Recommendations of the Canton of Zurich</i> is included (in English) in the Compendium Annex.</p>

## Laws, Guidelines and Standards

Name of Practice: 9. Standards of Human Rights Education in Schools

Name of Organization: Forum Menschenrechte (Working Group on Human Rights Education, Forum on Human Rights)  
 c/o Baha'i Office of External Affairs, Jaegerstr. 67–69, Berlin 10117 GERMANY  
 Website: <http://www.forum-menschenrechte.de>  
 Phone: + 49 30 28 87

Intended Audience: Curricula writers, teacher trainers and politicians

Purpose: The *Standards* are intended to encourage human rights education in schools by providing a comprehensive, outcome-based framework for teaching human rights at all levels of schooling.

Description: The *Standards* define “what and why” students should learn about human rights in elementary, secondary and vocational schools. They are an output-oriented educational framework and, therefore, do not define “how” students should learn about human rights or stipulate which books or methods to use. The *Standards* contain a matrix that identifies for each school type a list of precisely defined outcome standards on the power to judge, the power to act and the capacity to use certain key methods. Benchmarks for specific human rights competencies are provided for children and youth of grades 4, 9 and 10, and 12 and 13.

The development of the *Standards of Human Rights Education in Schools* came in response to a debate in German educational policy over the poor results of German students in the Programme for International Student Assessment (PISA), an OECD comparative study. PISA results prompted reform efforts on many levels of German educational policy. One of the most fundamental reforms was the change of focus from steering the educational system through inputs such as curricula to defining output or competency standards. In most states of Germany (Länder) and for most school subjects, educational policymakers define the body of knowledge required at the end of certain grades, and schools are provided with a considerable degree of autonomy in establishing teaching methods to attain these standards. In 2004, national standards for political education were defined. The *Standards* take up the debate on quality standard setting and rationalize the knowledge and skills associated with human rights education in a way comparable to other major subjects, such as mathematics and languages.

On 3 March 2006, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in the Federal Republic (KMK) called for further measures to implement the UN Convention on the Rights of the Child in Germany's schools. In its declaration, the KMK referred to the *Standards*, which had been published a few months earlier. There are also university departments that use the *Standards* as a framework for teaching human rights education methods to prospective teachers.



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**Description (continued):** The *Standards* have been made available to the Ministers of Education of each of the 16 Länder in Germany, where responsibility for education and cultural affairs lies. Some of these Ministers entered into a more in-depth dialogue with the authors afterwards.

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**Strengths:** The *Standards* provide an avenue for enacting Germany's commitments to implement human rights treaties while, at the same time, supporting policies of quality education and high academic standards in schools.

This practice illustrates how a coalition of NGOs, interacting with academics and policymakers during a period of educational reform, can develop national policy guidelines to advance the teaching of human rights.

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**Adaptability:** Many elements of the *Standards* can readily be used in other countries.

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**Availability:** A summary of the Table of Contents and an excerpt from the *Standards* are available in English in the Compendium Annex. The complete document is available in German in the Annex and can be found on line at [http://forum-menschenrechte.de/cms/upload/PDF/fmr\\_standards\\_der\\_menschenrechtsbildung.pdf](http://forum-menschenrechte.de/cms/upload/PDF/fmr_standards_der_menschenrechtsbildung.pdf).

# I

## Laws, Guidelines and Standards

Name of Practice: 10. Table of Civic Education Competencies

Name of Organization: Social Science Education Laboratory, Institute of Pedagogy, Academy of Pedagogical Sciences of Ukraine  
Str. Artema 52A, 04053 Kyiv UKRAINE  
Phone: + 380 44 481 3737  
E-mail: pometun@hotmail.com

This project was funded by the European Union and implemented by a consortium led by Cambridge Education Ltd. U.K. (a member of the Mott MacDonald Group), the Ukraine Step-by-Step Foundation, Deutsch Russisch Austausch (The German-Russian exchange), Germany, and the Center for Citizenship Education, Poland.

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Intended Audience: School directors, curriculum developers and teachers

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Purpose: The *Table of Civic Education Competencies* is intended to formalize the basis for civic education in schools (currently optional) and to give schools and teachers specific targets to set for students. The *Table* synthesizes and makes explicit the competencies stated in Ukrainian national educational documents.

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Description: The *Table* provides the basis for a cross-curricular approach to civic education and details the target knowledge, skills, attitudes and values expected of students completing each stage of education (primary, basic and upper secondary). These competencies are based on an analysis of national state standards and other documents (the National Doctrine, Law on General Secondary Education, Programmes of Study and the Concept of 12-Year Schooling).

The *Table* was developed with the Ukrainian Ministry of Education and Science as part of a larger civic-education initiative intended to expand national curriculum and to support teachers using it. The project's Curriculum Development Working Group used the *Table* as a starting point for its teacher's resource manual, which provides examples of how to contribute to the development of civic competencies.

The *Table* meets the following diverse needs:

- Sets clear attainment targets for students at the end of each stage of education in the areas of knowledge, skills, attitudes and values. These attainment targets can be the basis of related assessments;
- Communicates civic competency targets to students and their parents;
- Can be used by teachers to plan their subjects in relation to the development of civic competencies; and
- Can be used by school directors to integrate civic education competencies into overall competency targets for schools.

The *Table* has been used by 110 pilot schools in Kherson, Vinnytsia and Volyn oblasts and Kyiv City in Ukraine, and has been publicized nationally in journals and on websites, as well as at national and international conferences.

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**Strengths:** The *Table* illustrates one strategy for promoting actual practice related to a cross-curricular theme. Cross-curricular integration is an approach commonly used with themes associated with this Compendium.

The *Table* was developed in co-operation with the Ministry of Education and Science and is the basis for further support to teachers.

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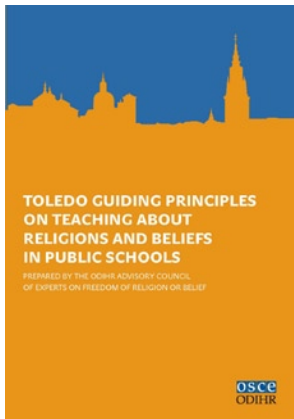
**Adaptability:** This *Table* provides a template for similar documents that could be developed for Compendium themes with cross-curricular status in a national education environment. The development process itself, outlined in documents on the organization's website, could also be emulated in other settings.

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**Availability:** The Table of Civic Education Competencies is included (in English) in the Compendium Annex. Additional information about the Civic Education – Ukraine project can be found in English at <http://www.civiced.org.ua/eng/report.php> and in Ukrainian at <http://www.civiced.org.ua/>. For more information, contact Olena Pometun, Head of the Social Science Education Library, at [pometun@hotmail.com](mailto:pometun@hotmail.com).

## PARTNERS' RESOURCES

### OSCE



ODIHR published the *Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools* in November 2007. The *Guiding Principles* aim to offer guidance to OSCE participating States that choose to promote the study of religions and beliefs in public schools. At present, the *Guiding Principles* are the only set of international principles specifically focusing on teaching about religions and beliefs from a human rights perspective. The *Toledo Guiding Principles* encapsulate practical aspects related to teaching about religions and beliefs, such as curriculum preparation and teacher education, within the relevant international legal framework. Material can be downloaded in English and Spanish: [http://www.osce.org/odihr/item\\_11\\_28314.html](http://www.osce.org/odihr/item_11_28314.html). The English version of the *Toledo Guiding Principles on Teaching about Religions and Beliefs in Public Schools* is included in the Compendium Annex.

In order to institutionalize civic education and a human rights culture in the Montenegrin education system, the *Strategy for Civic Education in Primary and Secondary schools* in Montenegro was developed and adopted. The OSCE Mission to Montenegro has been supporting the development and implementation of this strategy, which represents a vital component of Montenegro's overall education reform. Civic education courses are currently being taught in all primary and secondary schools and, as of 2009, in vocational secondary schools. The Compendium Annex includes the Strategy in English and Montenegrin.

### Council of Europe

*Recommendation CM/Rec(2009)4 of the Committee of Ministers to member states on the education of Roma and Travellers in Europe* recommends to member states that they elaborate, disseminate and implement education policies focusing on ensuring non-discriminatory access to quality education for Roma and Traveller children and, through local and regional authorities, that Roma and Traveller children are effectively accepted in schools. The Recommendation is included in the Compendium Annex.

The *Committee of Ministers' Recommendation (2002) 12 on Education for Democratic Citizenship* and *Recommendation 1346 (1997) on human rights education* provide a framework for action and advocacy.  
[http://www.coe.int/t/dg4/education/edc/Documents%5FPublications/Adopted%5Ftexts/092\\_Rec\\_2002\\_12\\_EDC\\_en.asp#TopOfPage](http://www.coe.int/t/dg4/education/edc/Documents%5FPublications/Adopted%5Ftexts/092_Rec_2002_12_EDC_en.asp#TopOfPage)  
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta97/erec1346.htm>.  
 Both recommendations are included in the Compendium Annex.

*Committee of Ministers' Recommendation CM/Rec(2008)12 on the dimension of religions and non-religious convictions within intercultural education* recommends that the governments of the member states pursue initiatives in the field of intercultural education relating to the diversity of religions and non-religious convictions in order to promote tolerance and the development of a culture of "living together", and outlines a set of principles to be taken into account.

<https://wcd.coe.int/ViewDoc.jsp?id=1386911&Site=CM&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75>. The Recommendation is included in Compendium Annex.

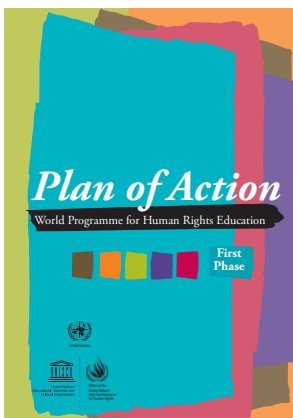
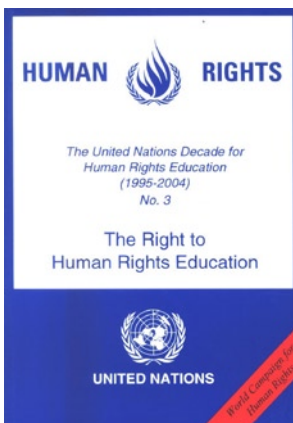
*Committee of Ministers' Recommendation Rec(2001)15 on history teaching in twenty-first-century Europe* points out that history teaching plays a vital role in promoting fundamental values, such as tolerance, mutual understanding, human rights and democracy, and sets out principles with regard to current and future reforms in the field of history teaching. Available in Albanian, Bosnian, Croatian, English, French, Greek, Romanian, Russian, Serbian, Turkish and Ukrainian. <http://wcd.coe.int/ViewDoc.jsp?id=234237&Site=CM&BackColorInternet=9999CC&BackColorIntranet=FFBB55&BackColorLogged=FFAC75>. The Recommendation is included in Compendium Annex.

The *EDC/HRE Pack* is a series of manuals for various target audiences on different aspects of citizenship and human rights education. It includes a tool on teacher training: “How all teachers can support citizenship and human rights education: a framework for the development of competences” (2009), a Tool on democratic governance of schools (2007), and Tool for quality assurance of education for democratic citizenship in schools (2005, published jointly with UNESCO and Centre for Educational Policy Studies – Ljubljana). Future publications include a manual on key issues for education for citizenship and human rights policies and a guide on partnerships between communities, schools and universities. The tools have been translated into a number of languages and can be downloaded on line. The Tool on democratic governance of schools is included in Section 2 of the Compendium Annex, the Tool for quality assurance in education for citizenship in Section 5 of the Compendium Annex, and the tool “How all teachers can support citizenship and human rights education: a framework for the development of competences” in Section 4. Further information can be found at <http://www.coe.int/edc>.

### Office of the UN High Commissioner for Human Rights

OHCHR produces an extensive range of publications on various topics related to human rights standards and mechanisms to raise awareness and publicize ways of promoting and protecting human rights worldwide. The publications, which can be requested from OHCHR free of charge, are available on line at <http://www.ohchr.org>.

In particular, the publication *The Right to Human Rights Education* (1999) contains full texts and excerpts of international and regional instruments pertaining to human rights education, and the booklet *Plan of Action – World Programme for Human Rights Education – first phase* (2006), co-published with UNESCO, contains the Plan of Action for the first phase (2005–2009) of the World Programme dedicated to the integration of human rights education into the primary and secondary school systems. This includes guidance and practical ideas for mainstreaming human rights education into educational policies. *The Right to Human Rights Education* and *Plan of Action* (which is also available in Arabic, Chinese, French, Russian and Spanish at <http://www2.ohchr.org/english/issues/education/training/planaction.htm>) are included in the Compendium Annex.



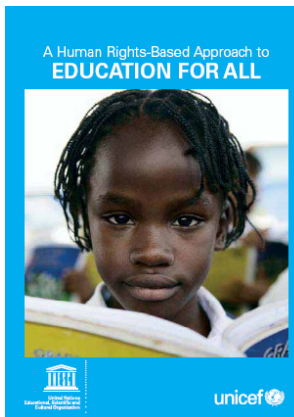
## Laws, Guidelines and Standards

In addition, a webpage on national human rights education initiatives is available at the OHCHR web section dedicated to the World Programme for Human Rights Education, <http://www.ohchr.org>. Among other resources, it contains national plans of action and excerpts from general national human rights action plans.

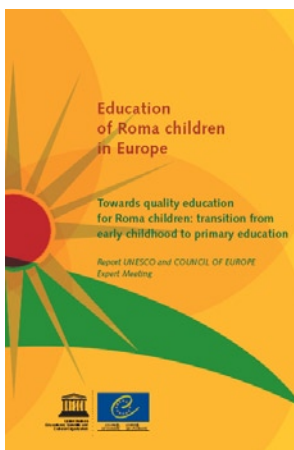
### UNESCO

The *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education Relating to Human Rights and Fundamental Freedoms*, adopted by the General Conference at its 18th session (1974), can be found at <http://unesdoc.unesco.org/images/0011/001140/114040e.pdf#page=144>. The *Recommendation* is included in English, French, Spanish, Arabic and Russian in the Compendium Annex.

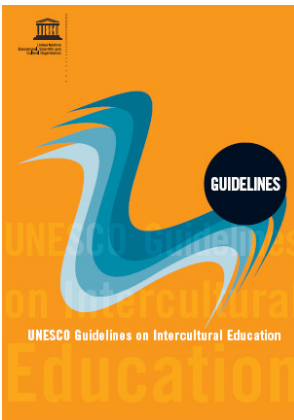
*Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy* (1995) can be found at <http://unesdoc.unesco.org/images/0011/001128/112874eb.pdf>. The document, which also exists in French, downloadable at [http://www.unesco.org/education/nfsunesco/pdf/REV\\_74\\_F.PDF](http://www.unesco.org/education/nfsunesco/pdf/REV_74_F.PDF), is included in the Compendium Annex.



*A Human Rights-Based Approach to Education for All: a framework for the realization of children's right to education and rights within education*, available at <http://unesdoc.unesco.org/images/0015/001548/154861E.pdf>, is a joint UNESCO and UNICEF framework for the realization of children's right to education and rights within education that brings together the current thinking and practice on human rights-based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from school level to national and international levels. The document, which also exists in French, downloadable at <http://unesdoc.unesco.org/images/0015/001588/158891f.pdf>, and Spanish at <http://unesdoc.unesco.org/images/0015/001588/158891f.pdf>, is included in the Compendium Annex.



*Towards quality education for Roma children: the transition from early childhood to primary education*, available at <http://unesdoc.unesco.org/images/0016/001611/161164E.pdf>, stems from co-operation between UNESCO and the Council of Europe to work together on raising awareness and formulating guidelines for improving access for Roma children to quality basic education, including increasing early-childhood educational opportunities and assisting in the transition to quality primary education. The document, which also exists in French (downloadable at <http://unesdoc.unesco.org/images/0016/001611/161164f.pdf>) is included in the Compendium Annex.



*UNESCO Guidelines on Intercultural Education*, available at <http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>. was prepared to help policymakers understand the key issues concerning intercultural education. The *Guidelines* draw together the key standard-setting instruments and the results of numerous conferences, in order to present concepts and principles that may be used to guide future activities and policy making. The document, which also exists in French (downloadable at <http://unesdoc.unesco.org/images/0014/001478/147878f.pdf>) and Spanish (<http://unesdoc.unesco.org/images/0014/001478/147878s.pdf>) is included in the Compendium Annex.







# Approaches and Practices to Improve the Learning Environment

## **Approaches and Practices to Improve the Learning Environment**

Name of Practice:	11. Activities to Commemorate the Abolition of Slavery and the Slave Trade
Name of Organization:	<p>Collège Jacques-Yves Cousteau (UNESCO's Associated Schools – ASPnet school)          277, rue des Champs, 76320 Caudebes-lès-Elbeuf FRANCE  <i>Website:</i> <a href="http://colleges.ac-rouen.fr/cousteau/nouveau_site/">http://colleges.ac-rouen.fr/cousteau/nouveau_site/</a>  <i>Phone:</i> + 33 2 35 87 10 12</p>
Intended Audience:	<p>Upper primary and secondary school students (ages 10–16) from the Collège Jacques-Yves Cousteau, with the participation of lower primary school students (ages 8–10) from neighbouring schools</p>
Purpose:	<p>The practice encourages students to discover diverse cultural practices, to understand the positive impact of cultural diversity, and to be aware of the importance of remaining vigilant in the defence of freedoms.</p> <p>Because the commemorative activities are organized as annual school-wide events, the practice is also intended to motivate teachers and other educational personnel.</p>
Description:	<p>Using the topics of slavery and the slave trade as starting points, the practice involves students and teachers from various disciplines in activities related to the defence of freedoms and the construction of civic identities. Students and teachers from the Collège Jacques-Yves Cousteau are involved in educational activities on these themes throughout the school year, culminating in the presentation of projects in early May. These presentations involve the whole school (including administrative and service staff) and students from neighbouring primary schools.</p> <p>Students begin their year with a unit on slavery from antiquity to the fifteenth century, and they extend their inquiry into modern slavery. This learning is linked with the study of French colonialism in grade ten. History, geography and civic education teachers of grades 7–10 link their classroom teaching with themes of slavery, its abolition and the continuing struggle for justice as part of the school's culminating events in the spring.</p> <p>The school becomes a laboratory for pedagogical innovations, as students and teachers use artistic expression to address themes of slavery. Students engage in a wide range of activities based on their interests and abilities. Their creations have included artwork (frescos and sculptures), performances (theatre and music) and reflections on literature and movies.</p> <p>Some of the creative activities sponsored through this project include the following:</p> <ul style="list-style-type: none"> <li>• A commemorative plate focusing on liberty, made co-operatively by Collège Jacques-Yves Cousteau with schools in Guadeloupe, Haiti, Italy, Mauritius and Reunion;</li> <li>• Five hundred balloons, with phrases about liberty composed by pupils and adults, released into the air; and</li> <li>• A school-wide drawing competition and a play about slavery from antiquity to the present day.</li> </ul>

## Approaches and Practices to Improve the Learning Environment

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**Description (continued):** The project has been promoted through local and regional media. It is organized in close co-operation with Comité pour la mémoire de l'esclavage (the Committee for the Memory of Slavery), which was established by the French government, as well as the Académie de Rouen, which serves as a resource centre providing referential and pedagogical documents and tools.

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**Strengths:** The practice illustrates a sustained, whole school effort (both year-long and annual) to address historical and contemporary issues of slavery. Activities are cross-disciplinary, with a special emphasis on the arts.

Commemorative activities are carried out in such a way that all members of the school community can be involved to some degree, and the work is viewed by younger children in neighbouring primary schools.

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**Adaptability:** The main components of the practice can easily be adapted to other settings.

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**Availability:** The Collège Jacques-Yves Cousteau website, [http://colleges.ac-rouen.fr/cousteau/nouveau\\_site/spip.php?rubrique14](http://colleges.ac-rouen.fr/cousteau/nouveau_site/spip.php?rubrique14), includes a section with bibliographical references and primary slave trade documents (in French) that can be used as teaching references. Translations into English and Creole are planned. This section also includes examples of student artwork.

A PDF file of a slave trade document and associated student quiz (in French) are included in the Compendium Annex.

Name of Practice:	12. Co-operative Learning in Multicultural Groups (CLIM)
Name of Organization:	Steunpunt Diversiteit & Leren (Centre for Diversity and Learning), Ghent University Sint-Pietersnieuwstraat 49, Ghent 9000 BELGIUM <i>Website:</i> <a href="http://www.diversiteitenleren.be">http://www.diversiteitenleren.be</a> <i>Phone:</i> + 32 9 2647046
Intended Audience:	Teachers of pre-schools, primary and lower secondary schools, as well as teacher trainers
Purpose:	The practice promotes a classroom environment that enables students to successfully participate in socially and culturally diverse groups. Classroom participation is intended to help all students function in a multicultural society.
Description:	<p><i>Co-operative Learning in Multicultural Groups</i> is a method that incorporates inter-cultural content with learning strategies based on complex instruction. The equal participation of all pupils in classroom or group interactions is seen as a necessary condition to provide students with equal access to academic content. <i>CLIM</i> stimulates student co-operation through open, challenging and complex tasks. The practice focuses on the development of students' participatory skills, taking into account the diversity of skills present, individual learning styles and varying perceived statuses of children within the classroom.</p> <p>Each <i>CLIM</i> unit contains seven lessons focused on a central concept and associated learner outcomes. The unit involves the assignment of structured tasks (using activity cards) that allow students to decide for themselves how they do their work, assign roles and co-operate with one another. The teacher works as a facilitator.</p> <p>A list of units is included in the Compendium Annex. Units most closely related to the Compendium's content themes are "Who Am I?" – addressing identity and self-image and building towards non-prejudice – and "Rights and duties?" The Centre for Diversity and Learning also offers support training for teachers.</p> <p>The practice has been piloted successfully in Flanders (Belgium), Spain, Poland and Iceland.</p>
Strengths:	This practice provides in-depth strategies for enhancing the equal participation of students in co-operative group learning, taking into account the unequal status of pupils.
Adaptability:	<i>CLIM</i> units have already been translated and adapted for use in multiple country contexts. With minor adaptations, they can be used in other local and national environments. Associated teacher training assists the successful use of this practice.

## Approaches and Practices to Improve the Learning Environment

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Availability:

Background information on *CLIM*, a report on its methodology, a list of *CLIM* units and a sample unit in English are contained in the Compendium Annex. Information about *CLIM* and other initiatives carried out by the Centre for Diversity and Learning can be found in Dutch and English at <http://www.diversiteitenleren.be>. *CLIM* units (in Dutch) are sold by Uitgeverij De Boeck at <http://basis.uitgeverijdeboeck.be/collections/clim/>.

Name of Practice: 13. Democracy Education through a National Student Assembly

Name of Organization: Ministry of National Education, Board of National Education  
 Talim ve Terbiye Kurulu Başkanlığı Teknikokullar, Ankara 06330 TURKEY  
 Website: <http://ttkb.meb.gov.tr>

Intended Audience: Primary and secondary school students

Purpose: To educate students about democratic concepts and processes through their participation in competitive elections to a *National Student Assembly*, originating at the local school level. This practice is also intended to promote democratic environments in schools.

Description: The *Democracy Education through a National Student Assembly* project was launched in January 2004 with the signing of a protocol between the Ministry of National Education and the Grand National Assembly of Turkey. The project was launched in 2004–2005 as a pilot project in 300 schools, and was opened up to all schools (there are 42,000) for the 2005–2006 school year, reaching approximately 13 million students.

Each student is a “voter”, each class is an “election site” and each school is an “election district”. To enhance the practice’s authenticity, related legislation was developed by the Grand National Assembly in collaboration with the Ministry of National Education (“Student Assemblies Procedures and Principles” and “Internal Regulations of Student Assemblies”). Booklets containing these regulations were delivered to each school’s election board, along with publicity posters.

With the support and guidance of school staff, students co-ordinate and participate in all activities related to election processes. Activities include:

- Standing as a candidate;
- Forming an election board;
- Preparing voting ballots;
- Campaigning;
- Voting; and
- Tallying votes.

Following the election at the school level, students also organize follow-up activities, such as the formation of Parliamentary Committees. In some cases, such bodies have become involved in decision-making in relation to student affairs.

Presidents of the school-based student assemblies comprise the 81 provincial student assemblies. In turn, elected representatives from the provincial student assemblies form a *National Student Assembly*. This National Assembly meets in Turkey’s capital, Ankara, at the end of April and prepares Acts of Parliament. Acts are presented in writing to the National Assembly and receive press coverage. The results of this *National Student Assembly* are broadly distributed to schools throughout Turkey, both in booklet and electronic format.

## Approaches and Practices to Improve the Learning Environment

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### Strengths:

The project combines practice in electoral politics with the selection of student leaders (from the local to national levels). These student leaders are given opportunities to provide genuine input on matters of interests to students.

The process of carrying out these elections serves as the basis for further engagement with democratic processes and student leadership.

The involvement of both the Ministry of National Education and the Turkish National Assembly has been of great value.

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### Adaptability:

The project model can be applied in other national contexts, provided there is support/co-ordination from a national agency.

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### Availability:

A detailed project description, including key steps carried out at the school, provincial and national levels, is included in the Compendium Annex (in English). More information, including resolutions passed by National Student Assemblies in the past, can be found in Turkish at <http://ttkb.meb.gov.tr/okulmeclisleri/>. For more information about this practice, contact Dr. Vahap Özpolat at vahapozpolat@gmail.com or + 90 312 215 20 56.



Name of Practice: 14. Education for Peace

Name of Organization: Education for Peace Institute of the Balkans (EFP-Balkans)  
 Fra Andela Zvizdovica 1, 71000 Sarajevo BOSNIA AND HERZEGOVINA  
*Website:* www.efpinternational.org  
*Phone:* + 387 33 752 294  
*E-mail:* efp-balkans@efpinternational.org  
 With the support of all Entity and Cantonal Bosnia and Herzegovina Ministries of Education and District-Level Departments of Education

Intended Audience: Primary and secondary school students (ages 5–18) and their teachers

Purpose: The primary aim and challenge of the *Education for Peace* programme is to educate students to become peacemakers and to devote their talents, capacities and energies towards the creation of a civilization of peace based on the tripartite pillars of a culture of peace, a culture of healing, and a culture of excellence. In particular, *Education for Peace* aims

- To equip students with the knowledge, skills, attitudes and confidence to resolve conflicts peacefully and to create violence-free environments in their schools, families and communities-at-large; and
- To create mechanisms for teachers, students, administrators, support staff and parents to actively participate in the building of inter-ethnic harmony, democracy and a culture of peace in the school community and wider society.

Description: The *Education for Peace* curriculum is not a separate subject of study, but rather a framework within which all subjects are explored. At the heart of the *Education for Peace* programme is a set of core themes that transcend and unify the various subjects in the standard public school curriculum. While addressing themes such as inter-ethnic harmony, human rights and democratic decision-making processes, the programme devotes particular attention to issues of worldview, human nature, individual and collective development, and the psychosocial, moral, ethical and spiritual causes of violence and war. This combined approach lays the critical foundation for the creation of both a culture of peace and a culture of healing.

The *Education for Peace* curriculum provides a framework for exploring all subjects — literature, history, math, biology, sociology, music, geography, chemistry, sport, etc. — within the parameters of the principles of peace. Teachers are afforded opportunities to convey the principles of peace and skills of peace-making to their students through the use of the *Education for Peace* “Understanding-Oriented” approach to lesson development and classroom instruction. Through this approach, students develop the ability to contextualize information and data in each of their subject areas within the framework of peace rather than conflict and to connect their learning in each field of study with relevant issues in other fields.

## Approaches and Practices to Improve the Learning Environment

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Description (continued): A comprehensive and extensive *Education for Peace* curriculum, adapted from the international EFP curriculum, was developed in Bosnia and Herzegovina from 2000 to 2009. The Bosnia and Herzegovina curriculum, available in print and media format, consists of ten small, book-length components that cover a range of issues including:

- Peace Moves, a dialogue on peace among youth prepared in both print and multimedia formats;
- Components on causes and prevention of violence;
- Conflict-Free Conflict Resolution;
- The Violence-free Family;
- Leadership for Peace; and
- Culture of Healing.

This programme is supported by a network of donor countries and is endorsed by the Ministry of Foreign Affairs, the Ministry of Civil Affairs, all 13 Ministries of Education, all nine Pedagogical Institutes, the Mission of Bosnia and Herzegovina to the United Nations, the Office of the High Representative (OHR) and the OSCE Mission to Bosnia and Herzegovina.

In February 2005, EFP-Balkans received an invitation and mandate from the Government of Bosnia and Herzegovina through the Bosnia and Herzegovina Ministry of Foreign Affairs, Bosnia and Herzegovina Ministry of Civil Affairs, all 13 Ministries of Education and 9 Pedagogical Institutes to assist in the formal integration of the EFP programme into all 2,200 plus primary and secondary schools in the country as an integral part of its education reform undertaking. Together, these schools account for over one million students, 110,000 teachers and school staff, and 1.5 million parents.

Towards fulfilling this mandate, the staff of advisors, inspectors and administrators of all 9 Pedagogical Institutes and selected senior educators of all 13 Bosnia and Herzegovina Ministries of Education are in the process of developing in-service mechanisms for the formal integration of the *Education for Peace* model, to be launched in September 2009.

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### Strengths:

The practice embeds into all curricula a pedagogical methodology and lesson-design framework that involves an in-depth study and application of the concepts that inform peace in aspects of human development and collective life. This approach makes world-view examination, at the individual and collective level, a conscious exercise that is mainstreamed into every aspect of the learning and teaching process in all schools in Bosnia and Herzegovina.

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**Adaptability:**

The *Education for Peace* curriculum is designed to be both universal and specific. The universality of the curriculum refers to the universal principles of peace — the common heritage of humanity, the diverse expression of this common heritage, and the absolute necessity to create a unified and peaceful world within this framework of oneness and diversity without resort to conflict and violence. While the principles of peace education are universal, their implementation is context specific. For each distinct society, the EFP-International faculty, in close collaboration with the educators and experts from that community, designs an *Education for Peace* curriculum with due consideration of its unique characteristics, needs, and challenges.

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**Availability:**

The *Education for Peace* curriculum is available in English and Bosnia and Herzegovina-language versions (Bosniak, Croat and Serb). The Compendium Annex contains a sample unit – “The Concept of Worldview” – in English. The main website for Education for Peace International – <http://www.efpinternational.org> – includes reports for the Bosnia and Herzegovina programme, as well as information about EFP programming worldwide. For more information contact [nsobhani@efpinternational.org](mailto:nsobhani@efpinternational.org).

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 15. Everybody has Rights/is Right?! Trainings for Everyday Life Together

Name of Organization: Zentrum *polis* – Politik Lernen in der Schule (*polis* – The Austrian Centre for Citizenship Education in Schools)  
 Helferstorferstraße 5, Vienna 1010 AUSTRIA  
 Website: <http://www.politik-lernen.at>  
 Phone: + 43 1 4277 27 427  
 The Centre works on behalf of the Austrian Federal Ministry for Education, the Arts and Culture. The executing organization is the Ludwig Boltzmann Institute for Human Rights.

Intended Audience: Primary and secondary school students (ages 7–15) and their teachers

Purpose: The practice aims to foster the social skills of young people and to provide a foundation for respecting human rights in the school setting.

Effective social skills, including the ability to resolve conflicts, are essential for young people to address the increasing diversity of beliefs and lifestyles in their classrooms. In addition to promoting mutual respect and co-operation, social skills promoted in this practice are intended to counteract discriminatory attitudes.

Description: *Everybody has Rights/is Right?! is a workshop series for students. The series consists of five modules (each lasting 2.5 hours) on the following topics:*

- Managing diversity;
- Non-violent conflict resolution;
- Mutual respect;
- Communication and personal integrity; and
- Democracy and co-operation in the classroom.

The methods are interactive, learner-centred and experience-based, and are managed by a professional team experienced in group dynamics and classroom interaction. The activities enable participants to become aware of how they interact with others. Students are stimulated to reflect upon these patterns of interaction and their attitudes towards others.

Examples of activities used with students include:

- The activity “A picture of my strengths and the strengths of my colleagues”;
- Activities to raise consciousness about exclusion mechanisms in groups (how it feels to stand “outside”) and strategies to overcome the gap (e.g. in the activity “Secret codes in a group”);
- The activity “Where do I stand?”(expressing opinions, taking positions);
- Activities focusing on communication and win-win resolutions in conflict situations, role play, theatre of the oppressed, statue theatre; and
- Co-operation games and activities to foster communication skills.

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**Description (continued):** Teachers are encouraged to apply interactive and experience-based methods in their classrooms and are given information and resources relating to the themes and methods of the modules. A few teacher training workshops are held each year to provide more in-depth exposure to the methods used in student workshops.

Approximately 15 student workshops take place over the course of the school year in different parts of Austria, and 30 take place in Vienna each spring in the framework of the “Action Days for Citizenship Education”. Approximately 12,000 pupils had attended workshops as of June 2008.

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**Strengths:** The practice recognizes and supports social skill development, which is fundamental to interpersonal relationships that reflect the values of human rights and mutual respect and understanding.

The training is an example of successful co-operation between a Ministry of Education, an NGO and a private funder/Institute.

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**Adaptability:** The practice can be adapted for use in other local or national contexts, in accordance with the needs, demands and opportunities of the given school system. Implementation will require sufficient financial and management resources and the establishment of quality standards.

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**Availability:** General information about the practice can be found in German at <http://www.politik-lernen.at/content/site/workshopsfuerschulen/rechthatjeder/article/102907.html>. The modules that are offered for teachers are located at <http://www.politik-lernen.at/content/site/workshopsfuerschulen/rechthatjeder/module/index.html> (German only). The module descriptions are presented in English in the Compendium Annex.

## Approaches and Practices to Improve the Learning Environment

**Name of Practice:** 16. Human Rights and Democracy Education in Schools: From Curriculum to the “Effective Schools” Approach

**Name of Organization:** Albanian Ministry of Education and Science  
Rruga e Durrësit, nr 123, Tirana ALBANIA  
*Website:* <http://www.mash.gov.al/>  
*Phone:* + 355 4 225678

The project has been implemented in co-operation with the UNESCO Human Rights Education project office in Tirana and UNESCO Headquarters, and with the financial support of the Italian Ministry of Foreign Affairs.

**Intended Audience:** Primary and secondary school teachers and national educational institutions (Ministry of Education and Science, the National Institute of Curriculum and Training, and Local Educational Directorates)

**Purpose:** The project focuses on the promotion of a climate of respect for human rights and the practice of democracy within educational establishments in Albania.

Albania is transitioning to democratic practices. The country’s national education priorities include enhancing a holistic understanding of human rights, improving institutions’ democratic features, and encouraging the participation of civil society within the educational system. In particular, the application of human rights values calls for social inclusion and a rights-based approach within the schooling system.

**Description:** In 2001, experts from relevant state institutions, educational directorates, universities, schools and NGOs came together to design and implement project activities.

One result was the development of human rights education curricula, resources and teacher training materials, which are promoted in a national strategy of in-service teacher training. Through a “cascade” training system, 180 trained Albanian teachers have reached over 3,000 of their peers.

Another result was the development of a whole school, or *Effective Schools*, approach for the promotion of human rights and a democratic climate. Representatives from the National Institute of Curriculum Development, educational directors at the district and school level, and teachers are all engaged in this effort, with the intention of spreading democratic practices to all educational establishments.

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**Description (continued):** In the piloting phase of the *Effective Schools* component, learning climate questionnaires were administered to students, teachers and parents. Based on the results from these, follow-up activities were organized, including teacher training on interactive/democratic methodologies, parenting classes, enhanced student government and mini-projects involving a range of educational professionals. In addition to carrying out these activities, *Effective Schools* emphasized democratic decision-making that included both students and teachers. Questionnaires and a detailed list of activities are included in English in the Compendium Annex.

Key findings of the 2007 mid-term evaluation provided evidence of the effort's success in promoting human rights and democratic climates in educational institutions:

- Because the *Effective Schools* model addresses the teaching process, the involvement and co-operation of parents and the school climate, human rights is addressed in a holistic (i.e., not only knowledge-oriented) manner; and
- The project deepens capacities related to human rights and democracy education, not only for local trainers and teachers but also within local governmental institutions.

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**Strengths:**

The practice illustrates how a national educational strategy can incorporate curricular and methodological components, while also attending to school climate, inclusion and democratic processes.

The practice demonstrates collaboration between national educational institutions and an international intergovernmental organization (UNESCO) touching on the areas of curriculum development, in-service teacher training and whole school development. This comprehensive approach seems promising in its ability to transmit values of human rights and democratic practices as priorities for the educational system.

The project has enabled the creation of networks and practices that are likely to function beyond the formal life of the project.

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**Adaptability:**

The methodology for the development of teaching materials, teacher training strategies and democracy-promoting pilot projects in schools could be adapted to other local and national contexts.

Teaching materials can already be used with Albanian populations living in other countries, and can be adapted for use in other national contexts.

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**Availability:**

The Compendium Annex contains (in English) a brief overview of research results, as well as questionnaires administered to students, teachers and parents in preparation for the *Effective Schools* practice. Electronic versions of training materials (in Albanian) can be obtained by contacting Suzana Tabaku at [stabaku@mash.gov.al](mailto:stabaku@mash.gov.al) or Zhulieta Harasani at [zharasani@gmail.com](mailto:zharasani@gmail.com).

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 17. Human Rights and Service-Learning Manual

Name of Organization: Human Rights Education Associates, Inc. (HREA)  
 97 Lowell Road, Concord, MA 01742 UNITED STATES  
*Website:* <http://www.hrea.org>  
*Phone:* +1 978 341 0200  
*E-mail:* [info@hrea.org](mailto:info@hrea.org)

Amnesty International USA  
 5 Penn Plaza, New York, NY 10001 UNITED STATES  
*Website:* <http://www.amnestyusa.org>  
*Phone:* +1 212 633 4215  
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Intended Audience: Middle, secondary school and lower university students (ages 14 – 20), and their teachers

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Purpose: “Service-learning” is a method whereby learners learn and develop through active participation and reflection upon a service that is conducted in their communities. Service-learning fosters civic responsibility and is integrated into and enhances the academic curriculum of the learners.

The *Manual* aims to:

- Engage educators currently utilizing service-learning in the practice of human rights education;
- Enable human rights educators and trainers to teach through service-learning; and
- Provide the tools and building blocks for teachers to promote human rights education and service-learning far beyond the scope of the activities included in this manual.

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Description: The *Human Rights and Service-Learning Manual* is divided into three main parts: introduction/introductory activities on human rights, introduction to service-learning and how to set up activities and 20 lesson plans for human rights and service-learning. The Annex of the resource includes the text of major human rights documents and a glossary of relevant terms, as well as other human rights and service-learning resources.

The lesson plans are divided into five human rights topic areas: environment, poverty, discrimination, children’s rights to education and health, and law and justice. Each of the topic areas includes three or four service-learning project options. In the Environment and Human Rights unit, the two sub-themes are “Planting for People” and “Eradicating Pollution”. The projects proposed for the former are growing food and donating it to a homeless shelter, and volunteering at a farm or nature centre. For the latter, learners can research pollution levels in a local waterway based on human rights criteria (for example, not only clean water but also community access and use of the waterway), and report to local officials and businesses.



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**Description (continued):** Human rights are embedded in every service-learning project. The *Manual* helps educators in extracting and looking at the human rights related to the service being provided. For example, by combining a service-learning project at a homeless shelter with human rights education about the right to housing, learners can discover how homelessness in their community compares to violations of the right to housing in other parts of the world. They learn about how being homeless affects an individual's access to rights, such as the right to health or to work, and they can experience what it means to take action to end human rights violations. The human rights dimension asks learners to consider the causes, not only the symptoms, of local problems, and to compare the situation in their community with that in other parts of the world.

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**Strengths:** The *Manual* introduces the human rights dimension to teachers engaged in service-learning. The ethos of civic responsibility and active learning methodology of service-learning are well matched with those of human rights education. A wide range of human rights are addressed in the manual and illustrated through engaging community-based service-learning projects.

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**Adaptability:** The *Manual* was developed for the United States and makes reference to national cases, laws and court cases. These would need to be adapted for use in other contexts. The outline of lesson plans and specific service projects would be applicable in most settings.

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**Availability:** The *Human Rights and Service-Learning Manual* is included in the Compendium Annex. Hard copies can be purchased from Amnesty International USA.

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 18. “I Live in the Camp”: Stories of Roma Children in Milan

Name of Organization: Community of Sant’Egidio  
Via Lanzone 13, Milano 20123 ITALY  
Website: <http://www.santegidio.org>  
Phone: + 39 3491617035

Intended Audience: Roma children, primary and secondary school students

**Purpose:** The practice intends to raise the awareness of Roma and non-Roma children about discrimination faced by Roma. *I Live in the Camp* art activities take place within the Schools of Peace programme. This programme assists Roma children in the expression of their needs through drawings and provides them with opportunities to experience their personality by helping other vulnerable groups.

By raising awareness and sympathy among non-Roma youth about discrimination faced by Roma children, the practice aims to contribute to a culture of living together that incorporates differences – Roma or Italian, rich or poor.

**Description:** Through the Schools of Peace programme, children (ages 6–11) who live in three different Roma camps in Milan produce drawings depicting the lives of Roma families, the process of integration and the reality of discrimination. Through their drawings, Roma children express the difficulties of living in a camp and their wishes in relation to education, health and housing.

Roma children also engage in helping activities with other vulnerable groups, such as the elderly, and take part in activities that foster friendships with children from different countries.

The Roma children’s work has been published in newspapers and widely diffused among primary and secondary schools, high schools and universities. In viewing the drawings and testimonies of Roma children, non-Roma students are invited to reflect upon the injustice of discrimination against Roma. It is an occasion to listen directly to Roma children’s desires for education, health and housing.

The Schools of Peace are free-of-charge centres throughout the world that offer familial environments that support children and adolescents in their scholastic efforts. The Schools help families with child rearing, promote solidarity with the less fortunate and enable children to overcome social barriers and discrimination.

Activities at the Schools of Peace are held several times a week. Visits, field trips, parties, excursions and summer camps are essential activities. Every year, over 30,000 children and adolescents regularly attend the Sant’Egidio School of Peace.

**Strengths:** These activities raise children’s awareness of human rights issues, nurture their self-esteem and allow them to experience their own sense of dignity.

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**Strengths (continued):** Simultaneously, the *I Live in the Camp* artwork produced by the Roma children is used to raise awareness of their situation among Italian children and youth.

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**Adaptability:** Discrimination against Roma children is a common problem for many European cities and, therefore, the practice has broad application. The practice's basic components can be replicated in any environment that includes a Roma community. The practice might also be adapted for groups other than Roma who are experiencing widespread discrimination.

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**Availability:** The Schools of Peace programme is presented on the website of the sponsoring organization, Community of Sant'Egidio. A news brief on the practice is contained in the Compendium Annex. The website, <http://www.santegidio.org>, is available in English, French, Italian and other languages. Roma children's *I Live in the Camp* artwork is available on CD-ROM in Italian, and can be obtained by contacting Ms. Elisa Giunipero at [elisagiunipero@hotmail.com](mailto:elisagiunipero@hotmail.com).

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 19. Impetus Youth Award: Project-Based Learning to Promote Human Rights

Name of Organization: Impetus/Institute for Global Ethics  
4, Dyers Buildings, London EC1n 2QP UNITED KINGDOM  
Website: <http://www.impetusawards.org.uk>  
Phone: + 44 20 7405 5709

Intended Audience: Children and young people (ages 5 and up) in school and other settings

Purpose: Projects inspired by the *Impetus Youth Award* provide an incentive for young people to explore human rights concepts and apply them to issues of importance in their communities. Children and youth are also encouraged to consider values, such as mutual respect, that underpin the United Kingdom Human Rights Act.

Description: The *Impetus Youth Award* programme recognizes and celebrates young people's human rights projects and motivates them to carry out activities in their communities that promote human rights. Award certificates are given to all projects that demonstrate the following five criteria:

- Exploration of human rights as a set of shared ethical values;
- Innovative approaches to applying human rights values to issues of concern to children and young people;
- Collective work on projects;
- Sharing of projects more widely with local and/or global communities; and
- Reflection on their experience and the impact of their project.

Through *Impetus Youth Award* projects, young people learn about human rights in meaningful ways and develop many of the skills of active participation required in the national curriculum for citizenship. Projects are carried out in groups, and reports on their work are submitted to the *Impetus Youth Award* through its website. The website contains a range of resources for carrying out projects, including instructions for participation, simple activities to familiarize young people with human rights, examples from earlier projects and links to the United Kingdom Human Rights Act (1998). Once a year, exemplary projects are shared at a celebration in London that also has an associated two-day workshop for youth.

A 2007 report from the Institute for Reflective Practice shows that the *Impetus Youth Award* has helped young people develop the following competencies:

- Emotional literacy – self-awareness and understanding;
- Social intelligence – building relationships and respecting others' best interests;
- Appreciative intelligence – seeing things in different ways and building on the positive;
- Moral intelligence – aligning values with actions; and
- Moral courage – standing up for what is right and socially just.

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Description (continued):	The <i>Impetus Youth Award</i> has been achieved by over 400 groups since 2002. Group sizes vary from 10 to 100 young people, giving the programme a wide reach across the United Kingdom. Projects have been submitted from England, Northern Ireland, Scotland and Wales, and from both rural and urban schools and youth groups.
Strengths:	This practice incorporates human rights education activities, community-oriented projects, and Internet-based dissemination. The Award provides added incentive and recognition for youth to participate.  The <i>Impetus Youth Award</i> website contains information necessary for initiating and submitting project work.
Adaptability:	The concept of a youth-award programme that recognizes and celebrates young people's engagement with human rights in their own communities is applicable to a wide range of local and national contexts.
Availability:	The practice is available in English and Welsh at <a href="http://www.impetusawards.org.uk">http://www.impetusawards.org.uk</a> . The submission form for the 2007/8 school year, which includes details on how projects should be documented, is included in the Compendium Annex. For additional information, contact Lorna Robins at <a href="mailto:lrobins@globalethics.org.uk">lrobins@globalethics.org.uk</a> .

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## Approaches and Practices to Improve the Learning Environment

**Name of Practice:** 20. Make the Bridge: A Student-Centred, Whole-School Organization

**Name of Organization:** Escola Básica Integrada de Aves/S. Tomé de Negrelos (Aves/S. Tomé de Negrelos Elementary and Junior High School, also known as “Bridge School”)  
Dr. Largo Braga da Cruz, 4795-015 Vila das Aves PORTUGAL  
*Website:* www.eb1-ponte-n1.rcts.pt  
*Phone:* + 351 916 289 856

**Intended Audience:** All members of primary and secondary schools

**Purpose:** The Escola da Ponte School (“Bridge School”) organizes school life and daily learning in order to cultivate autonomy, accountability and positive social relations as aspects of democratic practice in each student.

**Description:** The Bridge School is located in a village in the northern region of Portugal. Rather than organizing classrooms on the basis of student age, learning groups are divided according to three main stages – Initiation (acquisition of basic reading, writing and arithmetic skills), Transition (group work and research) and High Development (group work and research autonomously).

Within these stages, students undertake self-paced, individualized learning. In accordance with their maturity and according to learning needs and preferences, students are given increased autonomy in the planning of their daily work within curriculum areas. On a daily basis, children determine their plan of study using learning approaches that are most appealing to them (e.g., individual work, project work, group work, etc.). The small groups are self-chosen, including up to four students, including those with special needs. No discrimination is allowed.

The child-centred approach is also promoted within the governance of the school, which is shared between students and other adult members of the school community, including parents. Every year, student-elected representatives contribute to the management of daily matters of school life. Decisions related to significant school activities and problems are taken through weekly school assemblies. For example, the school charter “Duties and Rights” is discussed and approved at initial assembly meetings. Only students are allowed to vote in assemblies, although adults can express their points of view in a time allocated for this.

This educational practice has been developed over several decades at the school. Currently, there are approximately 200 students, ages 5–16, at the school.

**Strengths:** This practice illustrates a child-centred, whole school approach that is applied both in the classroom and the overall governance of the school. Student individuality is respected in many aspects of learning, including topics, methods of learning and social aspects related to the classroom.

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**Adaptability:** The practices of the Bridge School can be applied in any school setting where there is a shared belief in the ability of students to make their own choices and a commitment on the part of school community members to modelling and supporting the principles of autonomy, democracy, a sense of self respect and respect for others. The practice has already been adapted for use in Brazil.

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**Availability:** A basic description of the Bridge School activities can be found at the school website, both in Portuguese and English: <http://www.eb1-ponte-n1.rcts.pt>. The Compendium Annex includes an English-language translation of the school's Founding Principles, as well as documents in Portuguese detailing the school's organization and regulations. For additional information contact Cristiano Silva (Principal) at [cristiano.jose.silva@gmail.com](mailto:cristiano.jose.silva@gmail.com).

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 21. Methodology and Resources for Integrating Roma Culture in Education (EURROM)

Name of Organization: Intercultural Institute of Timisoara  
 Boulevard 16 Decembrie 1989, no 8, Timisoara 300173 ROMANIA  
*Website:* <http://www.intercultural.ro>  
*Phone:* + 40 256 49845  
*E-mail:* [iit@intercultural.ro](mailto:iit@intercultural.ro)

Intended Audience: Primary and secondary school teachers

**Purpose:** *Methodology and Resources for Integrating Roma Culture in Education (EURROM)* aims to improve relations between Roma and non-Roma children, as well as to reduce racism and prejudice against Roma in general. The practice also promotes respect for cultural diversity, awareness of the equal rights of all and a positive cultural identity for every child.

Roma children often find it hard to adapt to school environments due to widespread prejudice, low expectations by teachers and because schools usually do not include familiar elements from their cultural environment. Project partners developed educational activities for the inclusion of Roma culture in school. These activities reflect Roma culture in a positive way and encourage Roma and non-Roma children to co-operate and support one another's learning.

**Description:** *EURROM* is intended for mixed classes with Roma children in primary schools. It can also be adapted for the lower secondary level. The practice supports the development of educational activities that both incorporate specific curricular objectives and include references to Roma culture. These references are taken from specific situations of the Roma in the local community.

The practice encourages teachers to develop and implement educational activities that relate to existing curriculum learning goals (reading, writing, language, literature, mathematics, history, geography, foreign languages and the arts), and also to develop inter-cultural competences of Roma and non-Roma students. Competencies include:

- Knowledge about Roma culture and, for older children, understanding of the historical causes of social inequality;
- Skills in inter-cultural communication, co-operation and democratic decision-making;
- Appreciation for cultural diversity and positive mutual attitudes; and
- Increased self-esteem and positive cultural identity for Roma children.



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**Description (continued):** The *EURROM* guide provides teachers with concrete examples of structured educational activities that can be implemented in mixed classes. The guide includes ten educational modules that illustrate ways to implement a common framework in which Roma and non-Roma children can play an active role and interact with Roma adults. The topics of the ten modules are: My Journal, Life Stories, School Pen Pals, Local History, Lifestyles, Traditional Handcrafts, Romani Language, Local Traditions, the Kris (traditional Roma justice) and Folktale. The first two modules focus on the development of a positive personal identity. The third module deals with communication, relations with others and defining oneself in relation to others. The remaining modules touch upon different aspects of cultural identity and inter-cultural relations.

Modules have been distributed in hard copy and CD format. Over 600 educators have been trained through a national training programme carried out with the Ministry of Education and through an on-line teacher-training programme. External evaluations have confirmed that this methodology strengthens relationships between children, improves teachers' attitudes towards Roma, and forms a better relationship between the school and Roma community. The methodology stimulates the involvement of children in democratic decision-making processes and serves as a useful contribution to an issue that has been a priority in many countries and an important challenge at the European level. The methodology is only used, however, in situations where teachers have received training and support from school management.

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**Adaptability:** *EURROM* was developed in collaboration with partner schools from France, Romania, the Slovak Republic and Spain, where the situation of Roma varies and reflects some of the main types of situations that can be found at the European level. This approach, based on constructivist pedagogy and inter-cultural interaction as a source for learning, is intended to be adapted to a variety of contexts.

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**Availability:** The Romanian version of the *EURROM* guide and an English language translation of a sample module are included in the Compendium Annex. French, Romanian, Slovak and Spanish versions of the *EURROM* guide can be obtained by contacting Calin Rus at [calin.rus@intercultural.ro](mailto:calin.rus@intercultural.ro).

## Approaches and Practices to Improve the Learning Environment

**Name of Practice:** 22. Participatory Strategies in The World Around Us: A Primary-Level Curriculum for Children’s Rights Education

**Name of Organization:** EM Educational Services, c/o: Mount Royal College  
4825 Mount Royal Gate SW Calgary, Alberta T3E 6K6 CANADA  
*Website:* <http://www.mtroyal.ca/healthcomm/cys/>  
*Phone:* + 1 403 440 6439

**Intended Audience:** Children in grades 3–5 (ages 8–10)

**Purpose:** To promote the awareness and use of four participatory learning strategies – concept-mapping, decision-making, role-playing, and responsive writing – that have been identified as being especially important for children’s voices to be heard in the classroom.

**Description:** The participatory strategies of concept-mapping, decision-making, role-playing, and responsive writing all promote children’s understanding and exercise of participation rights and responsibilities. The participation rights supported by these methodologies are expression of opinions, helping make decisions, group membership and privacy.

These strategies help children understand and exercise their right to be heard and respect the rights of others as they move towards responsible global citizenship. Specifically, these strategies foster communication skills (reading, writing, listening and expressing views) as well as social skills (decision-making, problem-solving and co-operation).

The identification of these learning strategies was based on qualitative research carried out in relation to *The World Around Us* curriculum and is linked with the implementation of children’s participation rights contained in the Convention on the Rights of the Child.

*Participatory Strategies* are used in Canadian schools as a model for the design of resources for children’s rights education. The *Strategies* can also be integrated into subjects like citizenship education or social studies.

**Strengths:** The research results, which can be found in the Compendium Annex, identify four key methodologies for enhancing active learning in the classroom. The text illustrates the link between these learning strategies and the understanding of human rights concepts. The practice makes explicit what is generally accepted within the field of human rights education, education for democratic citizenship and education for mutual respect and understanding – that participatory learning strategies are crucial to these approaches.

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**Adaptability:** The core participatory strategies are appropriate for children, regardless of country of origin. As with all methodologies, educators will need to match learning strategies with children’s emergent capacities to understand and exercise their participation rights and responsibilities.

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**Availability:** The Compendium Annex includes research results based on the participatory strategies used in *The World Around Us: A Thematic Primary-Level Curriculum for Children’s Rights Education*, which will be published in English in *Children Matter: Child and Youth Human Rights Issues* (Mount Royal College, forthcoming). The Annex also includes excerpts from the original curriculum.

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 23. Peer Mediation and Peer Education Programme in Schools

Name of Organization: Mali Korak – Centar za kulturu mira i nenasilja (A Small Step – Centre for a Culture of Peace and Non-violence)  
Kraljevac 77a, Zagreb 10000 CROATIA  
*Website:* <http://www.malikorak.hr>  
*Phone:* + 385 1 45 78 341  
*E-mail:* mkorak@zamir.net

Intended Audience: Primary and secondary school students, teachers, parents, psychologists and headmasters in schools adopting the programme

Purpose: School-based mediation programmes are intended to reduce violence in schools through the promotion of peaceful conflict management. In its first phase of implementation, the programme targets students ages 10–12, as this is the age identified as having the highest rate of violence in Croatian schools.

Description: School-based mediation programmes are set up to achieve the following goals:

- Raise critical awareness among students, teachers and parents about the quality of relationships within the school community (student-student, student-teacher, teacher-parent, teacher-teacher);
- Promote the idea that conflict management can successfully address problems that naturally arise in schools;
- Develop skills among students, teachers and parents for managing conflict through negotiation and mediation; and
- Empower students to resolve conflicts (without adults) through peer mediation.

To achieve these aims, awareness sessions are arranged for students, teachers, parents and school staff. Four two-day “training of trainers” seminars are provided for up to 40 “peer mediator” students and up to four staff members per school. Seminar participants receive intensive training on negotiation and mediation techniques. Peer mediators work in teams, and peer mediation clubs are established at each school to handle conflicts.

Training topics include methodology of group work acquisition of communication skills, analysis of conflict and resolution skills and peer mediation, including steps for its implementation in school (e.g. peer mediation clubs).

Twenty-four primary schools and one secondary school in Croatia have participated in the Peer Mediation and Peer Education Programme. Based on anecdotal evidence, it appears that successful training of students in non-violent conflict resolution will have a long-term, positive impact on school environments.

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Strengths:	The <i>Programme</i> is designed to promote a school-wide commitment to supporting a culture of peace, dialogue and non-violent conflict resolution. In addition to managing specific conflicts, the <i>Programme</i> promotes a culture of co-operation within the school and fosters student-centred resolutions to problems. Students receiving training in negotiation and mediation are intended to develop social competencies, such as self-confidence and a sense of responsibility, that serve the school community.
Adaptability:	<i>The Peer Mediation and Peer Education Programme</i> is a model that can be used in any school community to address the universal need to resolve conflicts constructively and to promote positive relations among members.
Availability:	A description of the “training of trainers” workshop on conflict management and an additional workshop activity are included in English in the Compendium Annex. The handbook “ZA SVEMIRE” (Peaceful Conflict Resolution Guide for Primary and Secondary Schools, 2001) is available in English and Croatian. A detailed description of the overall programme in Croatian and the complete handbook are included in the Annex.

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## Approaches and Practices to Improve the Learning Environment

Name of Practice: 24. “School, a Path to Equality”: A Multi-Year, Non-Formal Education Approach

Name of Organization: Acção para a Justiça e Paz (AJP- Action for Justice and Peace)  
 R. de S. João n.10, Granja do Ulmeiro 3130-080 PORTUGAL  
 Website: <http://www.ajpaz.org.pt>  
 Phone: + 351 239 642815  
 E-mail: [ajp@ajpaz.org.pt](mailto:ajp@ajpaz.org.pt)

Intended Audience: Upper primary and secondary school students (ages 12–19), their teachers and members of the school community

Purpose: The practice is intended to raise knowledge and awareness of human rights issues and to promote personal and social development through non-formal educational methodologies.

The programme has a special emphasis on equal opportunities between women and men and the prevention of violence against females. Action for Justice and Peace feels that non-formal education approaches incorporating cognitive and affective elements are better suited for helping youth address their issues and for promoting a genuine culture of peace and acceptance in the school environment.

*School, A Path to Equality* is also intended to deepen and strengthen the relationship between formal and non-formal education approaches.

Description: The programme is constituted by a three-stage process of activities and participatory methodologies that take place over a 20-month period. A general plan is agreed upon between Action for Justice and Peace and each school at the outset and further adapted once work with students begins. The programme aims to raise awareness about issues of inequality and discrimination (especially pertaining to gender) and to generate student-led responses to address them.

The general sequence of activities is:

- Focus Groups: “Imaginary Theatre” (one of the forms of “Theatre of the Oppressed”) is used to uncover youth experiences, knowledge and feelings about topics such as equality, human rights, violence and the roles of women, men and youth. Focus groups take place with all classes;
- Equity Laboratories: Seminars are organized for students and teachers on up to 8 topics emerging from focus groups. These seminars use non-formal, participatory learning methods and encourage debate and discussion. Potential topics include issues of identity, hidden discrimination and violence against women; and
- Incubators of Youth for Equality: This phase of the practice focuses on student-led responses to the issues emerging through earlier learning. Youth projects have included the distribution of school surveys related to discrimination, visual arts and theatre performances, and fund-raising for a charitable organization addressing a topic of concern. (See the Compendium Annex for more details on laboratories and incubator projects.)

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**Description (continued):** To promote ongoing awareness-raising and action-taking for issues of discrimination and violence, a “Rights Desk – Resource Centre” is established in each school (usually in the library). The Centres offer information and teaching materials on the topics of gender equality, social roles, employment and gender, and sexual and reproductive rights. These permanent Rights Desks are intended to facilitate students’ continued engagement with these issues through peer education and project work.

The project was evaluated in a participatory manner for each school, and the six schools involved in the project in 2005–2006 participated in a culminating “Piece of Equality” conference, where students shared their work.

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**Strengths:** One explicit intention of this project is to bring highly participatory learning strategies from the non-formal education sector into schools. A 2006 project evaluation showed that non-formal learning methodologies effectively motivated youth to participate, to recognize experiences of discrimination and inequality in their lives, and to engage in a project to spread awareness of these issues.

A flexible and reflective process of implementation allowed the project to continuously adapt to the students, their classrooms and the overall school environment.

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**Adaptability:** The practice can be carried out in schools committed to the use of non-formal, participatory learning. This practice can also be used directly in non-formal youth settings. It may be necessary to have an external agency such as Action for Justice and Peace train and work with youth on key themes.

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**Availability:** The Compendium Annex includes a detailed description of the project.

The presentation of *School a Path to Equality* with logos, posters, student projects and photos can be found at <http://www.ajpaz.org.pt/igualdades.htm> (Portuguese only). Information about Action for Justice and Peace, photographs, reports, and English and French versions of the main website are available at <http://www.ajpaz.org.pt>.

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 25. Quit It!: A School-Wide Model for Reducing Teasing and Bullying

Name of Organization: Educational Equity Center, Academy for Educational Development (EEC/AED)  
100 Fifth Avenue, New York, NY 10011 UNITED STATES  
Website: <http://www.edequity.org>  
Phone: + 1 403 440 6439

Intended Audience: Administrators, teachers and other school personnel who interact with children in grades Kindergarten to grade 3 (ages 5–9)

Purpose: The goal of the *Quit It! Model* is to create a more civil environment in schools built on respect and non-violent means of resolving situations that arise. The practice promotes a proactive approach for building a climate of respect in which students feel safe and welcome.

Description: The practice is a research-based, school-wide model to address teasing and bullying in grades Kindergarten to 3. Programme materials include “Quit it! A Teacher’s Guide on Teasing and Bullying for Use with Students in Grades K-3” and companion CD-ROMs “Stories about Teasing and Bullying for Use with Students” and “Implementing the Quit it! School-Wide Model”. The programme includes professional development for teachers and workshops for parents and non-professional school staff.

*Quit It!* was developed to address teasing and bullying behaviour at the earlier stages of education as a means to prevent later incidents of violence and sexual harassment. The premise is that by starting early to create a respectful school climate that made every child feel safe and welcome, teasing and bullying will be reduced. The Model begins in kindergarten and is school-wide. The programme involves all adults who work with the children in the school environment and also parents.

The activity guide revolves around three themes: Creating our Rules, Talking about Teaching and Bullying, and Exploring Courage. Literacy-based activities are meant to be integrated into the daily curriculum to help students develop essential skills such as listening, verbalization, reading and writing. Problem-solving strategies are included in every activity.

An internal programme evaluation carried out over a two-year period in a New York City school showed a decrease in the number of teasing and bullying incidents, an increased staff involvement in intervention in such cases, and a substitute of verbal for physical responses to teasing or bullying.

The CD-ROM contains all materials needed to implement the programme, including training agendas, research reports, testimonials, handouts and resources. The practice is currently used by at least 5,000 educators in Arizona, Connecticut, Massachusetts, New York, Texas and other U.S. states.



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Description (continued): A companion programme for pre-school settings, *The Anti-Bullying and Teasing Book for Preschool Classrooms*, was also developed and is available from the Educational Equity Center.

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**Strengths:** The practice uses a whole school approach to engage all members of the community in recognizing and changing behaviours related to teasing and bullying. *Quit It!* contains a range of supports for assisting educational personnel in implementing the programme.

A research-based approach was used in designing and evaluating the programme, and *Quit It!* has shown demonstrable effects in reducing teasing and bullying incidents.

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**Adaptability:** As the problems of teasing and bullying are worldwide and the themes of *Quit It!* are universal and based on principles of child development, the programme could be translated into many languages and used in different national and local contexts.

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**Availability:** A sample lesson from *Quit It!* along with a summary of the programme evaluation results and related research on bullying and teasing are included in English in the Compendium Annex. Information about materials and how they can be purchased can be found on the Educational Equity Center, Academy for Educational Development website at <http://www.edequity.org>.

## Approaches and Practices to Improve the Learning Environment

Name of Practice: 26. Rights, Respect, Responsibility: A Whole School Approach

Name of Organization: Hampshire County Council  
 Fleet Local Office, Birch House, Barley Way, Fleet GU51 2YB UNITED KINGDOM  
 Phone: + 44 1252 814772

Intended Audience: Primary and lower secondary school students (ages 3–16), their teachers and other members of the school community

Purpose: *Rights, Respect, Responsibility* aims to enable children and young people to develop their understanding of human rights, empowering them to exercise rights and responsibilities for themselves and others.

Specific aims of the programme:

- To work with children and young people in order to develop more knowledgeable, active, socially responsible and democratic citizens;
- To develop teaching and learning examples that allow children and young people to develop and apply vocabulary around themes of human rights;
- To develop with teachers and pupils ways of integrating rights into the everyday work and governance of the school (i.e. subjects, topics, school councils, school values, home/school agreements);
- To encourage the development of critical thinking and creativity in resolving rights dilemmas; and
- To encourage greater participation of children and young people in their learning and the life of the school.

This programme was stimulated by practice and research evidence from Cape Breton, Nova Scotia that showed a positive impact on pupil behaviour, values and attitudes.

Description: *Rights, Respect, Responsibility* is a whole school approach based upon the Convention on the Rights of the Child (CRC). Its universal principles emphasize the need to protect the rights of all children, to help children understand their responsibilities, and to offer a framework for teaching and learning. These principles are used to promote the practice of democratic citizenship and respect for human rights among all members of the school community.

Key features of the *Rights, Respect, Responsibility* programme:

- The CRC is taught as a body of knowledge and promoted as a framework for school ethos, teaching and learning;
- Children and young people are treated as citizens;
- Children's identities and self-esteem are promoted so that they see themselves as bearers of rights, just as adults do;
- A human rights perspective is built into a range of subjects, including literacy, math, science and history, and rights-based language is developed through the regular work of teachers;

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- Description (continued):
- More democratic approaches to teaching and learning (emphasizing participation and rights) are created; and
  - Class charters on “Rights and Responsibilities” are signed by both pupils and teachers.

Training offered to primary schools is constructed so that approximately one third of the training focuses on ideas, evidence, concepts and emerging principles, while two thirds is devoted to working with teachers and modelling practices for various age groups. These practices make use of “Philosophy for Children” techniques, which view pupils as co-constructors of learning and use active learning techniques. The principles of *Rights, Respect, Responsibility* are clear but, at the same time, they allow teachers to use their creative imagination to realize them in their own way.

Secondary school training involves students as leaders of change and is often linked in some way with primary schools involved in *Rights, Respect, Responsibility*. For example, secondary school students have researched primary school environments and reported back to their teachers. *Rights, Respect, Responsibility* in secondary schools can be linked with an element of the CRC or to existing education priorities so that it is part of school improvement.

Schools report that *Rights, Respect, Responsibility* acts as a framework for much of their citizenship work (e.g. healthy schools, relationship education, drug education, emotional literacy and school councils), which can be related to articles in the CRC. School community members appreciate that they can point to a higher authority (international human rights standards) in relation to their school values and codes of conduct.

In Hampshire, 360 primary schools have taken part in the initial training. Forty-five secondary schools, five special schools and four Education Centres have been involved to a lesser degree.

A three-year external evaluation was completed in 2008 and demonstrated significant impact on the school environment where *Rights, Respect, Responsibility* has been fully implemented. These impacts include positive results on pupils’ awareness of their rights, respect for the rights of others, and levels of participation and engagement in school. Teachers reported feeling less stressed and an enhanced enjoyment of their classes. The complete report can be found in the Compendium Annex.

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**Strengths:** Through this approach, students’ experiences with human rights and democratic practice are not limited to a single class or event; it becomes a habit.

There is evidence that *Rights, Respect, Responsibility’s* holistic approach has a deep impact on school culture and practice, affecting the experiences of all members of the school community.

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**Adaptability:** *Rights, Respect, Responsibility* is a whole school development process that has wide application. Individual components (e.g. classroom charters, curriculum mapping, and activities) will have relevance for individual teachers.

## Approaches and Practices to Improve the Learning Environment

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Availability:

The Hampshire County Council website presents the *Rights, Respect and Responsibility* project and contains numerous documents for whole school planning, curricular mapping, learning activities and other activities that have taken place in *Rights, Respect, Responsibility* schools. See <http://www3.hants.gov.uk/education/childrensrights/> for more details. The Compendium Annex includes a detailed description and the 2008 Evaluation Report.

Name of Practice:	27. School as State: A Simulated Democratic State
Name of Organization:	Landeszentrale für politische Bildung Baden-Württemberg (Agency for Civic Education Baden-Württemberg) Staffenbergstraße 38, 70184 Stuttgart GERMANY <i>Website:</i> <a href="http://www.lpb-bw.de">http://www.lpb-bw.de</a> <i>Phone:</i> + 49 711 164099 0
Intended Audience:	Secondary school students (ages 13–18), their teachers, parents and the general public
Purpose:	The <i>School as State</i> project is intended to promote students' direct experience with democratic processes.
Description:	<p>Pupils and teachers simulate for approximately four days a democratic state, with all its institutions and democratic procedures. They are the citizens and the school is the “national territory”. All members of the school community (students and staff) are involved, and the experience is intended to be an example of “learning and living democracy”.</p> <p>Over these four days, the following school activities are organized:</p> <ul style="list-style-type: none"> <li>• Constitution is written and voted on;</li> <li>• Country name, currency and flag are selected;</li> <li>• Political parties are organized, followed by elections (and the campaigning process);</li> <li>• Parliament and government are established; and</li> <li>• Private companies are founded and employment sought and obtained.</li> </ul> <p><i>School as State</i> enables students to organize their community both politically and economically. The process of elections and governance are intended to make students aware of the challenges of democratic procedures and the importance of common agreements and rules, including checks and balances that apply to elected officials. In addition, pupils are responsible for the state's financial situation through the success of their companies.</p> <p>This type of practice has been used by secondary schools in Baden-Württemberg since the mid-1990s.</p>
Strengths:	<p><i>School as State</i> offers many of the advantages of similar practices that provide an intensive, hands-on approach to parliamentary processes, and involves the entire school community.</p> <p>This practice is unique in incorporating economic and social components, which allow students to look more broadly at the components and operation of their model society. This event helps students understand and take part in economic interrelations, decision-making, the flow of information and the operation of organizations in both the private and public sectors.</p>

## Approaches and Practices to Improve the Learning Environment

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**Adaptability:**

The practice is relevant for any school interested in promoting a simulated youth experience with elected local self-government bodies and active policy development. The basic steps for organizing *School as State* can be easily adapted to other school and national contexts.

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**Availability:**

Detailed documentation of the practice is available in German and is included in the Compendium Annex. Portions of this document have been translated into English and are also included in the Annex. Schools' descriptions of their involvement can be found on-line in German at [http://wiki.zum.de/Schule\\_als\\_Staat](http://wiki.zum.de/Schule_als_Staat).

Name of Practice: 28. School Mediation

Name of Organization: The Independent Society for Education and Human Rights (SIEDO)  
 17 Sfatul Tarii Street, Chisinau, 2012 MD REPUBLIC OF MOLDOVA  
*Website:* <http://www.siedo.moldnet.md>  
*Phone:* + 373 22 211398  
*E-mail:* [siedo@moldnet.md](mailto:siedo@moldnet.md)

Intended Audience: Primary and secondary school students (ages 9–18)

Purpose: The practice promotes school-based mediation programmes as a mechanism for conflict transformation and increasing civic participation.

The practice was initiated after surveys administered in four schools in different Moldovan communities reported that students had an average of over a dozen daily conflicts with peers or family members. These conflicts typically were not resolved and often escalated. Mediation sessions were seen as a way to both reduce and resolve conflicts in schools and communities. They could also empower citizens to demand political solutions to inter-ethnic societal conflicts.

Additionally, mediation skill-building was seen as a way to promote positive and proactive life skills in young people. The Compendium Annex contains the complete list of goals.

Description: The *School Mediation* programme consists of mediation sessions led by students. To prepare a youth-only school team of peer mediators, the sponsoring organization, SIEDO, led conflict-management workshops and provided students with training materials. The establishment of a school committee for peer mediation and mediation clubs enables the involvement of teachers in the programme. In turn, these committees and clubs organize conferences with parents to promote constructive conflict management at home.

The principal results of the project are:

- 1,500 copies of the “Guide on Implementing School Mediation” (in Moldovan) offered to all interested schools;
- A group of 12 teachers trained in school mediation ready to serve as resources for other interested schools;
- Peer-mediation services established in four pilot schools;
- A more peaceful, conflict-managed environment for approximately 1,000 involved parents and adults;
- Enhanced partnership between SIEDO and its teacher network; and
- A greater understanding of conflict and how it can be transformed to resolve differences.

The work on the mediation project was advertised to other teachers in the Republic of Moldova through the SIEDO newsletter and is seen as a complement to the other civic and human rights education activities that the organization carries out.

## Approaches and Practices to Improve the Learning Environment

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**Description (continued):** An internal evaluation carried out after the piloting phase revealed a high degree of satisfaction with the mediation programme and frequent use of peer mediators in schools. Students trained as peer mediators reported fewer personal conflicts, a greater ability to remain calm during conflicts and an enhanced understanding of all sides in a conflict. The evaluation also confirmed that mediators had become more active citizens, as they now had the courage to intervene in situations. Parents of peer mediators reported mediation as a positive experience for their children and indicated that skills were applied within the home environment.

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**Strengths:** The practice illustrates how a *School Mediation* programme can be initiated with the involvement of school community members and demonstrates the importance of piloting and evaluating initial results before scaling up.

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**Adaptability:** *School Mediation* is a practice carried out in many countries. The principle presented in the Moldovan example can work in other settings, provided there are supporting learning materials and skilled mediation trainers.

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**Availability:** A summary of practice goals and sample chapters from the “Guide on Implementing School Mediation” is included in the Compendium Annex (in English). The Annex also includes a complete copy of the Guide in Moldovan.



Name of Practice:	29. Stop Bullying: A School-Wide Campaign
Name of Organization:	<p>Child Line Lithuania (Vaiku Linija)  Pylimo 21-5, Vilnius LT-01141 LITHUANIA  <i>Website:</i> <a href="http://www.vaikulinija.lt">http://www.vaikulinija.lt</a>  <i>Phone:</i> + 370 698 88797  <i>E-mail:</i> <a href="mailto:vilnius@vaikulinija.lt">vilnius@vaikulinija.lt</a></p>
Intended Audience:	Children, parents, teachers and others working with children
Purpose:	<p>The primary purpose of the <i>Campaign</i> is to reduce bullying and other forms of aggression in schools.</p> <p>According to comparative international studies, Lithuania has one of the highest rates of bullying in schools, as well as high levels of homicide and suicide. Although youth aggression has been linked with the home environment, school-based programmes have been shown to be effective in reducing these behaviours.</p>
Description:	<p>The <i>Stop Bullying Campaign</i> involves all members of the school community – students, teachers, administrators and parents. It promotes a friendly and co-operative school atmosphere based on mutual respect. The <i>Campaign</i> consists of anti-bullying activities and policy tools, a training programme for school personnel and an awareness-raising campaign for all members of the school community.</p> <p>Resources offered by the practice include:</p> <ul style="list-style-type: none"> <li>• Manual for the development and administration of anti-bullying policies;</li> <li>• Two educational films about bullying that can be shown to members of the school community;</li> <li>• Awareness-raising and educational information that can be distributed electronically and in print; and</li> <li>• Training exercises for school personnel on how to recognize, resolve and prevent bullying.</li> </ul> <p>This <i>Campaign</i> is linked with a national organization, Vaiku Linija (Child Line Lithuania), which continually offers new ideas on how to raise awareness about bullying and encourages the connection of participating schools via the Internet. Examples of such activities are included in the Compendium Annex. Child Line also has a help line that children can call if they are experiencing violence and need assistance.</p> <p>This practice has reached over 3,000 schoolchildren and educational personnel in the major municipalities of Lithuania. Although Child Line has worked intensively with three schools, its website makes available a range of resources that can be used freely by any educational institution.</p>

## Approaches and Practices to Improve the Learning Environment

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**Strengths:**

This well-designed *Campaign* offers a multifaceted awareness-raising and policy-development package for schools initiating anti-bullying efforts. All members of the school community are involved.

The practice is complemented by other activities intended to present and solve problems of aggression in schools. Direct support is provided for children in need of assistance. Child Line also works with key politicians to raise awareness of bullying and to initiate national bullying prevention programmes.

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**Adaptability:**

The *Campaign* can be implemented in any educational setting at the school or national level.

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**Availability:**

An introduction to the practice and an overview of *Campaign* activities are included in English in the Compendium Annex. More details about anti-bullying activities can be found on the organization's website in Lithuanian at <http://www.vaikulinija.lt/index.php/nustok/> and their anti-bullying campaign page at <http://www.bepatyciu.lt/>.

Name of Practice:	30. The Peace Factory: A Mobile Interactive Exhibition on Peace, Conflict, Freedom, Prejudices and the Scapegoat Phenomenon
Name of Organization:	Peace Education Projects Biltsestraatweg 160, Utrecht 3573 PS THE NETHERLANDS <i>Website:</i> <a href="http://www.vredeseducatie.nl">http://www.vredeseducatie.nl</a> <i>Phone:</i> + 31 30 272 3500 <i>E-mail:</i> <a href="mailto:vrede@xs4all.nl">vrede@xs4all.nl</a>
Intended Audience:	Upper primary through secondary level students (ages 11–18)
Purpose:	<i>The Peace Factory</i> exhibition is intended to prompt self-reflection on one’s own beliefs and critical inquiry about group behaviour resulting in stereotyping and prejudice. Links are made to contemporary multicultural society, World War II and the general topic of violence.
Description:	<i>The Peace Factory</i> exhibition consists of 15 “machines”, or interactive stations, where visitors are prompted to carry out activities, make choices and share their opinions. The stations have names such as “the prejudice balance”, “the freedom keeper”, “the power selector”, “the regret tube” and “the lie detector”. Visits consist of an introductory film followed by one-hour, self-guided visits to the stations. The exhibition can be arranged in both indoor and outdoor settings.
	<p>Themes addressed (non-inclusive):</p> <ul style="list-style-type: none"> <li>• Fact versus opinion;</li> <li>• Prejudices;</li> <li>• The scapegoat;</li> <li>• Refugees;</li> <li>• Resistance; and</li> <li>• Peace and unrest.</li> </ul>
	Supplemental materials have been developed for use in the classroom prior to and following exhibition visits to promote in-depth engagement with exhibit themes.
	The Dutch version of the exhibition moves throughout the Netherlands, reaching approximately 30,000 students each year and 1,000 teachers. In addition, the sponsoring organization, Peace Education Projects, has worked with partners in France, Germany, Israel, Northern Ireland and Russia in developing adapted versions of the exhibition and teacher’s manual.
Strengths:	The practice illustrates a creative, exhibit-centred medium for raising awareness of difficult themes, such as stereotyping, prejudice and violence among children and youth. Stations are diverse and interactive, and visitors move through them at their own pace.

## Approaches and Practices to Improve the Learning Environment

Because the practice has been adapted for use in other countries, it has facilitated cross-national networking and promoted interactions among organizers regarding learning methodologies for these challenging topics.

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### Adaptability:

The practice has already been successfully adapted for use in several countries. It would be important to choose local examples that are relevant for students and to adapt the exhibition and teacher's manual accordingly. In some cases, alternative mediums, such as interactive software, have been developed in conjunction with the exhibit.

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### Availability:

General information about the practice and updates on exhibitions can be found in Dutch, English, French and German at <http://www.vredeseducatie.nl>. The Compendium Annex contains descriptive information, the list of exhibition sites since 1993 and a brochure providing an overview of station contents. The Annex also includes examples of preparatory and follow-up activities carried out in schools in relation to the exhibition. Organizations interested in sponsoring the exhibition in their own setting should contact Jan Durk Tuinier at [vrede@xs4all.nl](mailto:vrede@xs4all.nl).

**Name of Practice:** 31. Voice Our Concern: Art-Centred Human Rights Education Programming

**Name of Organization:** Amnesty International Irish Section  
 Ballast House, 18-21 Westmoreland St, Dublin 2 IRELAND  
*Website:* <http://www.amnesty.ie>  
*Phone:* + 353 1 863 8300  
*E-mail:* [info@amnesty.ie](mailto:info@amnesty.ie)

**Intended Audience:** Secondary school students (ages 15–17), early school learners, adults with intellectual disabilities

**Purpose:** *Voice Our Concern* actively engages young people, educators and creative artists to enhance their mutual awareness and understanding of the issues and concepts of development, global justice and human rights. The practice is also intended to build the confidence and skills needed to take action on these issues.

Amnesty International Irish Section had identified a gap in the provision of education on human rights, development and global justice for secondary school students. The flexibility of the non-exam driven “Transition Year” system, which occurs between the junior and senior cycles of secondary school education in Ireland, provided an opportunity to explore human rights issues in a meaningful and comprehensive manner.

Following consultation with post-primary-curriculum developers, Amnesty International Irish Section set out to produce an exemplary module on human rights. At the same time, some Irish artists expressed a desire to actively influence the curriculum through the production of creative work inspired by dialogue with young people reflecting their concerns about the world they live in. Motivated by this, Amnesty International Irish Section’s education team, together with a steering committee and a group of writers and former teachers, developed the concept of young people and artists working together to produce creative work that could be incorporated into a Transition Year module.

**Description:** This human rights education programme brings together young people, teachers and arts practitioners in the creative expression of the young people’s concerns about the world around them. Writers, painters, sculptors, photographers, musicians and film makers visit schools and non-formal education environments and, over several visits, collaborate on creative work that explores and reflects concerns related to human rights issues. The creative work is disseminated to a wider audience through performances, screenings and exhibitions, as well as educational resources for the classroom. The broad range of issues to date has included racism in schools, attitudes towards asylum seekers, disability and violence against women.

Two primary resources have been developed to support this practice:

- The *Voice Our Concern Module* (180 pages, 2004), containing participatory workshops and activities concerning human rights issues and ten plays on human rights themes written by students and playwrights working together; and

## Approaches and Practices to Improve the Learning Environment

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Description (continued): • The *Voice Our Concern Film & Photography Workbook* (2007) with supporting DVD and photographic cards that contain workshops, activities and resource lists. This resource is based on films and photography produced by students working with film makers and photographers.

The Amnesty International Irish Section website supports this practice and includes information about performances, film and photography exhibits, poetry written by students, human rights education classroom activities and a list of participating artists and schools. Although the involvement of professional artists is ideal, the practice can be carried out in schools in co-operation with teachers trained in the arts.

The practice has worked successfully in secondary schools of all types around Ireland. It has also been featured in return-to-learning programmes located in community-based centres for socially and economically disadvantaged young people, as well as for adults with learning disabilities.

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### Strengths:

*Voice Our Concern* is learner-centred and involves a variety of artistic mediums.

The practice has proven effective for students and for members of the public experiencing their art.

This practice is linked with other learning resources, training opportunities and campaigns offered by the sponsoring organization, Amnesty International Irish Section.

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### Adaptability:

*Voice Our Concern* resources can be used in a variety of contexts, with or without the involvement of professional artists, provided that material support is available for artistic production.

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### Availability:

Details about the *Voice Our Concern* initiative can be found at <http://www.amnesty.ie>. Hard copies of the publications are available for sale at <http://store.amnesty.ie/>. The Compendium Annex includes an excerpt from the *Voice Our Concern Module*.

Name of Practice: 32. Welcome to My Neighbourhood: A Local Exchange Programme for Students

Name of Organization: Stichting WIMW  
 Hunzestraat 112, Amsterdam 1079 WH THE NETHERLANDS  
 Website: <http://www.welkominmijnwijk.nl>  
 Phone: + 31 20 6465156  
 E-mail: [info@welkominmijnwijk.nl](mailto:info@welkominmijnwijk.nl)

Intended Audience: Primary school students (ages 8–12)

Purpose: *Welcome to My Neighbourhood* strengthens social cohesion within urban environments by stimulating children's sense of belonging to their city. The programme encourages children to become familiar with and connected to others from different neighbourhoods and backgrounds.

There is an ongoing discussion in the Netherlands about the failing integration of “new Dutch” – migrants and children of immigrants – in the schooling system. A growing number of city primary schools now consist of more than 70 per cent children with migrant backgrounds or, conversely, more than 70 per cent indigenous children. As the discussion of integrated schooling continues, students at these schools are growing up without having direct contact with one another. This practice was developed to bring these students together and to help them develop social competencies for dealing with diversity.

Description: *Welcome to My Neighbourhood* is a one-year exchange programme for primary school students. Through the programme, children interact with youth from other schools, neighbourhoods and social and ethnic groups.

In the first series of exchanges, children from two primary schools engage in a two-week activity centred on the theme “neighbourhood”. The first week focuses on questions like “Who am I?” and “How does my school's neighbourhood look in terms of surroundings and people?”. Students interview their parents to discover their views on the neighbourhood. At the end of the first week, children introduce themselves to each other via the *Welcome to my Neighbourhood* website.

In the following week, the children actually meet. Working together in mixed groups, students explore the neighbourhoods of both schools and play games involving cognitive, creative and motor skills. The games and assignments address culturally defined issues in a playful manner. Children's knowledge of different languages, music, habits, foods and religious institutions (i.e., churches, mosques, synagogues, etc.) in the neighbourhood are positively rewarded. Students are encouraged to ask each other (and teachers) questions about these subjects. At the end of week-two, all groups join together in an afternoon of games relating to what children have learned about others' neighbourhoods and their own.

Activities and games are based on co-operative learning and teamwork. In this way, children learn how to benefit from the cultural diversity of their own group. Their multicultural competencies are improved through an emphasis on social interdependence.

## Approaches and Practices to Improve the Learning Environment

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**Description (continued):** To reinforce relationships formed in the first series of exchanges, schools participate in a second series of exchanges after one year. A new programme module is being developed in joint co-operation with several teachers, and was conducted for the first time at the end of 2008. This module is centred on the theme “dealing with diversity”. It aims to further stimulate children’s curiosity about each other’s way of life and to enhance their coping skills in uncertain situations.

To facilitate learning activities of mixed groups during the exchange period, teachers of “black” and “white” schools are invited to participate in “teaching in mixed groups” training sessions. The training aims to help teachers answer difficult questions asked by children during the exchange (e.g. “Why are there only black children in this other neighbourhood?” or “How come the students of this other class do much better at tests?”). The training also focuses on teaching and learning in mixed groups of indigenous and “new” Dutch.

Twelve schools used the practice in 2006–2007 and 14 in 2008–2009. All participating schools have full access to project materials, which they can adjust to their own specific needs and curricula. Resources consist of a project book for students, a manual for teachers, tours of the neighbourhoods concerned, a website and *Welcome to my Neighbourhood* games.

A 2007 internal evaluation indicated that pupils found the exchange to be a positive experience. In a number of cases, their biases and prejudices about “the other group” were eliminated. Moreover, 20 out of 25 pupils interviewed were still in contact with their former exchange partners through e-mail. The majority of teachers involved in the exchange felt that *Welcome to My Neighbourhood* was an effective tool for changing existing prejudices.

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### Strengths:

The practice targets younger students in providing positive experiences of learning and playing together with children from different backgrounds. This exchange programme builds relationships and also reduces prejudices.

The practice is grounded in the real life of students in their neighbourhoods and city.

Educator skills for teaching mixed groups are supported in the programming, and this may also benefit their regular teaching in their school.

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### Adaptability:

The general model is easily adaptable to other urban contexts. Stichting WIMW is able to supply support in adapting the method to other local and national contexts.

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### Availability:

General information about the practice is available in Dutch and English at <http://www.welkominmijnwijk.nl>. This information is also available in the Compendium Annex. Additional English-language materials can be provided upon request.

All support materials associated with the practice will be made publicly available following the pilot phase (i.e., as of 2010).



Name of Practice:	33. Young People's Civic Action (YPCA)
Name of Organization:	<p>Centre for Citizenship Education (CCE)          ul. Noakowskiego 10/1, Warsaw 00-666 POLAND  <i>Website:</i> <a href="http://www.ceo.org.pl">http://www.ceo.org.pl</a>  <i>Phone:</i> + 48 22 875 85 40  <i>E-mail:</i> <a href="mailto:ceo@ceo.org.pl">ceo@ceo.org.pl</a></p>
Intended Audience:	<p>Lower and upper secondary school students (ages 13–19), their teachers, community members and municipal authorities</p>
Purpose:	<p>The practice is intended to foster students' skills for effective engagement in public life and to promote positive social change within their communities.</p>
Description:	<p>In <i>Young People's Civic Action</i>, young people identify problems affecting their local community. They select what they consider to be the most significant problem and then develop solutions that they themselves implement or that they persuade local authorities or community members to enact. Projects involve working with local institutions and, in some cases, with the media.</p> <p>The six-step process, detailed in the Compendium Annex, comprises:</p> <ul style="list-style-type: none"> <li>• Problem selection;</li> <li>• Gathering information;</li> <li>• Our solution;</li> <li>• Local presentation;</li> <li>• "Let's do it!"; and</li> <li>• Evaluation</li> </ul> <p>As one example of a student project carried out, Year 9 students in Lublin resolved the problem of a dangerous pedestrian crossing near their school by persuading the local authorities to improve the walkway. Now the students want to solve the problem of street lamps providing inadequate lighting.</p> <p>The practice promotes volunteerism in the community and is facilitated by the Centre for Citizenship Education in the following ways:</p> <ul style="list-style-type: none"> <li>• Training courses for preparing young people to take part in the programme and ongoing assistance as the project unfolds;</li> <li>• Resources to support the practice ("What Must a Young Leader Know?" for students; "Additional Materials" for teachers; and "The Steps of YPCA" describing each phase of the programme);</li> <li>• The opportunity for students to publish information about their project, reports and photos on the Centre for Citizenship Education website; to participate in the YPCA Internet Festival; and to attend the National Project Showcase in Warsaw; and</li> <li>• A newsletter containing interesting and useful information about active young people, contests and possibilities for receiving financial support for local projects.</li> </ul>

## Approaches and Practices to Improve the Learning Environment

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Description (continued): *Young People's Civic Action* has been implemented in approximately 350 local communities throughout Poland, directly involving 5,000 students and reaching out to another 20,000 young people and adults. The practice was developed in co-operation with the Center for Civic Education (Calabasas, CA, United States), which runs a similar activity called "Project Citizen". The Polish version extends the idea of advocacy work within the local community towards local action carried out by the students themselves.

The practice gives students an opportunity to engage in public life at the local community level. The aim is to show students the importance of their involvement and the power they have when they co-operate with each other and potential allies. Participation in *Young People's Civic Action* is usually the first experience of introducing social change in students' own communities and empowers them to search for other forms of active civic involvement.

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### Strengths:

*Young People's Civic Action* encourages active citizenship outside the classroom through the identification of community problems and solutions. Students are encouraged to implement their own solutions, as well as to lobby government agencies to do so.

The Centre for Citizenship Education supports and recognizes the work of students through a variety of methods, including Internet-based dissemination and a national conference.

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### Adaptability:

The original practice, "Project Citizen", has been used in approximately 40 countries. A multi-country evaluation, included in the Compendium Annex, demonstrates its success in a range of country environments.

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### Availability:

A general description of *Young People's Civic Action*, as well as a case-study research report on how Project Citizen has worked in Poland, the United States, Ukraine and South Africa, can be found in English in the Annex and at [http://www.ceo.org.pl/portal/english\\_dok?docId=42341](http://www.ceo.org.pl/portal/english_dok?docId=42341). A detailed description of the practice and support resources can be found in Polish at <http://www.ceo.org.pl/mod>.

Name of Practice: 34. Youth Act! Programme: Advocacy to Solve Community Problems

Name of Organization: Street Law, Inc.  
 1010 Wayne Avenue, Suite 870, Silver Spring, MD 20910 UNITED STATES  
 Website: <http://www.streetlaw.org>  
 Phone: + 1 301 589 1130  
 E-mail: [clearinghouse@streetlaw.org](mailto:clearinghouse@streetlaw.org)

Intended Audience: Youth ages 12 and older in school and community settings

Purpose: The practice encourages young people to use their civic knowledge to problem-solve and take part in the civic life of the community.

Description: The *Youth Act!* Kit teaches participants the skills necessary to identify and learn about a problem, take action and, ultimately, change public policy. The Kit guides participants step by step through the advocacy process and helps them to:

- Select a public policy problem to address;
- Become an expert on the issue via research;
- Form coalitions to support the issue;
- Create an advocacy action plan;
- Utilize advocacy strategies to solve community problems; and
- Work collaboratively with other youth and adults to leverage support for the issue.

The *Youth Act!* Kit is comprised of five student texts and an adult leader guide.

Through the practice, young people learn to analyse laws and public policy as a foundation for taking action to improve society. *Youth Act!* presents all sides of an issue, utilizing a non-partisan approach. The core programme includes advocacy and action training using content-based interactive strategies and the creation of a “Blueprint for Action”. Blueprint implementation involves issue research, coalition building and reaching decision makers.

Participants prepare activities that address issues such as visiting legislators/policymakers and testifying. They also develop letter-writing campaigns, design surveys and circulate petitions. Most programmes build towards the *Youth Act!* Summit, the culminating activity, in which participants report on their progress to the community and the media.

In the United States, youth have benefited their communities by:

- Sending letters that urge decision makers to vote in favour of laws impacting the lives of young people;
- Becoming local experts on important issues;
- Testifying before state legislative committees in opposition to pending legislation;
- Lobbying local school boards for additional resources;
- Conducting media advocacy campaigns to influence public opinion about pending public-policy discussions;

## Approaches and Practices to Improve the Learning Environment

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- Description (continued):
- Conducting e-mail action-alert campaigns to encourage community members to contact their elected representatives with regard to pending votes;
  - Lobbying state senators and representatives to introduce, pass or vote against legislation that directly impacts youth; and
  - Petitioning community members to gain public support and raise awareness of issues facing the community.

As an example, *Youth Act!* made a significant contribution to Pennsylvania's Safer Roads programme. Student testimony before the state legislature in support of the graduated licensing bill led to the passage of this legislation.

There have been active programmes in Egypt (current), the Republic of Moldova, Ukraine and the United States (current), and *Youth Act!* works with the Citizenship Foundation in the United Kingdom. In both Stoke-on-Trent and London, *Youth Act!* works closely with groups of young people to foster their personal development, social understanding and political empowerment by supporting their initiatives for community change.

Street Law's *Youth Act! Programme* works in both school and community settings. In school settings, the *Programme* has been used in social studies, health, leadership development and student government.

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**Strengths:** The Programme develops youth skills in problem-analysis, problem-solving and advocacy that are key to active citizenship and the promotion of human rights. The practice has demonstrated results in a number of national and local settings.

*Youth Act!* links themes of citizenship and human rights to those of the local political environment, particularly local government institutions, the media and legislators.

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**Adaptability:** Because the *Programme* offers a step-by-step process for advocacy in relation to local issues of concern, it can be adapted to settings outside the United States.

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**Availability:** The *Programme* is available in English and Arabic. Background information on the *Youth Act! Programme* and information about how to order the *Youth Act!* Kit can be found at <http://www.streetlaw.org/content.asp?ContentId=364>. Sample handouts in English are included in the Compendium Annex.

Name of Practice: 35. Youth Councils for Democracy in Local Communities

Name of Organization: All-Ukrainian Association of Teachers of History, Civic Education and Social Studies “Nova Doba”  
 1 Halyts’ka Str., 5 Lviv 79005 UKRAINE  
*Website:* <http://www.novadoba.org.ua>  
*Phone:* + 38 032 297 66 89  
*E-mail:* [center@novadoba.org.ua](mailto:center@novadoba.org.ua)

Intended Audience: Students (ages 14–17)

Purpose: The practice aims to promote citizenship participation by young people in decision-making processes. Through the practice, youth are empowered to directly influence policies at the community level by participating in self-governance organs and children’s/youth public organizations.

In smaller communities in Ukraine, schools are often the centre of social life and can play an important role in the cultural life of a community. *Youth Councils* were established to facilitate the link between schools and local self-governance organs, and to promote co-operation between adults and youth in self-governance activities. The *Councils* are intended to benefit all involved: youth, adult community leaders and communities.

Description: *Youth Councils* are groups established and democratically elected within schools. The *Councils* mirror the structure and election process of local self-government bodies, operating as youth self-government bodies. They facilitate youth participation in local governance by forming connections with existing self-government organs and agendas.

*Youth Councils* are established using the following general steps:

- Setting up an initiating group of young people and obtaining a sponsoring teacher;
- The development of a “Statement of Youth Council” that details the organization’s mission and functions;
- Holding general school elections for Youth Council membership;
- Researching laws related to local self-government and ways citizens can influence this process;
- Developing an agreement between the Youth Council and local self-government to obtain co-operation;
- Identifying initiatives that Youth Council members want to undertake;
- Conveying initiatives to local government representatives, local community members and mass media organs; and
- Carrying out initiatives.

Examples of youth initiatives:

- Involving local community members in active issue-discussions with the local self-government body;
- Participating in the work of local self-government sessions;
- Lobbying for the development of a youth policy;

## Approaches and Practices to Improve the Learning Environment

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- Description (continued):
- Participating in an environmental issue affecting the community;
  - Organizing leisure-time activities for youth.

The following materials were developed to support *Youth Council* development: Methodological Guide (for teachers), Information Booklet (for students), Letter of Appeal (to local self-government bodies), and a General Leaflet. These materials are available in Ukrainian and can be obtained by contacting “Nova Doba”.

Across Ukraine, *Youth Councils* have involved 7,000 students, 1,000 school staff, 9,000 parents, 1,000 officials of self-government bodies and thousands of community members.

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### Strengths:

The practice extends the notion of student self-governance outside the school environment by promoting youth participation in issues related to community life. Through their participation, young people learn how to influence local policy, co-operate with adult self-governance institutions and develop confidence as participants in local decision-making.

The *Councils* demonstrate the co-operative relationship that should exist between government and citizens, and they contribute specifically to an understanding of the importance of youth participation.

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### Adaptability:

The practice can be adapted to any democratic society that has elected local bodies of self-government and active policies concerning youth civic education. The system for establishing *Youth Councils* and carrying out activities can be easily adapted to other contexts.

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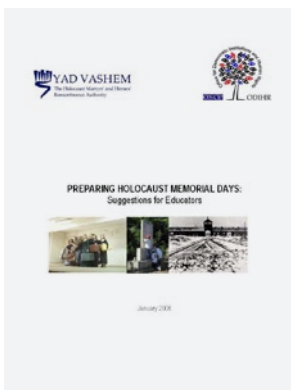
### Availability:

General information about this practice, as well as other citizenship education programming carried out by All-Ukrainian Association of Teachers of History, Civic Education and Social Studies “Nova Doba”, is available in English and Ukrainian at <http://www.novadoba.org.ua>. The Methodological Guide for teachers is included in Ukrainian in the Compendium Annex.

## PARTNERS' RESOURCES

### OSCE

ODIHR developed *Guidelines on How and Why to Address Anti-Semitism*, which were written in co-operation with Yad Vashem in Israel, and were published in December 2007 (English version). The guidelines provide educators with facts, background information and good practices on how to address anti-Semitism in the classroom. The publication also contains a working definition of anti-Semitism. Material can be downloaded in multiple languages at <http://www.osce.org/odihr/20112.html>. The guidelines are available in the Compendium Annex.



In co-operation with Yad Vashem, ODIHR produced guidelines on *Preparing Holocaust Memorial Days – Suggestions for Educators*, which highlight best practice modules. The guidelines are currently available in 13 languages. Another publication, entitled *Holocaust Memorial Days in the OSCE Region*, provides an overview of governmental practices of the commemoration of Holocaust Memorial Day and provides an overview of which countries have a designated day for the commemoration of the Holocaust and which activities or events are being organized by governments or governmental institutions. Material for educators in multiple languages can be downloaded at <http://www.osce.org/odihr/20104.html>. An overview of governmental practices in English can be downloaded at [http://www.osce.org/documents/odihr/2008/01/29395\\_en.pdf](http://www.osce.org/documents/odihr/2008/01/29395_en.pdf). Guidelines on *Preparing Holocaust Memorial Days – Suggestions for Educators* and *Holocaust Memorial Days in the OSCE Region* are included in the Compendium Annex.

The OSCE Mission to Serbia has supported the Group 484 project “*We and others – co-operation between high school students and teachers from multi-ethnic communities*”. The aim of the project is to help secondary school students and their teachers in multi-ethnic communities in Serbia increase their knowledge of history and traditions through multi-cultural education and inter-ethnic co-operation. The project involves research projects and presentations by secondary school students, associated teacher preparation, and a five-day camp involving 50 students. High schools from such diverse regions as Preševo (with an Albanian national minority), Novi Pazar (Bosniak national minority), Bosilegrad (Bulgarian national minority), Bački Petrovac (Romanian and Slovak national minority) and Kovačica (Slovak national minority) have participated in the project. The Compendium Annex includes a section from the handbook *We and Others*, which elaborates the project’s foundation.

The OSCE Mission to Serbia has supported the *Alphabet of Tolerance* programme, which was first developed by the NGO “Hajde da...” (“Let’s...”) in 2001. The Mission supported the translation of the manual *Alphabet of Tolerance* into Albanian, Bulgarian and Romanian in order to pass the same message of tolerance to majority and minority populations. The programme aims to promote tolerance and combat discrimination and was developed by a team of psychologists and social workers experienced in working directly with both children and adults belonging to majority and minority groups. The project has targeted primary school environments in four distinctly multi-ethnic regions of the country – the southern, south-western, south-eastern and eastern parts of Serbia. The Compendium annex includes general information about the *Alphabet*

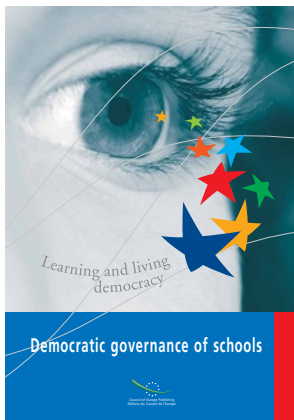


## Approaches and Practices to Improve the Learning Environment

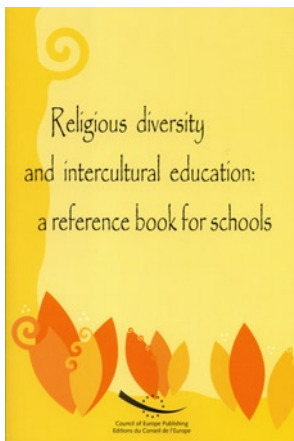
of *Tolerance* programme, including some examples from practice and a workshop scenario.

The OSCE Mission to Kosovo has supported the involvement of secondary school students, in *Human Rights Clubs* as an extra-curricular activity. Club members are taught about human rights by expert staff of the OSCE and the Mission also provides project design and implementation assistance for the development and delivery of human rights promotional projects in their communities, such as photo exhibits, drama performances and concerts. The Compendium Annex includes a description of these clubs.

### Council of Europe



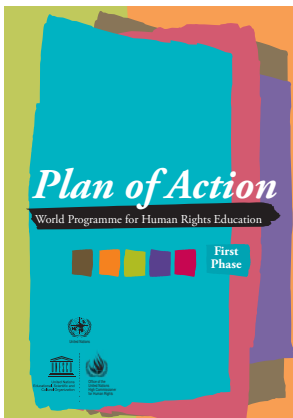
The authors of the *Democratic governance of schools*, both of them heads of secondary schools, describe how the journey down the road towards democracy tends to take shape, help readers to estimate how far their school has travelled so far, and offer practical advice on starting, continuing and evaluating the journey. Further materials on this topic include *Advancing Democratic Practice: A Self-Assessment Guide for Higher Education* (2009) and *European Handbook – Promoting Democratic Schools* (2009), which was published by the Network of European Foundations in co-operation with the Council of Europe, and is aimed at out-of-school actors, such as local authorities and civil-society organizations. The English version of the tool *Democratic governance of schools* (which is also available in French, Bosnian, Croatian, German, Greek, Hungarian, Polish, Portuguese, Russian, Serbian and Swedish at <http://www.coe.int/edc>) is included in Compendium Annex.



The religious dimension of intercultural education is an issue that affects all schools, whether they are religiously diverse or not, because their pupils live and will work in increasingly diverse societies. *Religious diversity and intercultural education: a reference book for schools* is intended primarily for teachers, teacher administrators and policymakers and includes theoretical perspectives and examples of current practice. The publication can be ordered at <http://www.coe.int/edc>.

Multiperspectivity, described by Dr Robert Stradling in *Multiperspectivity in History Teachings: a Guide for Teachers* published by the Council of Europe in 2003, is a method for teaching history that has proved its efficiency in present-day schools. This method permits historical events to be viewed from several perspectives. It can also extend the scope of the historical account by examining how the different perspectives relate to each other. The Council of Europe's experience shows that this method can help teachers develop interactive teaching processes and their pupils to acquire skills such as keeping an open mind, thinking critically and analysing facts by coming to independent conclusions that are crucial in becoming responsible and active citizens. The Guide is available in 17 languages, and the English-language edition is included in the Compendium Annex. The publication can be downloaded at [http://publiweb104.coe.int/t/dg4/education/historyteaching/Projects/EuropeanDimension/EuropeanDimensionPublication\\_en.asp#TopOfPage](http://publiweb104.coe.int/t/dg4/education/historyteaching/Projects/EuropeanDimension/EuropeanDimensionPublication_en.asp#TopOfPage).





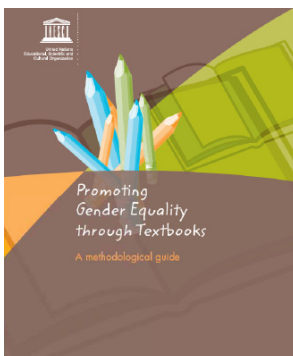
### Office of the UN High Commissioner for Human Rights

The booklet *Plan of Action – World Programme for Human Rights Education – first phase* (2006), co-published with UNESCO, addresses the first phase (2005–2009) of the *Programme*, which is dedicated to the integration of human rights education into primary and secondary school systems, and includes guidance and practical ideas to ensure that the school environment is conducive to the learning of human rights. *Plan of Action* is included in the Compendium Annex in Section 1 and is also available in Arabic, Chinese, French, Russian and Spanish at <http://www.ohchr.org>.

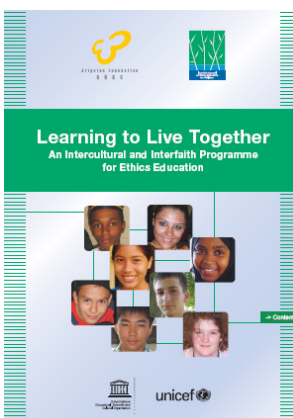
### UNESCO



The Expert Meeting “Stopping Violence in Schools: What Works?” was held in 2007. Specialists from all regions of the world proposed approaches to integrating violence-prevention strategies in educational policy and practice. The report from the meeting is included in the Compendium Annex and can be downloaded at <http://unesdoc.unesco.org/images/0015/001557/155767e.pdf>. French and Spanish versions of the report can be downloaded, respectively, at <http://unesdoc.unesco.org/images/0015/001557/155767f.pdf> and <http://unesdoc.unesco.org/images/0015/001557/155767s.pdf>.



UNESCO’s *Promoting gender equality through textbooks – Methodological guide for players in the textbook chain* helps Member States analyze how gender inequality is constructed in textbooks in the scope of the whole curriculum and provide key stakeholders in the textbook environment the tools to revise textbooks or use existing ones critically. The publication in French and English can be downloaded, respectively, at <http://unesdoc.unesco.org/images/0015/001588/158897F.pdf> and <http://unesdoc.unesco.org/images/0015/001588/158897e.pdf>. The English version is included in the Compendium Annex.



In 2008, UNESCO, UNICEF and the Arigato Foundation published *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education* (<http://unesdoc.unesco.org/images/0016/001610/161059e.pdf>), a toolkit for educators teaching children about respecting and understanding diverse faiths, religions and ethical beliefs. The toolkit aims to help young people and children develop ethical decision-making skills and nurture a sense of belonging, community and values. Its goal is to ultimately shape attitudes for building peace through teaching tolerance and mutual understanding. A toolkit is included in the Compendium Annex. French and Spanish versions are downloadable, respectively, at <http://unesdoc.unesco.org/images/0016/001610/161060f.pdf> and <http://unesdoc.unesco.org/images/0016/001610/161061s.pdf>.

*Protect the most vulnerable: A useful tool for promoting preventive education for vulnerable children* is a CD-ROM that contains data on HIV and AIDS, publications and documents, interactive stories and photographs of children directly affected by the pandemic. Further information can be found at [http://portal.unesco.org/education/en/ev.php-URL\\_ID=51423&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID=51423&URL_DO=DO_TOPIC&URL_SECTION=201.html).





# Teaching and Learning Tools for the Classroom



# Teaching and Learning Tools for the Classroom

Name of Practice:	36. Build Bridges, Not Walls: 97 Exercises in Human Rights, Multicultural Understanding and Peaceful Conflict Resolution
Name of Organization:	<p>Human Rights Academy (Menneskerettighetsakademiet)          Blindernveien 5, Oslo 0361 NORWAY  <i>Website:</i> <a href="http://www.mr-akademiet.no">http://www.mr-akademiet.no</a>  <i>Phone:</i> + 47 22 59 40 56</p> <p>Den Norske Helsingforskomité (The Norwegian Helsinki Committee)          Tordenskioldsgt. 6b, Oslo 0160 NORWAY  <i>Website:</i> <a href="http://www.nhc.no">http://www.nhc.no</a>  <i>Phone:</i> + 47 22 47 92 02</p>
Intended Audience:	Teachers, teacher trainers and educators working in non-formal learning settings (including those involving refugees and immigrants)
Purpose:	This resource aims to provide educators with inspiration and tools for carrying out lessons on human rights, multicultural understanding and peaceful conflict resolution, thus increasing the profile of such themes within school systems.
Description:	<p>The 450-page publication <i>Build Bridges, Not Walls</i> consists of 97 exercises on human rights, multicultural understanding and peaceful conflict resolution, all of which are based on participatory methods. This manual presents an integrated and in-depth treatment of these three themes.</p> <p><i>Build Bridges, Not Walls</i> is the result of the authors' ten years of experience teaching these concepts through the Norwegian Helsinki Committee in Norway, South-Eastern Europe, the Russian Federation (including in the Barents Sea area, Ingushetia and Chechnya) and Belarus. The manual is based on both the authors' original work and the adaptation of lessons developed by the United Nations, Amnesty International and other organizations.</p> <p>Lessons are presented in a step-by-step manner for ease of use. In addition to exercises, the manual's introductory chapter discusses the increasing international and national focus on this type of education in recent years. A pedagogical chapter describes participatory methods and provides concise, in-depth introductions to the three main themes.</p> <p>The Norwegian Helsinki Committee has organized non-formal training programmes called "Human Rights Schools". These youth courses take place for nine days, and educator workshops last between one and three days. Participants have included both Norwegians and refugees to Norway. Thirty Human Rights Schools have been conducted in Norway, reaching 600 young people. Ten teacher-training courses have been organized, involving approximately 200 educators. The Human Rights Academy organizes five-day human rights courses for young asylum seekers and Norwegian youth, in co-operation with a central reception centre for asylum seekers.</p>

## Teaching and Learning Tools for the Classroom

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**Description (continued):** The resource has been used since 1998 in an extended programme that includes all 19 primary and secondary schools in Drammen Municipality. This programme has been a co-operative effort between Drammen Municipality, the Norwegian UN Association and the Norwegian Helsinki Committee.

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**Strengths:** The practice is based on extensive field experience, and resulting exercises have proven to work well in a range of cultural and political settings.

The nine- and five-day youth training courses offer youth an extended period to engage with the key themes of human rights, multiculturalism and conflict transformation.

The inclusion of refugees in training programmes brings important perspectives to bear on the learning experiences of all workshop participants.

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**Adaptability:** The lessons are already in use in Norway, South-Eastern Europe and parts of the former Soviet Union (including conflict areas). As the lessons are universal in approach, they can be used in other national contexts with minimal adaptation.

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**Availability:** *Build Bridges, Not Walls* is available in Norwegian and Serbo-Croatian; a Russian-language version is forthcoming. English-language translations of some lessons are included in the Compendium Annex. The Annex also includes selected excerpts of “Bygg Broer, Ikke Murer” (Build Bridges, Not Walls) in Norwegian (Humanist Publishers, Oslo 2007). For more information, contact [lillian@mr-akademiet.no](mailto:lillian@mr-akademiet.no) or [djuliman@nhc.no](mailto:djuliman@nhc.no).

Name of Practice: 37. Children’s Rights and Lives – Coincidences at Play: A Teaching Kit

Name of Organization: Danish Institute for Human Rights  
 Strandgade 56, Copenhagen K 1401 DENMARK  
 Website: <http://menneskeret.dk/>  
 Phone: + 45 3269 8888  
 E-mail: [center@humanrights.dk](mailto:center@humanrights.dk)

Intended Audience: Students in grades 7–10 (ages 12–16)

Purpose: The *Teaching Kit* was developed to provide Danish schools with a comprehensive set of resources for helping students build:

- Knowledge and understanding of the United Nations Convention on the Rights of the Child;
- Basic understanding of varying living conditions for children and young people, especially those in the developing world;
- Understanding of children and young people as rights holders; and
- Skills in strategic planning and conflict resolution.

Description: The *Teaching Kit* contains:

- A Leaflet describing the Convention on the Rights of the Child in easy-to-understand language;
- A colour slide show about children and young people in different parts of the world;
- “Why?” – an animated cartoon about children’s living conditions and measures to improve them;
- “Pajul’s Story” – a role play on life strategies for a boy from a vulnerable background in a developing country (South Asia);
- “Bolette’s Story” – a role play on life strategies for a girl from a middle class background in a developed country (Denmark);
- Comparative-assessment exercises focusing on young people’s lives and rights in relation to their social and economic backgrounds, gender and national and ethnic backgrounds; and
- A teacher’s guide with suggestions on how to use each of these resources.

Learning methods involve students in participatory activities requiring analytical, creative and co-operative skills. The resources focus on children’s rights in a local (Danish) and global context. Issues explored in the Danish context are divorce and social conditions such as alcohol abuse, suicide and lack of family time. The children’s right explored in the global context is child labour in South Asia.

*Children’s Rights and Lives* has been in use for almost ten years. It is offered to lower secondary school classes in the greater Copenhagen area through “Youth Town”, an in-service training institution for teachers and students. The resources can also be used in non-formal learning situations, such as youth clubs. Since it came into use, the practice has reached approximately 4,000 students and 200 teachers.

## Teaching and Learning Tools for the Classroom

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**Strengths:** The *Teaching Kit* includes a variety of resources (both print and multimedia) that teachers can draw upon. These can be used together or stand-alone to illustrate how such a kit can be developed for teachers.

Examples drawn from the Danish context relate to family life and growing up. These topics are highly relevant and personal for children.

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**Adaptability:** The model of combining a range of teaching resources can be used as a template for other contexts. The content of the materials package could be adapted for use in other local and national contexts.

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**Availability:** The material is now out of print but is being revised and reissued in 2009. The Compendium Annex includes an English-language excerpt from the teacher's guide and the complete teacher's guide in Danish.



Name of Practice:	38. COMPASS for Schools – Austria
Name of Organization:	<p>Zentrum <i>polis</i> – Politik Lernen in der Schule (<i>polis</i> – Centre for Citizenship Education in Schools)  Helferstorferstraße 5, Vienna, 1010 AUSTRIA  <i>Website:</i> <a href="http://www.politik-lernen.at">http://www.politik-lernen.at</a>  <i>Phone:</i> + 43 1 42 77 274 27</p>
Intended Audience:	Students grades 5–13 (ages 10–18) and their teachers
Purpose:	<p>COMPASS for Schools – Austria is an on-line resource for teaching human rights that was developed to accompany <i>COMPASS</i>, the Council of Europe’s manual on human rights education for young people. The Austrian handbook was developed to adapt this general resource to the Austrian system of formal education. This user-friendly resource is intended for integration into different school subjects and interdisciplinary work.</p>
Description:	<p>COMPASS for Schools promotes interactive, co-operative and experience-based methods of learning in the field of human rights education. Consistent with the <i>COMPASS</i> handbook, it includes methods and activities for human rights education, formatting them (e.g. by theme, age group) so they are relevant for the Austrian education system.</p> <p>COMPASS lessons have been adapted so that there are specifications with regard to the duration of activities, target ages/grades, methods and activities, and educational principles in the Austrian school system. Furthermore, the resource elaborates on tips and links for lessons (such as articles and materials found in Austria) that correspond to the objectives and context of each activity.</p> <p>Announcements about COMPASS for Schools have been disseminated to approximately 7,000 educators via electronic newsletter; the Centre’s monthly journal “Polis Aktuell”, mailings and the website of the Federal Ministry of Education, Arts and Culture. The Centre works on behalf of the Austrian Federal Ministry for Education, Arts and Culture. The executing organization for the practice is the Ludwig Boltzmann Institute for Human Rights.</p>
Strengths:	<p>COMPASS for Schools highlights how a learning resource developed for transnational use can be adapted to a national context and educational setting.</p> <p>The selection of activities from <i>COMPASS</i> is particularly appropriate for use in formal education and the additional background information about human rights education is made specifically relevant for the Austrian school system.</p>
Adaptability:	<p>The model of COMPASS for Schools could be transferred to other national or even local contexts. It would need to be adapted to the educational systems and to the specific needs of teachers and children/youth in the learning environment.</p>

## Teaching and Learning Tools for the Classroom

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Availability:

COMPASS for Schools can be downloaded at <http://www.politik-lernen.at/content/site/gratisshop/shop.item/105450.html> and is included in German in the Compendium Annex. The German-language version of the original Council of Europe publication *COMPASS* can be found at <http://www.kompass.humanrights.ch> (association MERS in Switzerland). The English-language version of the introduction and tips to the use of COMPASS for Schools are included in the Annex.

**Name of Practice:** 39. Confronting Injustice: Investigating and Addressing Youth-Related Injustices in the School and Community

**Name of Organization:** Anne Frank House  
 Westermarkt 10, Amsterdam 1016DK THE NETHERLANDS  
*Website:* <http://www.annefrank.org>  
*Phone:* + 31 20 5567100

**Intended Audience:** Secondary school students (ages 14–17)

**Purpose:** *Confronting Injustice* aims to promote a cross-cultural understanding of injustices that youth perpetrate upon their peers (such as bullying), focusing on experiences at school and within their local communities. The practice encourages social responsibility and the active participation of youth through the development of strategies to address identified problems.

Web-based technology enables participating students in different countries to compare their experiences. This helps them learn about injustices that youth experience and cope with in different cultures.

**Description:** A teacher's manual supports educators in guiding students through the following project stages:

- Reflection on personal experiences of human rights violations as a consequence of the behaviour of other youth;
- Investigation into injustices perpetrated by youth in their local environments through interviews with school and/or community members;
- Presentation of results in the classroom and through an on-line exhibition; and
- Development of interventions for youth-to-youth injustice.

The on-line exhibition focuses on what students think is the most appropriate response to injustices perpetrated by their peers and recommended steps for making their school and/or community a safer and better environment. These views are translated into a strategy that they believe will be effective in “confronting injustice”.

With the assistance of co-operating NGOs (Anne Frank House and Global Teenager Project), classrooms of students participating in the practice are “twinned” with one another. Classrooms communicate with each other over the course of the project and provide regular input into the work of their peers. Strategies are developed with the advice and recommendations of the partner school abroad.

*Confronting Injustice* builds on the “Learning Circle” approach. Learning Circles are highly interactive, project-based virtual exchange programmes among a small number of schools located in different countries. Their activities are challenging and require collaboration among students within classrooms and across national borders.

## Teaching and Learning Tools for the Classroom

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**Description (continued):** The project is a joint effort by the Anne Frank House and Global Teenager Project that builds on earlier experiences with the international project “Understanding Diversity”, which took place in more than 19 countries, connecting students and classrooms across the globe. *Confronting Injustice* has involved teachers and students from Canada, Latvia, South Africa, United Kingdom, Ukraine and Zimbabwe.

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**Strengths:** The practice combines several successful elements of human rights and education for mutual respect and understanding:

- Investigation of human rights violations that are personally meaningful for students;
- Use of participatory and student-centred learning methods, including projects;
- Cross-national peer learning through mutual investigations of youth injustices; and
- Information and communication technology support for communication and presentation of project work.

The practice enables topics not usually addressed in the classroom to become a focus of investigation and encourages attention to elements needed to build a human rights culture in the classroom.

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**Adaptability:** The practice is intended to be carried out in multiple national contexts. Teacher training would ideally take place, and examples of youth injustice/intervention strategies in the teacher’s manual could be adapted to local and national contexts. It would be necessary to identify a mechanism for pairing classrooms, although this might be arranged informally by educators.

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**Availability:** The teacher’s manual is available in English and is included in the Compendium Annex. For more information about this initiative, contact Mariela Chyrikins at [mariela@annefrank.nl](mailto:mariela@annefrank.nl).

Name of Practice: 40. Crimes of War — What the Public Should Know: Educator’s Guide

Name of Organization: Human Rights Education Associates, Inc. (HREA)  
 97 Lowell Road, Concord, MA 01742 UNITED STATES  
*Website:* <http://www.hrea.org>  
*Phone:* +1 978 341 0200  
*E-mail:* [info@hrea.org](mailto:info@hrea.org)

Intended Audience: Upper secondary school and university students (ages 16–22) and their teachers

Purpose: The *Educator’s Guide* was developed to make the reality of war crimes more accessible to youth, young adults and future decision makers in a classroom learning environment.

The assumption is that if students and their teachers know the depth of the horrors of war – the same wars that are often described in mainstream media as “precise”, “modern”, or “just” – they would take a more active role in deciding when, where and why to go to war, and in influencing the way those wars are fought.

Description: The *Educator’s Guide* accompanies the second edition of *Crimes of War: What the Public Should Know*, composed of case studies written by prominent field journalists. The *Educator’s Guide* was developed in co-operation with the Crimes of War Project (publisher of the second edition) and the United States Institute of Peace.

In the *Educator’s Guide*, there are eight thematic chapters: weapons, violence against civilians, child soldiers, sexual violence, terrorism and torture, genocide, international courts and tribunals, and humanitarian intervention. Each of the thematic chapters is linked to case studies contained in the second edition of *Crimes of War*, as well as United States national education standards. The chapters include the following elements:

- An essential question;
- Learning objectives;
- Methodology;
- Background information on the theme;
- Discussion questions (organized from simplest to most complex);
- Extension activities (that can be used for additional class work or homework);
- Ways that learners can take action; and
- Additional film, Web and print resources for the classroom.

In addition to thematic, case study chapters, the *Educator’s Guide* contains a Glossary of Terms and a “Background and Key Concepts” section that presents the history of international humanitarian law and key concepts of the Geneva Conventions and its Additional Protocols.

In order to strengthen students’ sense that they can do something positive in addressing crimes of war, each chapter provides an “action” section with practical activities, such as participating in awareness raising and action campaigns. Furthermore, two of the chapters address justice mechanisms for addressing crimes of war: courts and humanitarian intervention.

## Teaching and Learning Tools for the Classroom

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### Strengths:

The *Educator's Guide* supports educators in addressing the themes of crimes of war and international humanitarian law, which are rarely addressed in school settings. While making use of journalistic case studies to engage students, the lessons also provide historical and technical backgrounds necessary for understanding the themes.

The resource is designed for flexible use by teachers. For each thematic issue, educators can choose from a range of related case studies in the second edition of *Crimes of War*. The discussion questions are organized from simplest to most complex thinking so that those most suitable for the students can be selected. The reference section of each chapter links teachers with original sources and multi-media tools that can be used to enhance the lesson.

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### Adaptability:

The *Educator's Guide* is intended for use in cross-national settings and was written to be culturally nonspecific, with regional examples from Europe, Africa and Asia. The second edition of *Crimes of War* is available in English and Arabic, and a French edition, as well as additional translations, are forthcoming.

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### Availability:

The *Educator's Guide* can be downloaded at <http://hrea.org/crimesofwar>. Two sample chapters, "Weapons" and "Violence Against Civilians: Sieges and Sanctions", are included in the Compendium Annex. The main text, *Crimes of War: What the Public Should Know* (second edition), can be found on line in English and Arabic at <http://www.crimesofwar.org/thebook/book.html>.

Name of Practice:	41. Czechkid: An Online Resource for Multicultural Education
Name of Organization:	Department of Civil Society Studies, Faculty of the Humanities Charles University in Prague U Krize 8, Praha 5 – Jinonice THE CZECH REPUBLIC <i>Website:</i> <a href="http://fhs.cuni.cz">http://fhs.cuni.cz</a> <i>Phone:</i> + 420 728 97 98 52
Intended Audience:	Students (ages 12–15) and their teachers
Purpose:	<p><i>Czechkid</i> is an on-line resource intended to assist teachers in addressing multicultural education. This specific resource was developed in response to the introduction of multicultural education as a cross-curricular topic in the Czech Republic in 2004. Research had shown that teachers were uncertain about related concepts and methods.</p>
Description:	<p><i>Czechkid</i> is an on-line resource that can be used directly by students in order to initiate dialogue on difficult topics. The site features animated children’s characters from diverse backgrounds who discuss topics related to human rights and citizenship education. The 43 dialogues address the following topics: bilingualism, the Czech Republic and multiculturalism, homosexuality, racism and racial prejudice, marriage and family in Islam, the residency of foreigners, xenophobia, myths and stereotypes of Romani people, and other topics.</p> <p>Through the <i>Czechkid</i> scenarios, students and teachers are prompted to consider complex and realistic situations related to these themes, to consider the real challenges to tolerance, and to reaffirm their commitment to multiculturalism.</p> <p><i>Czechkid</i> is actively used in schools in several regions within the country (Líbeřecko, Střední Čechy, Vsetínsko). This resource is an adapted, national version of “Eurokid”, which was originally developed in Great Britain.</p>
Strengths:	<p>This practice uses realistic youth dialogue to promote discussions on contemporary issues of multiculturalism. The website presentation is youth-centred and uses authentic topics that allow for genuine engagement with quite complex issues related to minorities.</p>
Adaptability:	<p><i>Czechkid</i> dialogue scripts are specific to the Czech Republic’s national situation and would therefore need substantial revision for use in other country settings. However, national versions of “Eurokid” can be found in Great Britain, Spain, Sweden and The Netherlands.</p>
Availability:	<p>The Subject Matrix, Web Contents within the Teacher’s Methodological Section and a sample dialogue are included in English in the Compendium Annex. English and Czech language versions of <i>Czechkid</i> can be found at <a href="http://fhs.cuni.cz">http://fhs.cuni.cz</a>.</p>

## Teaching and Learning Tools for the Classroom

Name of Practice: 42. Diversity Toolkit: A Web-Based Resource Portal

Name of Organization: Faculty of Education, University of Calgary  
EDT 1104, 2500 University Drive NW, Calgary, AB T2N 1N4 CANADA  
Website: <http://www.ucalgary.ca/>  
Phone: + 1 403 220 7365

Intended Audience: Teachers of students grades 7–12 (ages 12–18), researchers and community activists

Purpose: This web resource is intended to promote “diversity activism” in schools by providing guidance to educators across Alberta, Canada and beyond. The *Diversity Toolkit* integrates resources, guidelines and successes from exemplary anti-racist programmes to form and sustain social justice initiatives in schools. Such initiatives aim to lead to greater social harmony in schools and communities.

Description: The *Diversity Toolkit* is a web portal that offers the following:

- Annotated presentations of on-line resources developed by local organizations in Alberta, as well as on the international level;
- Examples of successful diversity and anti-racist projects;
- Practical tips for students and teachers for initiating their own projects; and
- Additional readings and glossary.

The pilot study, which resulted in this resource, documented exemplary anti-discrimination programmes and involved in-depth interviews with students and teachers engaged in anti-racist activism in schools. The website is continually updated.

Strengths: This Web resource is very easy to navigate and offers a concise set of vetted resources related to diversity and anti-racist education, thus easing the work of teachers and others seeking to identify such aids.

The *Diversity Toolkit* integrates sources from both the local and international levels.

Adaptability: This practice models a research-based portal that could be developed in a similar manner for a specific human rights education, education for democratic citizenship and education for mutual respect and understanding theme, incorporating local and international resources.

Availability: The practice is available in English at <http://www.ucalgary.ca/~dtoolkit>. For more information, contact Darren E. Lund at [dlund@ucalgary.ca](mailto:dlund@ucalgary.ca).



Name of Practice:	43. Education for Development: A Training Manual
Name of Organization:	Teacher Education Faculty, Zagreb University Savska 77, Zagreb 10 000 CROATIA <i>Website:</i> <a href="http://www.ufzg.hr">http://www.ufzg.hr</a> <i>Phone:</i> + 385 1 6327320
Intended Audience:	Prospective and beginning teachers working with children in grades 1–4 (ages 6–10)
Purpose:	<i>Education for Development: A Training Manual</i> supports teachers in the use of participatory learning activities with young children that promote respect, social justice, conflict resolution and acceptance of differences.
Description:	<p>The 168-page <i>Manual</i> demonstrates to prospective and practicing teachers how to use innovative and creative activities that enable children to better grasp the importance of independence, respect for differences, the relationship between needs and rights, co-operation and participation in constructive change. These activities are intended for use in all subjects in grades 1–4.</p> <p>The <i>Manual</i> is divided into six chapters. An introductory chapter presents participatory learning methodologies, including brainstorming, role playing and the jigsaw method. Also reviewed in this chapter are learning climates, physical features of the classroom and environmental features of the school that affect a child’s feeling of acceptance and readiness to learn.</p> <p>The remaining chapters present five key concepts of <i>Education for Development</i>. These are: interdependence, knowing others and respective differences, social justice, conflict and conflict resolution, and change and the future. Each of these is linked with related knowledge, skills and attitudes.</p> <p>In the “Respect for Differences” chapter, concepts of stereotypes, prejudice and discrimination are introduced, followed by national and international statistics that illustrate the presence of racial discrimination and sexism. Activities that can be integrated within specific subjects are then presented.</p> <p>The <i>Manual</i> is the result of the “Education for Development” project, which was approved by the Ministry of Education and Sport of the Republic of Croatia and sponsored by UNICEF-Office for Croatia.</p> <p>The <i>Training Manual</i> was promoted for use in pre-service courses and in-service teacher training throughout Croatia. It is the central resource in the optional course “Education for Development”, offered in the final year of study for university students at the Teacher Training College of Zagreb University.</p>

## Teaching and Learning Tools for the Classroom

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### Strengths:

The resource shows how the principles of “Education for Development” can be implemented within a wide range of classes, from music to science. The *Manual* uses examples from classes, subjects and teaching units related to the first four years of the Croatian curriculum and textbooks. Each of the suggested activities or exercises related to a particular teaching unit has clearly set objectives, necessary material and a description of the procedure.

The practice provides a rich collection of practical ideas for teachers who want to explore the themes of independence, respect for differences, the relationship between needs and rights, and co-operation. The practice also encourages educators to design their own activities.

The resource is written in a very user-friendly and engaging manner, and it encourages teachers to help young people become active global citizens.

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### Adaptability:

The key concepts and lesson methodologies are relevant for any classroom. The overall structure and format of the *Manual* could be replicated for use in other teacher training colleges. However, the Croatian examples would need to be substituted with appropriate examples from other countries.

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### Availability:

Excerpts from the English-language version of the *Manual* are contained in the Compendium Annex. The *Manual* is available in hard copy in English and Croatian. For more information, contact Renata Miljevic-Ridicki at [rridicki@yahoo.com](mailto:rridicki@yahoo.com).

**Name of Practice:** 44. Energy of a Nation: Immigrants in America – Resources for Learning about Immigration

**Name of Organization:** The Advocates for Human Rights  
650 Third Ave. S. #550, Minneapolis MN 55402 UNITED STATES  
*Website:* <http://www.theadvocatesforhumanrights.org>  
*Phone:* + 1 612 341 3302  
*E-mail:* [hrights@advrights.org](mailto:hrights@advrights.org)

**Intended Audience:** Upper primary and secondary school students (ages 11–18), adults and community groups

**Purpose:** *Energy of a Nation* resources were created to reduce anti-immigrant sentiments by providing accurate information on immigrant and refugee issues in the United States.

This practice aims for students to develop an informed perspective on immigration and migration issues, to apply a historical perspective, and to better understand current immigration issues.

**Description:** *Energy of a Nation: Immigrants in America* highlights the personal testimony of immigrants and, through role play and research, explores immigration to the United States from historical, policy, economic and demographic perspectives. Students learn about social and legal challenges facing immigrants in the United States since 11 September 2001, as well as about refugee and immigrant populations in the United States, and the state of Minnesota in particular.

Web-based resources include the following:

- Immigration library, containing up-to-date fact sheets and state and national reports on immigration;
- *Energy of a Nation* immigration curriculum;
- Up-to-date list of community events and national training events; and
- Current state and national immigration legislation.

The curriculum contains a range of resources that can be used in the classroom, including 11 lessons, handouts, worksheets, quizzes, suggestions for projects/activities, PowerPoint teaching aids, and recommended fiction reading.

The *Energy of a Nation* website and curriculum have been used in Minnesota middle schools, high schools and colleges, as well as in educational institutions throughout the United States.

## Teaching and Learning Tools for the Classroom

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**Strengths:**

The website is easy to navigate and includes useful information for teachers and other users, such as students, policymakers and faith leaders.

In addition to teaching and learning tools, the website contains regularly updated information on immigration facts and statistics, legislation and other events pertaining to the theme of immigration. The website serves as a stand-alone resource for teachers addressing the topic of immigration with students and helps keep the topic dynamic and fresh.

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**Adaptability:**

Although the practice was designed for use in the United States and the state of Minnesota, the organization of the resource and the kind of support provided can be replicated in other country settings. In addition, many of the lessons can be adapted for use.

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**Availability:**

The practice, including learning materials and other resources, can be found in English at <http://www.energyofanation.org/>. A lesson plan, teaching strategies and other sample resources are included in English in the Compendium Annex.

Name of Practice:	45. EUROSCHOOLS2008: Promoting Intercultural Understanding through Sports
Name of Organization:	streetfootballworld gGmbH Waldenserstr. 2-4, Berlin 10551 GERMANY Website: <a href="http://www.euroschools2008.org">http://www.euroschools2008.org</a> , <a href="http://www.streetfootballworld.org">http://www.streetfootballworld.org</a> Phone: + 49 30 7800 62 46
Intended Audience:	Secondary school students (ages 12–15)
Purpose:	<p>The practice promotes inter-cultural understanding and the values of fair play through activities linked with the European Football (soccer) Championship.</p> <p>The initiating and overall co-ordinating organization streetfootballworld aims to integrate youth into major sporting events such as the European Football Championship and to use football as a learning tool. <i>EUROSCHOOLS2008</i> was developed to create awareness of Europe’s cultural diversity, to encourage exchange between various groups and to make a sustainable contribution towards living together in a pluralistic society.</p>
Description:	<p>Students from schools in Austria, Switzerland and Liechtenstein act as ambassadors for the United European Football Association’s (UEFA’s) 53 nations. Students are assigned to a country team and do project work on their country during the school day and take part in numerous Fair Play Football tournaments representing their assigned country team. During UEFA EURO2008 students showcased their project work and played for the title in their own football championship. Three months later, they met children from the other 50 nations in a youth camp to practice inter-cultural dialogue. A Fair Play Football tournament, with approximately 500 children from across Europe, concluded the international youth encounter.</p> <p>The <i>EUROSCHOOLS2008</i> website includes comprehensive information on the project background, including participating schools, video blogs, news updates and resource materials. The teacher’s guide, available in English, French and German, includes three modules with lessons and activities that should be carried out in conjunction with the practice.</p> <p>“Module 1: Gateway to Europe” contains lessons on inter-cultural dialogue, the ambassador role of students and how to organize a project day at the school around the assigned country-team.</p> <p>“Module 2: Fair Play” has lessons on fair play in football, fair play in society and how to organize a football tournament.</p> <p>“Module 3: EUROSCHOOLS CUP” includes guidelines for the major football tournament and an associated exhibition of projects from participating schools.</p>

## Teaching and Learning Tools for the Classroom

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Description (continued): *EUROSCHOOLS* is used in over 200 schools in Austria, Liechtenstein and Switzerland, involving more than 10,000 students in project work at schools, 2,000 in the *EUROSCHOOLS CUPS* and 500 in the Youth Camp. *EUROSCHOOLS2008* was a one-year project, and followed the one-year “World Cup Schools” project that took place in 2006. Due to the earlier success of World Cup Schools, *EUROSCHOOLS2008* became the official school programme of the United European Football Association, the governments of the participating countries and the Austrian and Liechtenstein football associations.

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### Strengths:

The practice uses the cross-national and mass-media-linked popularity of football as a motivational tool for engaging youth in a range of in- and out-of-classroom activities promoting the values of integration and fair play.

The practice has a unique complement of activities, including school-based activities and projects, competitive tournaments and a youth camp. There are multiple opportunities for interacting with other children and for sharing project work (both in person and on line).

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### Adaptability:

*EUROSCHOOLS2008* can be adapted to any major sporting event. It gives countries and even cities the opportunity to go beyond the entertainment value of such events, using them to promote formal and non-formal learning about other cultures.

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### Availability:

The practice is presented in detail in English, French and German on the project website at <http://www.euroschoools2008.org>. The website of the overall co-ordinating organization – <http://www.streetfootballworld.org> – contains information about additional projects with schools-based audiences, “Football and Global Learning”.

Name of Practice: 46. Film Companion Curriculum Guides

Name of Organization: Amnesty International USA  
 5 Penn Plaza, New York, NY 10001 UNITED STATES  
*Website:* <http://www.amnestyusa.org>  
*Phone:* +1 212 633 4270  
*E-mail:* [education@aiusa.org](mailto:education@aiusa.org)

Intended Audience: Upper primary and secondary school students (ages 12–18) and their teachers

Purpose: The *Curriculum Guides*, which serve as companions to feature or documentary films, are intended to advance learning about human rights themes depicted in film.

The practice is also intended to achieve the following:

- To encourage active viewing of films and engagement in post-viewing discussion and possible follow-up action;
- To examine the roles of personal and community action (or inaction) as they relate to human rights issues within a specific context;
- To challenge learners to examine personal choices and the impact of personal decisions on other communities; and
- To support teachers in advancing active student participation as an integral part of using film within the classroom.

Educators in many learning environments have been using film as a medium for teaching for many years. In 2004, when Amnesty International USA was invited to work with the film “Hotel Rwanda”, the Human Rights Education programme decided to pilot a simple companion guide to support active viewing of the film and to provide the broader context of what happened in Rwanda. The success of the “Hotel Rwanda” film guide resulted in the creation of *Curriculum Guides* for a range of films that address some aspect of human rights from either a historical or contemporary perspective.

Description: *Film Companion Curriculum Guides* have been developed for over a dozen documentaries and features to provide the context for the films and frame human rights learning and action. Some recent examples of major motion pictures for which *Curriculum Guides* have been developed are “The Kite Runner”, “Born into Brothels”, “War Dance”, “Hotel Rwanda”, “Darfur Now”, “Blood Diamond” and “Catch a Fire”.

Each Curriculum Guide highlights approximately three human rights themes represented in the film and includes discussion questions, three lessons, handouts and resources for further learning. Active learning methods are used and the final lesson addresses the issue of personal and collective responsibility and opportunities to take action.

The Amnesty International USA Human Rights Education programme has designed both two- and four-hour workshop modules to support educators in using film to advance both educational and advocacy goals. A feedback form is included in each Curriculum Guide as well as on the Amnesty International USA website.

## Teaching and Learning Tools for the Classroom

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Description (continued): *Film Companion Curriculum Guides* have been used in thousands of classrooms and other learning environments such as film and human rights clubs across the United States and internationally.

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### Strengths:

The *Curriculum Guides* demonstrate how a practice can be used to enhance the effectiveness of another learning tool (documentaries and feature films) in promoting human rights awareness, understanding and action.

Film is an accessible and compelling medium that educators can use to engage learners. By drawing out human rights themes from a movie or by highlighting examples of human rights movements and conducting comparisons (e.g. looking at how music has been used in both South Africa and the United States to communicate, to inspire and to unify social movements), film can reach learners in a way that written text cannot.

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### Adaptability:

*Film Companion Curriculum Guides* are already in use in several countries. They can be used in various national contexts by adapting an entire guide or a small portion of it, such as the “taking action” suggestions. In principle, an organization in any country could develop *Curriculum Guides* for national films with the same model in mind.

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### Availability:

The *Film Companion Curriculum Guides* can be found in English on the Amnesty International USA website at <http://www.amnestyusa.org/educate/film-curriculum-guides/page.do?id=1091399&n1=4&n2=79&n3=1509>.

The Compendium Annex contains the Curriculum Guide for the film *Born Into Brothels*.



Name of Practice:	47. Free2choose: Video Clips for Discussing Freedom Rights
Name of Organization:	Anne Frank House P.O. Box 730, 1000 AS Amsterdam THE NETHERLANDS <i>Website:</i> <a href="http://www.annefrank.org">http://www.annefrank.org</a> <i>Phone:</i> + 31 20 5567100 <i>E-mail:</i> <a href="mailto:free2choose@annefrank.nl">free2choose@annefrank.nl</a>
Intended Audience:	Secondary students (ages 15–20) and their teachers
Purpose:	The practice is intended to help secondary school students understand the significance of freedom in a democratic society and of democracy as an ongoing negotiation process.
Description:	<p><i>Free2choose</i> is a DVD of ten video clips that explore the limits of freedom. The clips are short, lively and focus on interesting issues of relevance today. Concrete cases, focusing on specific rights, such as freedom of speech and freedom of assembly, show that in a democratic society there are sometimes dilemmas for those who want to uphold these rights. What if neo-Nazis want to make use of the right to demonstrate? And what if newspapers support terrorism? The practice also includes an accompanying teacher's manual.</p> <p>Typically, three video clips are shown and discussed in an hour-long class period. These clips can be chosen ahead of time by the teacher, or students can vote on which clips to view.</p> <p><i>Free2choose</i> film clips – also shown in the Anne Frank House as part of an interactive exhibition – promote a critical reflection on the concept of “freedom rights” and human rights in general. Though fundamental in a democracy, these rights can come into conflict in practice. By using debate suggestions from the teacher's manual, students are invited to think thoroughly about the arguments of their opponents. In this way, the debates promote mutual respect and lead participants to learn both debating and active listening skills.</p> <p>While many learning tools developed for human rights education emphasize the importance of human rights, this practice forces students to think critically about the boundaries of and potential clash between different human rights. The methodology, borrowing heavily from co-operative learning methodology, gives all students a voice but also challenges them to listen carefully to others. The methodology also focuses on empowering students to express their opinions and to have those opinions heard.</p> <p>Since 2006, <i>Free2choose</i> debates have been organized in 11 countries within the European Union. Five thousand DVDs have been distributed and some 60,000 people have actively participated in these debates. In most cases, these debates took place at school, but sometimes <i>Free2choose</i> was at the centre of a community event. During the pilot phase of the project, each of the European partners developed 2–3 videos based on the concept of <i>Free2choose</i>. These additional film clips were collected on a separate DVD and posted on Youtube.</p>

## Teaching and Learning Tools for the Classroom

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**Strengths:** This youth-friendly practice encourages critical reflection on a very difficult area, that of human rights in conflict.

The film clips can be used as a stand-alone resource or in conjunction with an exhibit on a related theme. Thus, *Free2choose* demonstrates how a public exhibit can be used for non-formal education in the area of human rights.

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**Adaptability:** *Free2choose* was developed for use in different countries. All film clips can easily be translated and dubbed into other languages. Although not all film clips are ideal for every location, a minimum of five have been found to apply within each national context. The practice has already been developed in the following languages: Czech, Danish, Dutch, English, French, German, Italian, Latvian, Polish, Spanish and Swedish.

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**Availability:** For information about how to obtain the DVD and associated teacher's manual, contact Levien Rouw at [l.rouw@annefrank.nl](mailto:l.rouw@annefrank.nl). Information about countries where the *Free2Choose* exhibit has been featured can be found at <http://www.annefrank.org/content.asp?PID=743&LID=2>. Film clips developed by partners of the European project can be found on Youtube by searching "f2c/europe".

Name of Practice:	48. Guidelines of Human Rights Activities for Youth Organizations
Name of Organization:	<p>Czech Council of Children and Youth          Senovážné náměstí 977/24, Prague 116 47 THE CZECH REPUBLIC  <i>Website:</i> <a href="http://www.crdm.cz">http://www.crdm.cz</a>; <a href="http://www.kam-pan.cz">http://www.kam-pan.cz</a>  <i>Phone:</i> + 420 234 621 209  <i>E-mail:</i> <a href="mailto:crdmintr@adam.cz">crdmintr@adam.cz</a></p>
Intended Audiences:	Children and youth participating in youth organizations
Purpose:	<p>The practice is intended to raise awareness about the importance of promoting and protecting the rights of people who may be vulnerable due to their ethnic, religious, sexual or social backgrounds.</p>
Description:	<p>This booklet is designed for use in non-formal learning settings, including in- and out-of-school environments, field trips and summer camps. The activities can be used as classroom activities (Part 1) or as extra-curricular activities (Parts 2 and 3). The practice contains 20 games and activities that are divided into three sections:</p> <ul style="list-style-type: none"> <li>• Outdoor games;</li> <li>• Indoor games; and</li> <li>• School games for the entire academic year and summer camp games.</li> </ul> <p>Activities are intended to be fun and practical but at the same time to encourage young people to reflect on their own attitudes, feelings and values. Different migrant, religious and sexual-minority groups are represented in the resource.</p> <p>The majority of activities have been adapted from other sources, such as COMPASS (Council of Europe manual on human rights education with young people) and Amnesty International publications. The camp games section and additional lessons are original.</p> <p>The Czech Council of Children and Youth is an umbrella NGO serving more than 95 “leisure time” youth organizations and providing non-formal education for children and youth. This practice is an extension of the earlier work done by the Czech Council of Children and Youth in connection with the European Campaign “All different – All Equal” sponsored by the Council of Europe. The Czech Council continues to encourage its member organizations to implement human rights and multicultural education.</p>
Strengths:	<p>The practice is directed toward non-formal learning settings and is disseminated by an umbrella organization working with youth groups throughout the Czech Republic.</p>
Adaptability:	<p>Many of the activities included in the <i>Guidelines</i> are derived from sources already in use in other countries. Camp games and other original lessons can be adapted for use in other settings, taking into account the most relevant migrant, religious and sexual minority groups.</p>

## Teaching and Learning Tools for the Classroom

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Availability:

The *Guidelines of Human Rights Activities* are available in Czech and are included in the Compendium Annex. The table of contents and two sample lessons have been translated into English and are also included in the Annex.

General information about the practice and other work carried out by the Czech Council of Children and Youth can be found in Czech, English and French at <http://www.crdm.cz>.

**Name of Practice:** 49. Hands Across the Campus: A Values Curriculum and Youth Leadership Programme

**Name of Organization:** American Jewish Committee (AJC) – Berlin Office  
Leipziger Platz 15, Mosse Palais Berlin 10117 GERMANY  
*Website:* <http://www.ajcgermany.org>  
*Phone:* + 49 30 22 65 94 0

**Intended Audience:** Students in grades 8–13 (ages 13–19)

**Purpose:** *Hands Across the Campus: A Values Curriculum and Youth Leadership Programme* is designed to promote democratic values, to reduce prejudice, to build respect for differences and to encourage students to play an active role in their schools and communities. *Hands Across the Campus* also supports transatlantic understanding and encourages exchange with educational partners in the United States and other countries.

In 2000, following a wave of right-wing extremist violence in Germany, the American Jewish Committee in Berlin met with then-Chancellor Gerhard Schröder, who encouraged the American Jewish Committee to bring the *Hands Across the Campus Programme* to Germany. After discussion with German educators, resulting in co-operation with the Federal Union for Civic Education and the Berlin Institute for Schools and Media (LISUM), the U.S. version of the *Programme* was introduced in 2003 to pilot schools in Berlin. The curriculum was rewritten by German educators and completed in 2006 in response to the needs of the German school system, as well as to reflect changing approaches to civic education.

**Description:** *Hands Across the Campus* is an interdisciplinary programme focusing on issues of identity, history, human rights and current affairs to help students craft responses to moral and ethical dilemmas, both on personal and societal levels. The practice encourages young people to reflect and define their own values, to recognize and respect the values of others, and to describe commonalities and respect differences to work together on issues of common interest. The lesson units are grouped in the following topics: Identity and Society, Living Democracy, Democracy in Germany and the United States, Human Rights and Challenges for Democracy.

The *Programme* employs interactive teaching methods and encourages service-learning projects outside the classroom. The practice can be a useful tool for internal school curriculum development. The *Programme* encourages interaction between teachers and pupils, among the teaching faculty and between administrators and teachers, helping schools develop a stronger school profile. “Creating Citizens for a Global World” was chosen as the *Programme’s* motto to raise awareness about and hone the necessary tools for engagement and civic participation. The curriculum stresses democratic thinking and facilitates exposure to key institutions in a democracy. Students are encouraged to take an active role in their schools and communities.

## Teaching and Learning Tools for the Classroom

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Description (continued): *Hands Across the Campus* is in use at 11 schools in Berlin and 9 schools in Brandenburg (in the cities of Oranienburg, Nauen, Velten and Zehdenick). So far, the *Programme* has reached approximately 3,000 students and 70 educators.

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### Strengths:

The *Programme* blends a number of approaches to reinforce democratic values and practices, including curriculum (involving co-operative learning), service-learning and leadership training.

The practice helps create more porous borders within the classroom, within the school and between the school and the community, thereby expanding the role of the school within its neighbourhood as a catalyst for democratic participation.

The programme also maintains a comparative, cross-national perspective by incorporating treatment of U.S. democratic experiences with those of Germany.

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### Adaptability:

With some adaptation to local environments, the core elements of the *Programme* can be used in other national and educational settings. Elements of the *Programme* are already being used in informal learning settings in Germany, including youth clubs and community organizations. A new version is being developed for the elementary level in Germany, and discussions are underway for possible adaptation and use in Israel.

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### Availability:

A description of *Hands Across the Campus*, as well as other school programming of the American Jewish Committee in Germany, can be found in English and German at <http://www.ajcgermany.org>. The Compendium Annex contains a list of lesson units and three sample lessons in English, as well as several German language units and the youth leadership programme. These materials can be obtained directly from the American Jewish Committee.

Name of Practice:	50. Human Rights Education Resource Package for Secondary Schools
Name of Organization:	<p>National Human Rights Information and Documentation Centre  Behzod 34, Dushanbe TAJIKISTAN  Website: <a href="http://www.tjhr.tj">http://www.tjhr.tj</a>  Phone: + 992 372 21 36 09; + 992 372 221 42 69  E-mail: <a href="mailto:officetjhr@yahoo.com">officetjhr@yahoo.com</a></p>
Intended Audience:	Upper secondary school students (ages 15–17 years) and their teachers
Purpose:	<p>The <i>Human Rights Education Resource Package</i> was developed for the course Human Rights, which was introduced in secondary schools in 2005 within the framework of the National Action Plan for Human Rights Education. The Human Rights course aims at raising the legal and human rights awareness of secondary school students and contributing to the development of democracy, rule of law and civil society in Tajikistan.</p>
Description:	<p>The <i>Resource Package</i> consists of a human rights course curriculum, student textbook and accompanying teacher’s manual. The resource was developed with the support of the regional office of the Office of the UN High Commissioner for Human Rights and the local office of the Organization for Security and Co-operation in Europe. In preparing the packet, the international team of experts adapted international human rights education approaches to the local needs and realities of Tajikistan. The practice was approved for use in secondary schools by the Ministry of Education.</p> <p>The human rights course curriculum contains a detailed description of the course concept and a summary of the main issues to be introduced during the lessons. The 136 lessons developed are clustered into 17 topics for the tenth grade and 13 for the eleventh grade.</p> <p>The major subjects addressed are:</p> <ul style="list-style-type: none"> <li>• General introduction to human rights, including the history and philosophy of human rights (with reference to the roots of human rights in local philosophical thought), human rights instruments, generations and categories of human rights;</li> <li>• Exploration of specific human rights issues, such as the right to life, freedom from torture, children’s rights, rights of persons with disabilities, migrants, refugees and minorities; and</li> <li>• Mechanisms for defending human rights.</li> </ul> <p>The student textbook is organized by topic and contains background readings, definitions, critical-thinking questions and individual assignments. The accompanying teacher’s manual contains detailed lesson plans, training tips, handouts for students and additional resources for educators.</p> <p>During the field-testing phase, the student textbook and teacher’s manual were published in the national teacher’s newsletter and were disseminated to all secondary schools in Tajikistan.</p>

## Teaching and Learning Tools for the Classroom

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### Strengths:

The teaching and learning materials are extensive and are organized in a complimentary manner to meet the needs of both students and teachers. The packet demonstrates how learning and teaching materials can be developed in a way that is both sensitive to local culture and consistent with international human rights education practices.

The practice is an example of a specialized course on human rights that integrates both legalistic and cultural/value-based rationales.

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### Adaptability:

Both in structure and content, the practice can be used as an example of a two-year, specialized course in human rights. This practice would be most useful in those national contexts where there is a national action plan for human rights education or a genuine interest on the part of policymakers to implement a specialized course on human rights.

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### Availability:

The Compendium Annex contains the course curriculum and sample chapters from the student textbook and teacher's manual (in Russian). Portions of the textbook and manual have been translated into English and are also available in the Annex.

The most recent editions of the student textbook and teacher's manual (grade ten) are available in Tajik (63,000 copies) and Russian (2,500 copies). Russian and Tajik versions of the resources are available at <http://www.tjhr.tj/uchebnik.html>. Contact Mrs. Jumaeva at [jumaevas@yahoo.com](mailto:jumaevas@yahoo.com) with further inquiries.



**Name of Practice:** 51. Human Rights for All!

**Name of Organization:** Street Law, Inc.  
 1010 Wayne Avenue, Suite 870, Silver Spring, MD 20910 UNITED STATES  
*Website:* <http://www.streetlaw.org>  
*Phone:* + 1 301 589 1130  
*E-mail:* [clearinghouse@streetlaw.org](mailto:clearinghouse@streetlaw.org)

**Intended Audience:** Lower secondary school students and older students (ages 12 and up)

**Purpose:** The resource improves understanding of the fundamental principles and values of the Universal Declaration of Human Rights and related current issues and controversies.

Within the United States, *Human Rights for All!* aims to promote a culture of human rights and sensitize Americans to the fact that human rights violations (i.e. poverty, lack of adequate health care, police abuse, discrimination, torture, etc.) occur in their own country, not just in others. The book demonstrates that these are human rights violations, not simply “legal” or “constitutional” problems.

The practice was originally developed collaboratively by a U.S. and South African team for use in the post-apartheid period in South Africa, as well as within the United States. It has been used in many countries either in its original form or as an adapted text.

**Description:** *Human Rights For All!* contains five chapters on different aspects of human rights. The Universal Declaration of Human Rights is used as the book’s educational framework. The five main sections are:

- What are Human Rights?;
- Political Rights in a Democracy;
- National Security and Fair Procedures Following Arrest;
- Social and Economic Rights; and
- When Human Rights Abuses Occur: What Can Be Done?

The resource also includes primary human rights documents. A complete table of contents is included in the Compendium Annex.

The text teaches the basic elements of human rights, provides citizenship-education-related activities and promotes mutual understanding by presenting both sides of an issue. The practice makes use of interactive methods such as role playing, the use of small groups, mock negotiations, case studies and other active learning methods.

**Strengths:** The practice emphasizes human rights within a framework of the rule of law. Human rights are examined in conjunction with civil and political rights as they are reflected in constitutional frameworks, police practices and national security protocol.

The resource helps to make accessible everyday law-related issues.

## Teaching and Learning Tools for the Classroom

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**Adaptability:** Adapted versions of *Human Rights for All!* have been used in numerous countries, including in Central and Eastern Europe, and its participatory methods have been successfully used in a range of learning environments. In co-operation with Street Law, Inc. the text can be adapted for use in almost any country.

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**Availability:** The table of contents and a sample lesson are included in English in the Compendium Annex. These documents, along with information about how to order a copy of the resource, can be found at <http://www.streetlaw.org/en/StreetLawPublications.aspx>.

Name of Practice:	52. Human Rights Monitoring and Reporting: 11 Scenarios for Extra-Curricular Training
Name of Organization:	Youth Centre of Human Rights and Legal Culture Malyj Karetny pereulok 12, Moscow, 127051 RUSSIAN FEDERATION Website: <a href="http://www.ycentre.ru">http://www.ycentre.ru</a> Phone: + 7 495 311 75 14
Intended Audience:	Upper secondary school students, university students and adults
Purpose:	The <i>Scenarios for Extra-Curricular Training</i> are intended to raise awareness about human rights violations that take place in everyday life and to provide learners with skills for identifying, analysing and responding to such violations.
Description:	<p>The practice consists of 11 scenario packages that present situations of human rights violations in 11 invented countries. These countries differ socially, economically, politically and culturally, but human rights violations occur in each. Scenario packages include a country description, cases of human rights violations, roles to assign to students, articles from the media and other supporting documents.</p> <p>To carry out the practice, learners are divided into small groups according to assigned roles as either human rights defenders or government officials. Groups prepare a report on a situation related to human rights in “their country”. Participants investigate the situation, taking into consideration information provided in the country package, such as newspapers, Internet printouts, television news, citizen complaints and witness testimony. The only way to fully understand the situation is to compare and critically analyse the information coming from different sources.</p> <p>Participants have the option of organizing additional meetings or workshops on related topics such as national and international human rights institutions and instruments, analytical skills and sources of information.</p> <p>The practice is designed for use in extra-curricular activities. The simulation usually lasts between three and five days, concluding with a competition for the best group report.</p> <p>Based on contemporary human rights issues in Russia, this practice is one of the first tools for teaching human rights monitoring to non-lawyers in this country. Through participation in the simulation, participants learn about common human rights violations and potential ways of dealing with them. Learners also see the benefits of co-operation between state and non-state actors in sustaining the principle of the rule of law. In using various countries as examples, the practice shows students that human rights violations take place in all countries, regardless of conditions, and that it is always necessary to promote and protect human rights.</p>

## Teaching and Learning Tools for the Classroom

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**Strengths:**

The practice illustrates how to learn about human rights by analysing human rights violations and proposing ways to address them.

The *Scenarios for Extra-Curricular Training* make use of everyday examples. Through these simulations, students are empowered to resolve human rights violations constructively through role play.

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**Adaptability:**

Hypothetical country scenarios represent a wide range of political, cultural and economic contexts. Therefore, the practice can be readily used in different national contexts. Scenarios that are similar to students' real-life experiences will be particularly effective.

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**Availability:**

Samples from the "Shtarkland" scenario are included in the Compendium Annex in Russian and English. Complete *Human Rights Monitoring and Reporting: 11 Scenarios for Extra-Curricular Training* packages are available to participants in training programmes organized by the Youth Centre of Human Rights and Legal Culture. For further information, contact Vsevolod Lukhovitsky at [luhovic@mail.ru](mailto:luhovic@mail.ru).

**Name of Practice:** 53. Human Rights. YES! A Manual for Action and Advocacy on the Rights of Persons with Disabilities

**Name of Organization:** University of Minnesota Human Rights Center  
229 19th Avenue South, Minneapolis, MN 55455 UNITED STATES  
*Website:* <http://www.humanrightsyeyes.org>  
*Phone:* + 1 612 625 2857

**Intended Audience:** Young people and adults with disabilities and their advocates

**Purpose:** The *Manual* is intended to promote awareness of the human rights of people with disabilities and of the specific contents of the UN Convention on the Rights of Persons with Disabilities. This understanding is intended to lead to action and advocacy to promote these rights.

Believing that people with disabilities are the best advocates for their rights, an international consortium of disability advocates and human rights educators worked together to develop training tools. These tools were meant to prepare people with disabilities to lobby for their rights during the many drafting meetings that led to the adoption of the new Convention in 2006. A team of human rights educators travelled to many countries, as well as to the UN Headquarters, to deliver these training sessions between 2003 and 2006, developing and refining learning tools throughout this process. The resulting *Manual* was developed for use in many settings, including schools.

**Description:** *Human Rights. YES!* is a learning and training tool that addresses key human rights principles (e.g. equality and non-discrimination, the right to participation, citizenship, access to justice, education, work, marriage and family) as they apply to people with disabilities.

The *Manual* includes the following three main sections:

- Understanding Disability as a Human Right;
- The Convention on the Rights of Persons with Disabilities; and
- Advocacy! Taking Action for the Rights of Persons with Disabilities

In addition, the annex includes tips for facilitating learning sessions and primary human rights documents (in original and “simple language” versions).

*Human Rights. YES!* draws upon the experience of numerous educators and organizations, illustrating effective advocacy practices and distilling their accumulated insights into participatory exercises. Easy to read, use and photocopy, the *Manual* is designed as both a reference and a tool. Each chapter stands alone and may be read and used independently according to the needs of the reader.

Although this resource addresses the rights of a particular population – people with disabilities – its fundamental principle is related to the core theme of non-discrimination and the equality of all people in rights and dignity.

## Teaching and Learning Tools for the Classroom

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**Strengths:**

This *Manual* is uniquely dedicated to the theme of human rights of people with disabilities. This resource follows the recent adoption of the UN Convention on the Rights of Persons with Disabilities.

The tool is focused on education for the promotion of action.

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**Adaptability:**

*Human Rights. YES!* is intended to be used in a range of settings. Care was taken to make activities adaptable to different cultural settings and to participants with different resources and varying literacy and disability levels.

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**Availability:**

The practice, along with additional descriptive information, can be found in English at <http://www.humanrightsyeyes.org> and at <http://www1.umn.edu/humanrts/edumat/hreduseries/TB6/>. Part 1 “Understanding the Human Rights of Persons with Disabilities”, is contained in the Compendium Annex.

Arabic, French and Spanish translations are anticipated and will be made available on the project website. For more information, contact [jlord@bluelawllp.com](mailto:jlord@bluelawllp.com) or [krp@unm.edu](mailto:krp@unm.edu).

**Name of Practice:** 54. “I Have the Right to Know My Rights” Course: Curriculum and Learning Materials

**Name of Organization:** Amnesty International-Moldova  
 P.O. Box – 209, MD – 2012, Chişinău THE REPUBLIC OF MOLDOVA  
*Website:* <http://www.amnesty.md>  
*Phone:* + 373 22 27 41 22  
*E-mail:* [info@amnesty.md](mailto:info@amnesty.md)

**Intended Audience:** Students in grades seven and eight (ages 12–14) and their teachers

**Purpose:** An optional course for lower secondary students entitled *I Have the Right to Know My Rights* was developed by Amnesty International-Moldova through an agreement with the Ministry of National Education. The purpose of the *Course* is to promote the understanding of human rights, the practice of civic competencies and the motivation to become involved in human rights activities.

Amnesty International-Moldova views human rights education as a tool for promoting a culture of human rights and for preventing their violation.

**Description:** The practice is an optional human rights course, supported by a student’s manual, teacher guide and human rights resource book. *I Have the Right to Know My Rights* teaches the concepts, principles and history of human rights to motivate students to promote and protect their rights.

The primary learning tool, the *Student’s Manual* (150 pages), is divided into four modules: What are Human Rights, Children’s Rights as Human Rights, Diversity and Tolerance, and Act Together to Promote and Protect Human Rights.

A total of 34 lessons are taught once per week over the course of the school year. Each lesson is intended to address students’ knowledge, attitudes and skills. Lessons are structured into three phases: introduction to the topic, main activities and reflection for developing critical thinking skills.

The *Student’s Manual* also contains examples of successful human rights a, case studies, a dictionary and abbreviated versions of key human rights documents.

The *Course* was developed through a participatory process involving pupils and teachers from all regions of the Republic of Moldova. A brief description of this elaboration and piloting process is provided in the Compendium Annex. Teachers who field tested draft versions of the *Course* anecdotally reported positive changes in children’s behaviour towards each other and their teachers. Some parents reported that their children became more self-confident and were teaching their families about their rights.

In the 2007/2008 school year the *Course* was taught in 38 schools in the Republic of Moldova, reaching over 1,100 students. In addition, other teachers are using the learning materials in conjunction with extra-curricular activities.

## Teaching and Learning Tools for the Classroom

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Description (continued): Amnesty International-Moldova has requested that the Ministry of Education include the *Course* as an obligatory (rather than optional) subject. Efforts are also being made to include the *I Have the Right to Know My Rights Course* within the curriculum of pedagogical universities. A Russian translation of the practice, scheduled for completion in 2009, will enable use of the *Course* in Russian-language schools in the Republic of Moldova.

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Strengths: The practice illustrates how a NGO with the consent of a ministry of education can develop an optional course and associated learning supports. The Ministry's authorization for this effort enabled teachers and students to be involved in the piloting process and reduced curricular barriers for educators interested in teaching human rights.

The well developed field testing resulted in a course that can be readily used in Moldovan schools. Based on this initial experience with the *Course*, plans are underway to expand it further within the national educational system of the Republic of Moldova.

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Adaptability: Themes and lessons are designed for universal application and can be easily used in other national and local settings with minimal adaptation.

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Availability: The complete practice is available only in Moldovan but is being translated into Russian. Sample lessons and an overview of module and lesson topics are available (in English) in the Compendium Annex.



Name of Practice:	55. “Individual & Society”: A Manual for Secondary School Teachers
Name of Organization:	Eesti Ajaloõpetajate Selts (Association of History Teachers of Estonia) Tartu tn 4a-5, Nõo, Tartumaa 61601 ESTONIA <i>Website:</i> <a href="http://www.eas.edu.ee">http://www.eas.edu.ee</a> <i>Phone:</i> +372 732 504 8686
Intended Audience:	Secondary school teachers of history and social sciences and their students (ages 15–18)
Purpose:	<i>Individual &amp; Society</i> aims to mainstream human rights education and education for active citizenship within the social science curricula in Estonian secondary schools. This course is intended to contribute towards a culture of mutual respect and understanding between Estonian- and Russian-speaking citizens.
Description:	<p>The <i>Manual</i> contains 15 topics related to civic, law-related and human rights education as well as education for mutual respect and understanding. Topics include tolerance, gender and social equality, and the fight against trafficking in human beings.</p> <p>Each topic is structured according to goals, keywords, important terms, background readings and detailed explanations on how to conduct related interactive activities. The resource presents scenarios featuring human rights issues from across history and from different parts of the world, with a special focus on Estonia and its neighbours. Samples of students’ essays with reflections on what being a “good citizen” means to them are included in the back of the <i>Manual</i>.</p> <p>The <i>Manual</i> was widely distributed among Estonian- and Russian-speaking schools. In the results of a European Association of History Teachers (EURO-CLIO) survey, this practice is frequently cited as a tool for teaching human rights in Estonia.</p> <p><i>Individual &amp; Society</i> was completed in co-operation with Citizenship Foundation (the United Kingdom) and with the support of the British Council in Estonia.</p>
Strengths:	The practice addresses all of the Compendium’s main themes. Estonian- and Russian-speaking experts developed the resource, thus giving it balance in terms of valuing and integrating the country’s diversity, deconstructing stereotypes and addressing human rights issues relevant for all Estonians.
Adaptability:	The universal nature of topics makes this <i>Manual</i> easily translatable and adaptable to other contexts, especially in counties with large minority groups. When adapting, local legislation and examples should replace corresponding entries in the <i>Manual</i> .

## Teaching and Learning Tools for the Classroom

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Availability:

The practice is available on line in both Estonian at [http://www.eas.edu.ee/inimene\\_ja\\_yhiskond/uhis\\_oppematerjalid\\_2006.pdf](http://www.eas.edu.ee/inimene_ja_yhiskond/uhis_oppematerjalid_2006.pdf) and in Russian at ([http://www.eas.edu.ee/inimene\\_ja\\_yhiskond/uhis\\_oppematerjalid\\_2006\\_venek.pdf](http://www.eas.edu.ee/inimene_ja_yhiskond/uhis_oppematerjalid_2006_venek.pdf)).

The complete Russian language version is included in the Compendium Annex, along with a sample chapter in English.

**Name of Practice:** 56. Introducing Human Rights: A Course for Secondary Schools

**Name of Organization:** Youth Centre of Human Rights and Legal Culture  
 Maly Karetny pereulok 12, Moscow, 127051 RUSSIAN FEDERATION  
*Website:* <http://www.ycentre.ru>  
*Phone:* + 7 495 311 75 14

**Intended Audience:** Lower secondary school students (ages 11–14) and their teachers

**Purpose:** This practice is intended to replace the traditional teaching approaches to rights-and-obligations education in Russian secondary schools with a human rights education course that corresponds to international standards and contemporary teaching strategies.

**Description:** The practice represents a value-based approach to human rights education. Lower secondary school children are taught human rights values, such as respect for themselves and others. *Introducing Human Rights* lays the foundation for a legally-oriented approach to human rights education at the secondary school level.

The *Course*, developed by a team of teachers and human rights defenders, is based on active teaching strategies and real-life examples. The collection of resources includes a course curriculum, teacher's manual, reader and teacher training materials.

The curriculum covers 82 academic hours and includes topics related to the history and philosophy of human rights, issues of tolerance and non-discrimination, rights and freedoms reflected in international human rights documents, and mechanisms of human rights protection. These topics can be taught either within a special human rights course or within related disciplines. There is also the option to use selected topics in out-of-classroom activities.

The teacher's manual includes topical outlines, methodological recommendations for running sessions and corresponding handouts, such as cases and legal abstracts. The manual is supported by a reader, which is a compilation of literary excerpts reflecting related human rights topics.

*Course* materials are some of the earliest human rights teaching and learning tools developed in Russia. They have been widely disseminated and are currently used by at least 2,000 teachers in 24 regions. The Ministry of Education of the Russian Federation recommended the practice for use in secondary schools in 1998.

**Strengths:** The practice can be used as a general framework for teaching human rights and developing a human rights culture in Russian schools, since materials can be used in a separate course, integrated within related courses or applied in informal learning environments. The materials are well elaborated and easy to use.

## Teaching and Learning Tools for the Classroom

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**Adaptability:** Resources associated with the *Course* are already being used in countries other than Russia. In adapting this resource for use in other national contexts, special attention should be paid to the specific content of national legislation, local literature, real-life examples of human rights and human rights topics of the highest concern.

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**Availability:** The curriculum and teaching materials are available on-line in Russian at <http://www.ycentre.ru>. Samples from the *Course* curriculum and teacher's manual are included in English and Russian in the Compendium Annex. For further information, contact Vsevolod Lukhovitsky at [luhovic@mail.ru](mailto:luhovic@mail.ru).

Name of Practice: 57. Junior Voting: A Simulated Election Activity

Name of Organization: Kumulus e.V.  
 Postfach 330555, 14175 Berlin GERMANY  
 Website: <http://www.kumulus.net>  
 Phone: + 49 180 1234 0180  
 E-mail: [info@kumulus.net](mailto:info@kumulus.net)

The practice is carried out in co-operation with Bundeszentrale für Politische Bildung (the Federal Agency for Civic Education), Auswärtiges Amt (the Federal Foreign Office), Bundesministerium für Familie, Senioren, Frauen und Jugend (the Federal Ministry for Family Affairs, Senior Citizens, Women and Youth) and other institutions and organizations.

Intended Audience: Students (ages 12–20), their teachers and parents, and members of the general public

Purpose: The simulated elections of *Junior Voting* give adolescents a first-hand experience of democratic election processes to encourage their future participation in elections and the formation of political opinions.

Description: *Junior Voting* is a simulated election activity that takes place over the course of approximately one month, just prior to regional, Parliament (“Bundestagswahl”) or European elections. In schools, teachers use lectures and classroom time to inform students about issues and candidates for the election. The project provides teachers with comprehensive study materials and supports such as a telephone hotline, election announcements and directives, information leaflets, video and seminar materials.

Students organize the actual election at the school, including the formation of an election board and the nomination of election assistants. The project provides students with polling booths and an on-line election platform. Students cast their votes on line one week before the Sunday on which the real election takes place. The results of *Junior Voting* are released simultaneously with those of the formal election.

This practice has been carefully assessed and shows a high degree of satisfaction and learning among participating students and their teachers. An external evaluation has shown that adolescents participating in *Junior Voting* have an increased knowledge of democratic election procedures and that this result is especially pronounced for younger students. There is some evidence that parents’ participation in voting has slightly increased as a result of their children’s participation in *Junior Voting* and related discussions at home.

*Junior Voting* is modelled on the U.S. practice “Kids Voting” and was first initiated in Germany in 1999. It was further developed and piloted in Baden-Württemberg in 2001, and since 2002 it has taken place nationwide in all of the 16 Länder at the same time as Parliamentary elections.

## Teaching and Learning Tools for the Classroom

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Description (continued): In-line with the European elections in 2004, *Junior Voting* was also organized in Poland and Austria, with over 350,000 adolescents participating. A Europe-wide *Junior Voting* was organized in conjunction with the European elections in 2009.

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Strengths: The practice is well designed, providing multiple supports for students and their teachers to organize school-based elections. The use of the Internet as the medium of voting makes it possible to involve and synthesize votes from unlimited numbers of students and schools, adding to a realistic and collective sense of participation in the election. The website resources are comprehensive and easy to use.

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Adaptability: The practice has already been used in Germany, Poland and Austria. A similar approach can be found in Finland and the Netherlands. The concept of *Junior Voting* can continue to be applied to other local and national contexts.

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Availability: A description of *Junior Voting* and a schedule for the European Parliament elections in 2009 is available in English at <http://www.juniorvoting.eu>. The same information, along with teaching resources and detailed information on earlier election and evaluation results can be found in German at <http://www.juniorwahl.de>.

The Compendium Annex includes a flyer and concept paper for participating in the 2009 European elections (in English) and a flyer for participating in the 2009 Brandenburg elections (in German).

**Name of Practice:** 58. Law and Human Rights Education

**Name of Organization:** Kosovo Education Center  
Third Millennium School Complex  
*Website:* <http://www.kec-ks.org>  
*Phone:* + 381 3824 4257  
*E-mail:* [office@kec-ks.org](mailto:office@kec-ks.org)

American Bar Association (ABA) Rule of Law Initiative – Kosovo  
*Website:* <http://www.abarol.org>  
*Phone:* + 381 3824 3161  
*E-mail:* [office@ceelikosovo.org](mailto:office@ceelikosovo.org)

This practice was carried out with support from the United States Agency for International Development (USAID).

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**Intended Audience:** Primary and secondary school students (ages 8–18)

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**Purpose:** To fill an existing gap in the formal education system in Kosovo<sup>4</sup>, civic-education books for primary and middle school students and a “TeenLaw” course for high school students were developed. There was a need for civic-education classes to include education on both human rights and the Kosovo legal system.

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**Description:** The practice promotes law and human rights education at all grade levels. The complete set of resources addresses the gap that exists within civic-education courses in their coverage of human rights and the legal system. Activities emphasize the rights of children, human rights and responsibilities. Focus areas include ethics, equality of gender and minorities, and the importance of peaceful conflict resolution and negotiation.

*A Guide for Children’s Rights Committees in Schools* is a step by step instructional guide for initiating and running a children’s rights committee. *We are Flowers, We are Birds* is a collection of poetry and prose written by young Kosovars. *We Have No Vote, But We Do Have Our Rights* emphasizes civic education, law and human rights, and outlines the rights and responsibilities of children according to the UN Universal Declaration of Human Rights. Three civic-education books were written with the help of students.

The books were distributed to all primary and middle schools in Kosovo, reaching over 324,000 students from the ethnic Albanian, Bosniak, Croatian, Roma, Serb, and Turkish communities.

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<sup>4</sup> All references to Kosovo, whether to the territory, institutions or population, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

## Teaching and Learning Tools for the Classroom

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Description (continued): *A Guide for Children's Rights Committees in Schools* has been instrumental in encouraging schools to form student/teacher/parent committees, which are active throughout the country. Educational officials have praised the books as very useful and valuable for advancing the teaching of human rights and supporting teachers of civic education and have credited the resources with helping to establish a better relationship between students and teachers, as well as spearheading an effort to establish a Kosovo-wide advisors network for children's rights.

For high school students, "TeenLaw" was developed, as well as a "Street Law-style" course that introduces law, human rights, and the Kosovo Legal System.

Topics covered in the course include:

- An Introduction to "TeenLaw";
- What is the Law?;
- Law and Values;
- Why is Law Important?;
- Who Makes Laws and How are Laws Developed?;
- The Court System in Kosovo;
- Judges, Lawyers, Prosecutors and Ethics;
- Criminal Law versus Civil Law;
- Human Rights and Responsibilities; and
- Discrimination and Equality.

Trained law students teach the "TeenLaw" course, to which younger students respond to very well. The course also involves class visits to local courts, where students engage in question-and-answer sessions and discussions with presiding judges.

The course was piloted during the 2007–2008 school year, and was then distributed to all 108 high schools in Kosovo, reaching nearly 75,000 students. An English-language version of the teaching materials is included in the Compendium Annex.

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### Strengths:

Resources developed through the project target all levels of schooling and are linked with the national civic-education curriculum. The practice's widespread distribution helps to ensure that many students have exposure to the topics of law and human rights.

The materials, developed collaboratively with students and teachers, encourage other students and teachers to go beyond the classroom in engaging themes of law and human rights.

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### Adaptability:

The American Bar Association (ABA) has offices and programmes in over 40 countries, and projects can be run in any location with an office. All American Bar Association-developed texts and materials are available for others to use and adapt. Portions of "TeenLaw" would need to be adapted to the national legal and judicial system of other countries.

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### Availability:

"TeenLaw" is available in Albanian and English (Serbian forthcoming) at [http://www.abanet.org/rol/europe\\_and\\_eurasia/kosovo.html](http://www.abanet.org/rol/europe_and_eurasia/kosovo.html). The English language version is included in the Compendium Annex.



Name of Practice:	59. “Law In Everyday Life”: A Law-Related Education Course and Resource
Name of Organization:	<p>Grodna Public Association of Young Intellectuals “VIT”          Budzonaha 48a-419, Grodna, 230023 BELARUS  <i>Website:</i> <a href="http://vit.adukatar.net">http://vit.adukatar.net</a>, <a href="http://vitngo.org">http://vitngo.org</a>  <i>Phone:</i> +375 152 75 71 68  <i>E-mail:</i> vit_hrodna@yahoo.com</p>
Intended Audience:	<p>Secondary school students (ages 15–17) and their teachers, as well as university-based Street Law Clinic students</p>
Purpose:	<p><i>The Law in Everyday Life</i> programme was developed to increase legal literacy and to encourage confidence in the rule of law and human rights.</p> <p>The <i>Course</i> motivates students to make active use of the Belarusian legal system. It also provides students with competencies for promoting and protecting their legal, constitutional and human rights and interests in everyday life, both at the interpersonal level and in relation to state authorities. The practice was initiated within a political environment transitioning to democracy.</p>
Description:	<p><i>Law in Everyday Life</i> is an optional course for secondary school students on the basics of law, democracy and human rights. The framework for the <i>Course</i> incorporates both human right standards (state responsibility to uphold human rights) and human rights culture (personal responsibility to promote and protect human rights), combined with active teaching and learning strategies.</p> <p>Although materials were developed for this optional course, they can also be integrated into other social science subjects or used in conjunction with guest lectures delivered by students from legal clinics.</p> <p>Support resources include a student textbook and accompanying teacher’s manual. The textbook contains theoretical background information on law, democracy and human rights, illustrative cases, reflective questions and assignments. The complimentary teacher’s manual provides educators with lesson plans and methods, tools, and suggestions for carrying out interactive learning and creating a friendly classroom atmosphere.</p> <p>At the time the <i>Course</i> was developed, the content, approach and formatting of the student and teacher resources were unique for Belarus. The practice is now a feature of the teaching curricula at university legal clinics at ten law schools, where law students enrolled in clinical programmes are trained to develop interactive lessons on various legal issues and to deliver prepared lessons in high schools and community settings.</p>

## Teaching and Learning Tools for the Classroom

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Description (continued): Over 14,000 secondary school students have participated in the *Law in Everyday Life* course, and the practice remains in use in approximately 70 schools across the country. In 2006, the *Law in Everyday Life* resources were awarded first prize in the category “Teaching and Learning Tools for Democracy and Human Rights” at the First National Festival of Non-Formal Education in Belarus. The VIT Association of Young Intellectuals, an NGO, elaborated upon the practice in co-operation with the U.S.-based organizations Street Law, Inc. and the Center for Civic Education.

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Strengths: This practice cultivates active citizens who understand how the legal system works and are able and willing to use legal methods to resolve conflicts when human rights have been violated.

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Adaptability: The practice has already been adapted for use in non-formal educational settings within Belarus. *Course* materials can be used in other national settings, taking into account national and regional specificities.

The model of using clinical law students to provide law-related education to secondary school students has been widely disseminated internationally by Street Law, Inc.

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Availability: The student textbook for *Law in Everyday Life* can be viewed at <http://vitngo.org/upload/Book/content/1/fZuiM4aO.pdf>, and the teacher’s manual at <http://vitngo.org/upload/Book/content/1/3a5f9495.pdf>. The table of contents and a sample chapter from the student textbook and teacher’s manual are included in English in the Compendium Annex.

Name of Practice: 60. Life-Link Peace Education Programme: Action Projects

Name of Organization: Life-Link Friendship-Schools Association  
 Uppsala Science Park, Uppsala SE 75183 SWEDEN  
 Website: <http://www.life-link.org>  
 Phone: + 46 18 504344  
 E-mail: [friendship-schools@life-link.org](mailto:friendship-schools@life-link.org)

Intended Audience: Lower and upper secondary school students (ages 12–19)

Purpose: The practice was developed to engage young people in positive and affirmative actions related to the theme of peace as explained through the ethics of “Care for Myself, Care for Others and Care for Nature”.

The *Life-Link Peace Education Programme* was initiated in the mid-1980s as a solution to the pessimism documented among children in response to the prospect of nuclear war and environmental degradation.

Description: The *Peace Education Programme* offers a list of over 60, two-hour peace/care actions that take place in co-operation with teachers, parents and community members. Practices can take place in the classroom, in school gardens established through the programme and in nearby communities. This practice has also been organized through youth clubs. Although actions are designed to take place in a two-hour period, some can be organized for one hour only or extended to several days.

Actions connect to the three interdependent peace themes: “Care for Myself” (health, human responsibilities and rights); “Care for Others” (conflict resolution and constructive collaboration); and “Care for Nature” (environmental sustainability). The Life-Link programme includes peace actions that specifically touch upon student rights and responsibilities, as well as topics of gender, harassment and persons with disabilities. Schools submit reports on their experience with the practice to the Life-Link website. Once schools submit a report, they are automatically registered within the international Life-Link network.

The programme website contains a rich assortment of information on actions carried out by classrooms and schools, including reports, campaigns and a photo gallery. Support materials include a manual and supplements, such as diplomas that can be given to students after project completion, logos, blogs and opportunities to provide feedback on the suggested actions. A 60-page Life-Link manual for facilitators includes brief guidelines for organizing the actions and for actively engaging with the network offered by Life-Link.

As one example, in Uppsala, Sweden, approximately 75 schools perform an annual three-hour clean-up campaign in May. This activity is integrated within the schools’ curriculum (e.g. biology, social studies and physical education) and participating schools are recognized with certificates by both Life-Link and the local community organizations.

## Teaching and Learning Tools for the Classroom

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Description (continued): Since 2000, nearly 3,000 actions involving over 500 schools in 83 countries have been registered on the programme website. It is estimated that approximately 25,000 students, 2,000 teachers, 10,000 parents and a number of community experts are involved in the practice each year. In 2007, the practice affiliated with UNESCO ASPnet.

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### Strengths:

The conceptual framework of the *Life-Link Peace Education Programme* links care for self, others and the environment in a nurturing and affirmative manner. There is a wide assortment of short actions that can be undertaken.

Through use of the Internet, the practice introduces the additional benefit of sharing actions publicly and connecting to a large, international network of schools, teachers and students with shared interests.

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### Adaptability:

The proposed peace/care actions are simple and the manual provides guidelines rather than prescriptive steps for carrying out each project. The *Peace Education Programme* is already in use in over 80 countries, suggesting that actions are highly adaptable.

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### Availability:

The Life-Link website (<http://www.life-link.org>) contains complete information about the programme in English, including the 2007 manual. An earlier version of the manual is still posted on the website and is available in Arabic, Russian and Spanish, with portions also translated into French. The English- and Russian-language versions of the manual, as well as a general description of the *Programme* are included in the Compendium Annex.

**Name of Practice:** 61. Lift Off: A Cross-Border Primary Human Rights Education Initiative

**Name of Organization:** Amnesty Irish Section  
 Ballast House, 1sr floor, 18-21 Westmoreland St., Dublin 2 IRELAND  
*Website:* <http://www.amnesty.ie>  
*Phone:* + 353 1 863 8300  
*E-mail:* [info@liftoffschools.com](mailto:info@liftoffschools.com)

*Lift Off* is a partnership between Amnesty International Irish Section, Amnesty International United Kingdom, the Irish National Teachers Organisation, the Ulster Teachers Union and Education International.

**Intended Audience:** Students in primary schools (ages 4–12) and their teachers

**Purpose:** *Lift Off* is intended to promote a culture of rights on the island of Ireland (Republic of Ireland and Northern Ireland) by promoting an understanding of children's rights and responsibilities in primary schools. This practice aims to enable children to develop a respect for their cultural identity, language, values and those of others.

The cross-border initiative was developed in response to the Republic of Ireland and Northern Ireland having ratified the Convention on the Rights of the Child and the terms of the 1998 Belfast/Good Friday Agreement, which prioritized the advancement of human rights. *Lift Off* supports teachers in delivering and promoting human rights within schools, given the challenges presented in a post-conflict environment and arising from diverse societies.

**Description:** The guiding principles of the *Lift Off* model involve working closely with teachers, children and other stakeholders. The initiative's working methodology involves bringing education personnel together to develop curriculum materials and educational approaches to address challenges faced by both jurisdictions. Children are also empowered to become agents of their own learning, to have a voice, and to take part in democratic school structures and processes. This is achieved by using active pedagogies, linking projects and whole school practices, and involving all the members of the school community.

The *Lift Off* initiative is comprised of three sets of teaching materials spanning the whole primary school cycle and enabling the mainstreaming of human rights across the curricula by highlighting cross-curricular links.

- Right Start (2007) Materials for ages 4–8;
- Lift Off (2004) Materials for ages 8–10; and
- Me, You, Everyone (2006) Materials for ages 10–12.

These teaching materials can be downloaded from the initiative's website. The *Lift Off* website also contains information about training opportunities, activities and events. It has separate sections for teachers and children, both of whom can post comments and share good practices regarding the human rights activities they are carrying out in their schools and communities.

## Teaching and Learning Tools for the Classroom

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Description (continued): Two *Lift Off* evaluations document the impact of human rights education on children and their teachers. One of the external evaluations (2006) is contained in the Compendium Annex.

*Lift Off* materials have been distributed to 5,000 schools in the Republic of Ireland and Northern Ireland. A number of schools involved in the initiative later implemented a range of whole school human rights activities.

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### Strengths:

The practice was a highly professional undertaking that began with a formative evaluation in the planning stage. The development process for the materials is well documented and reflective of a human rights-based approach in its inclusiveness and transparency.

The practice demonstrates a successful collaboration between NGOs, teachers' unions and government agencies. This allows for broad ownership in the promotion of human rights education.

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### Adaptability:

*Lift Off* is already used in Denmark, Italy, Malaysia and Sierra Leone. Most of the material can work in any school setting.

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### Availability:

Further information about the initiative can be found in English at <http://www.liftoffschools.com>, including instructions for obtaining the Danish, Irish, Italian and Malay language versions of the materials. The Compendium Annex includes a detailed project description and the 2006 external evaluation in English.

Name of Practice:	62. Meet the World of Islam: Educational Workshops
Name of Organization:	<p>ARABIA.pl Association  Sarmacka 5/17 Warsaw 02-972 POLAND  <i>Website:</i> <a href="http://www.arabia.pl">http://www.arabia.pl</a>  <i>Phone:</i> + 48 602 638 553</p> <p>Polish National Commission for UNESCO  PKiN, Plac Defilad 1, Warsaw 00-901 POLAND  <i>Phone:</i> + 48 226 203 355</p>
Intended Audience:	Secondary school students (ages 14–18)
Purpose:	<p>The aim of <i>Meet the World of Islam</i> is to provide information about Arab societies and Muslim peoples. This practice is intended to counteract negative stereotypes about Islamic culture. It aims to raise awareness of diversity, noting in particular the differences among Arabs, Muslims and the varieties of societies and countries in which they live. In Poland, although less than one per cent of the population is Muslim, national opinion polls reveal that the majority of Poles tend to hold negative stereotypes of Islamic culture. The <i>Workshops</i> aim to counteract these stereotypes.</p>
Description:	<p>Six-hour <i>Workshops</i> are organized for students by ARABIA.pl and the Polish National Commission for UNESCO. For most students, this is the first occasion they have to learn about Islamic culture first-hand. <i>Workshops</i> are comprised of hands-on cultural activities that link positive experiences with features of Islamic history and culture such as calligraphy and Arabic music. <i>Workshops</i> also involve discussions of complex issues such as the role of women in Islamic culture and religious and political radicalism.</p> <p>The pedagogical approach directly confronts both monolithic and negative characterizations of Islamic culture. <i>Meet the World of Islam</i> emphasizes diversity within Muslim traditions rather than any single practice or belief system. It also contributes to media literacy, in particular, recognizing how stereotypes are perpetuated.</p> <p>The sponsoring organizations have worked in over 20 schools in different parts of Poland, reaching over 800 students. A teacher's manual with 20 exercises was developed on the basis of these <i>Workshops</i> and is available in Polish. In addition to its work in schools, ARABIA.pl provides an Internet portal, cultural events, conferences and publications associated with the Arabic world.</p>
Strengths:	<p>The practice blends enjoyable, hands-on activities and information-sharing activities for students. <i>Workshops</i> give them the opportunity to discuss and confront stereotypes held in relation to minority groups.</p>

## Teaching and Learning Tools for the Classroom

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**Adaptability:** The basic principles of the *Meet the World of Islam Workshops* can be applied in relation to any minority group and in a variety of learning environments and global settings.

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**Availability:** A sample workshop agenda and summary of recent evaluation results, in English, can be found in the Compendium Annex. Greater detail of the organization's work in schools is available at <http://www.arabia.pl/warsztaty>.



Name of Practice:	63. “Mind Prejudice”: Tolerance Education Course for Russian Schools
Name of Organization:	Youth Centre of Human Rights and Legal Culture Maly Karetny pereulok 12, Moscow, 127051 RUSSIAN FEDERATION <i>Website:</i> <a href="http://www.ycentre.ru">http://www.ycentre.ru</a> <i>Phone:</i> + 7 495 311 75 14
Intended Audience:	Upper secondary school students (ages 15–17) and their teachers
Purpose:	The <i>Course</i> aims to build students’ competences in resisting manifestations of xenophobia and intolerance towards different ethnic, religious or social groups in everyday life.
Description:	<p>The <i>Mind Prejudice</i> course is comprised of a course curriculum, teacher’s manual and reader of literary and primary sources that can be used in the classroom. The <i>Course</i> draws from the legal, social, cultural, historical and psychological disciplines. The curriculum covers 32 academic hours and addresses topics such as:</p> <ul style="list-style-type: none"> <li>• Concepts of mythology;</li> <li>• Origins and practical application of contemporary xenophobic myths;</li> <li>• Replication of contemporary myths in mass media and political discourse; and</li> <li>• Symptoms of xenophobia in daily life.</li> </ul> <p>The teacher’s manual includes topical outlines, methodological recommendations for running sessions and a list of additional resources. The manual is supported by a reader, which contains literary selections and print media articles, as well as individual and group tasks for each topic.</p> <p>Active teaching methods and practical activities are aimed at building analytical and skills for active resistance towards evidence of intolerance in mass media, political discourse and in daily life. Special attention is paid to teaching respect, non-violence and human rights values through classroom discussion and debriefing of literary texts and print media articles compiled in the course reader. During the <i>Course</i>, students prepare and present individual or group research projects related to a xenophobic myth involving an ethnic group.</p> <p><i>Mind Prejudice</i> was field tested in 30 regions of Russia in 2003–2004. Nearly 200 teachers were trained to use course materials. Since 2005, the practice has been implemented in 20 schools in Moscow and three other Russian regions. Participating teachers have expressed their appreciation for the materials and testified that by participating in the <i>Course</i> students gain theoretical background, motivation and practical skills for resisting discrimination in everyday life.</p>
Strengths:	The practice is as an example of an education-based prevention programme for addressing symptoms of non-tolerant attitudes in everyday life. It is specifically designed for upper secondary school youth who, in certain environments, may need to be sensitized against xenophobic messages made by neo-fascist and nationalistic organizations.

## Teaching and Learning Tools for the Classroom

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Strengths (continued): *Mind Prejudice* illustrates an approach to tolerance education that combines legal- and value-based approaches. The practice is based on real-life examples from media, literature and political discourse.

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Adaptability: The practice can be adapted for other national contexts. It would be necessary to adjust examples used for subjects and symptoms of discrimination, as well as literary and media samples.

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Availability: Samples of the *Mind Prejudice* course curriculum, teacher's manual and course reader are available in Russian and English in the Compendium Annex. The complete *Course* is available (in Russian) electronically and in hard copy. For copies, contact Vsevolod Lukhovitsky at [luhovic@mail.ru](mailto:luhovic@mail.ru).

Name of Practice: 64. My Rights: Children's Rights Education Project

Name of Organization: EIP Slovenia – School for Peace  
 Robiceva 9, Limbus SI- 2341 SLOVENIA  
 Website: <http://www.eip-ass.si>  
 Phone: + 386 246 11 585  
 E-mail: [solazamir@eip-ass.si](mailto:solazamir@eip-ass.si)

Intended Audience: Primary and secondary school students (ages 6–15) and their teachers

Purpose: *My Rights* is intended to promote the principles of the UN Convention on the Rights of the Child (CRC) in Slovenian schools through classroom learning and the promotion of human rights friendly school environments.

The intent was to produce comprehensive, easy-to-use material for promotion of the CRC and of active learning methods that could be used by any teacher of any subject without previous training.

Description: *My Rights* resources consist of the following:

- Children's cards – children's illustrations of simplified versions of CRC articles;
- Didactic material – teacher's CRC cards with corresponding five-minute classroom human rights education activities;
- Unabridged versions of CRC articles and posters;
- In-service teacher training; and
- *My Rights* interactive website, including a section in which schools can share their activities.

Each month of the school academic calendar focuses on one children's right. Teachers can choose from a range of activities and support materials. All proposed themes and activities are aligned with the Slovenian national curriculum. Monthly *My Rights* e-newsletters include examples of good practice and provide ideas for linking classroom work with important dates and events.

At the school level, the following activities are encouraged:

- Whole school events;
- Co-ordinated, cross-curricular lessons and activities;
- Children's rights/human rights clubs or parliaments;
- "One metre for CRC" displays in school hallways; and
- Informal education of parents and their encouraged involvement in the school.

In keeping with the guidelines established for the UN Decade of Human Rights Education (1995–2004) and the first phase of the World Programme on Human Rights Education (2005–2009), the practice was initially implemented by a national coalition of key players (government agencies, NGOs, the Human Rights Ombudsman's Office) and co-ordinated by EIP Slovenia. During the 2003–2004 and 2004–2005 school years, 87 schools participated, and an additional 214 teachers were involved at the classroom level. *My Rights* children's cards have been distributed to 35,000 Slovenian primary and secondary school children.

## Teaching and Learning Tools for the Classroom

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**Description (continued):** During this coalition period, partner organizations held joint public events and media promotions and promoted human rights education through school-to-school co-operation, regional meetings of Children's Parliaments and end-of-school events. *My Rights* was recommended by the Ministry of Education as "important for implementation of the national curriculum" and was promoted as an umbrella project for existing human rights education projects in schools. Thus, the practice helped to highlight and connect with similar activities that had been initiated on a smaller scale in the country. This enhanced human rights education in the classroom as well as the whole school approach.

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### Strengths:

The use of cards illustrated with children's drawings makes this practice especially user-friendly for young students. The concept of investigating one children's right per month helps to maintain a year-long treatment of the CRC, thus allowing a range of associated activities to take place within the school.

The accompanying activities can be easily carried out by teachers with an interest in human rights and familiarity with simple interactive methods.

The implementation of the practice from 2003–2005 demonstrates how a national coalition of interested organizations can provide a focus and synergy for promoting human rights education within an entire national school system.

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### Adaptability:

Many of the lessons are universal and can be used in any local and national context. Elements of the practice that pertain to Slovenian culture and events would need to be adapted for other settings. EIP Slovenia – School for Peace is willing to offer materials and expert advice/training to interested organizations and to share experiences on the development of a national coalition for human rights education.

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### Availability:

Details of the practice and numerous on-line supports, including learning materials, can be found in Slovenian at <http://www.eip-ass.si/mojepravice>. The Compendium Annex contains an English-language translation of the Teacher's Didactic Cards, sample activities and methodological suggestions for the "right to play and leisure time".

**Name of Practice:** 65. One World in Schools: Human Rights Documentary Films

**Name of Organization:** People in Need  
 Sokolská 18, Prague 2, 12000 CZECH REPUBLIC  
*Website:* <http://www.peopleinneed.cz>  
*Phone:* + 420 226 200 400, + 420 226 200 429  
*E-mail:* [mail@peopleinneed.cz](mailto:mail@peopleinneed.cz)

**Intended Audience:** Primary and secondary school students (ages 7–19) and their teachers

**Purpose:** The project was developed to provide teachers with audio-visual tools for educating students about current global and human rights issues. The *One World in Schools* project is part of the One World International Festival, which celebrates human rights films.

Documentary films and other audio-visual materials help teachers educate students about the importance of tolerance and respect for the rights of others. Documentaries are useful tools for engaging audiences and initiating debates. They help students find answers to difficult questions and encourage them to form their own opinions and attitudes.

**Description:** *One World in Schools* educates Czech students through the use of human rights documentary films and other audio-visual materials. The project facilitates student discussions on the meaning of human rights, tolerance and the basic values on which a democratic society is based. Over 260 documentary films and audio-visual materials are available for schools. These films come primarily from outside the Czech Republic and are either dubbed (for primary school students) or subtitled (for secondary school students) in Czech, with the permission of those holding the copyrights to these films.

In addition, the following support materials are available to teachers and students.

Available to Teachers:

- Complete teaching materials;
- 260 documentary films and other audio-visual materials;
- Professional handbook on how to use documentary films in education;
- Methodological instructions – detailed film synopses and scripts for discussions with students;
- Sample screening of films and discussions;
- Examples of interactive teaching methods;
- Training seminars;
- Project-consultancy team of experienced experts;
- Informational Internet sources; and
- Electronic newsletter.

## Teaching and Learning Tools for the Classroom

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Description (continued): Available to Students:

- One World Film Club – screening and discussions organized by participating students (currently 55 clubs);
- 260 documentary films and other audio-visual materials;
- Meetings of One World Film Club organizers;
- *Link Magazine*: a youth magazine with information about human rights, current affairs and social issues in an attractive format, including photographs and comics;
- Literary and photo competitions;
- Screenings for children in isolation (e.g. diagnostic institutions, prisons, hospitals, treatment centres, excluded localities, refugee facilities) with the direct involvement of student Film Club leaders;
- Informational Internet sources; and
- Electronic newsletter.

These materials are available on the People in Need website, which includes trailers, narratives and associated methodologies for individual documentaries. Currently, *One World in Schools* materials are used at 2,600 schools throughout the Czech Republic.

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Strengths:

This practice illustrates the concept of using documentary films for educational purposes. Though the use of documentaries is not unique, this is an exceptionally well-organized programme that provides multiple supports and extensions, including methodological suggestions for teachers, student clubs and other extra-curricular activities.

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Adaptability:

*One World in Schools* can be used in other countries and is already spreading across Czech borders. Organizations would need to translate films and either dub or provide subtitles in local languages.

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Availability:

The Compendium Annex includes an English-language description of the project. Detailed information and supporting documents for the *One World in Schools* project can be found on the People in Need websites at <http://www.jedensvetnaskolach.cz> (Czech) and <http://www.oneworldinschools.cz> (English).

Name of Practice:	66. Online Module: Transitional Justice – Reconstructing Self and Society
Name of Organization:	Facing History and Ourselves 16 Hurd Road, Brookline, MA 024450 UNITED STATES <i>Website:</i> <a href="http://www.facinghistory.org">http://www.facinghistory.org</a> <i>Phone:</i> + 1 617 232 1595 <i>E-mail:</i> <a href="mailto:info@facinghistory.org">info@facinghistory.org</a>
Intended Audience:	Teachers of middle and secondary schools, university students, students ages 12 and above, NGO staff and scholars
Purpose:	<p>This <i>Online Module</i> aims to promote teachers' and students' investigation of how societies attempt to rebuild, repair and bring a sense of justice and security to their citizenry in the aftermath of conflict and genocide.</p> <p>The overall educational programming at Facing History and Ourselves promotes a thoughtful examination of history and lessons learned in the hope that mistakes from the past are not repeated.</p>
Description:	<p><i>Transitional Justice – Reconstructing Self and Society</i> is a multimedia educational resource for teachers and students. The on-line resource includes readings, video clips, maps and best practices from the classroom.</p> <p>The <i>Module</i> explores transitional justice issues through the examination of four case studies: Germany, Northern Ireland, Rwanda and South Africa. Approaches and interventions such as institutional reform, reparation, education and reconciliation efforts are considered within the context of these societies as each struggles for justice in the aftermath of genocide or mass violence.</p> <p>The website draws on specific initiatives undertaken by individuals, organizations and governments to foster stability, security, reconciliation, coexistence and/or justice. The resource highlights some of the most important interventions made by NGOs, governments and individuals to achieve peace, reconciliation, coexistence and justice in divided societies. The <i>Module</i> offers examples of prevention as well as efforts for coping with and recovering from past conflict.</p> <p>The <i>Module</i> is used in classrooms, on-line forums, seminars and workshops. It is used in Facing History staff-development seminars (both on line and in person), particularly with international educators. After attending the seminars, participants use the <i>Module</i> with students in their own classrooms.</p> <p>The <i>On-line Module</i> is part of Facing History's resource-rich website, which offers additional guides, lessons, training opportunities and interactive forums that promote civic responsibility, tolerance and social action.</p>
Strengths:	The <i>On-line Module</i> offers a diverse and scholarly set of case study resources that facilitate the exploration of transitional justice.

## Teaching and Learning Tools for the Classroom

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**Adaptability:** The resource is appropriate for use in a wide range of national and local contexts, and it is already used by educators from numerous countries. The use of video clips makes the website especially effective for students and teachers for whom English is not their first language.

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**Availability:** The *On-line Module: Transitional Justice – Reconstructing Self and Society* can be found at <http://www.facinghistory.org/tj>. An excerpt from the website overview is included in the Compendium Annex. For additional information about this resource, contact Facing History and Ourselves at [info@facing.org](mailto:info@facing.org).



Name of Practice:	67. Play it Fair!: A Human Rights Education Toolkit for Primary School Children in Non-formal Settings
Name of Organization:	<p>Equitas – International Centre for Human Rights Education (Centre international d'éducation aux droits humains)          666 Sherbrooke Street West, Suite 1100, Montreal H3A 1E7 CANADA  <i>Website:</i> <a href="http://www.equitas.org">http://www.equitas.org</a>  <i>Phone:</i> + 1 514 954 0382  <i>E-mail:</i> <a href="mailto:info@equitas.org">info@equitas.org</a></p>
Intended Audience:	<p>Children (ages 6–12) participating in non-formal programmes such as after-school programmes and summer camps, their teachers and counsellors and organizations sponsoring after-school programming (e.g. municipal authorities and community-based organizations)</p>
Purpose:	<p><i>Play it Fair!</i> is intended to raise human rights awareness in children and educate them against discriminatory attitudes and behaviours, thus equipping them with skills to confront them</p> <p>The programme also aims to make municipal governments and community-based organizations aware of the importance of integrating human rights education initiatives into their programmes with children. The programme was initially developed to fill an identified gap in the availability of human rights education in non-formal settings in Canadian cities.</p>
Description:	<p><i>Play it Fair!</i> is a toolkit containing information and activities designed for children (ages 6–12) and for adults and youth working with these children in non-formal settings. Through active games, the practice nurtures attitudes and behaviours that foster equality, inclusion, participation and respect for human rights.</p> <p>The <i>Toolkit</i> includes:</p> <ul style="list-style-type: none"> <li>• Games and activities organized by theme;</li> <li>• Basic information on human rights, anti-discrimination education and cultural diversity;</li> <li>• Techniques for teaching human rights and creating an accepting environment;</li> <li>• Problem-solving and conflict-resolution techniques for addressing issues that may arise in a non-formal setting; and</li> <li>• Programming ideas for organizing activities around specific themes related to human rights, anti-discrimination and cultural diversity.</li> </ul> <p>The practice is a comprehensive tool that includes games as well as reference sheets, indexes and suggestions for integrating it into existing programmes targeting children. The <i>Toolkit</i> is complemented by on-line resources for orienting counsellors and by holding “training of trainers” workshops.</p>

## Teaching and Learning Tools for the Classroom

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Description (continued): Formative evaluations have demonstrated positive impact on counsellors, showing improvements in the ways that youth and adults interact with children. Adults showed an increased awareness and openness in responding to conflict, thereby promoting participation and modelling conflict resolution values. Evaluation data also indicated changes in children's attitudes and behaviours, including increased respect for differences, more inclusive behaviour, strengthened collaboration and participation, and better integration of marginalized children in camp activities. A decrease in bullying and physical and verbal violence was also observed.

The programme is currently being implemented by 12 partner organizations in cities across Canada, including Montreal, Toronto, Vancouver, Winnipeg and Moncton/Dieppe/Fredericton. It has reached over 40,000 children, youth and adults.

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### Strengths:

The *Play it Fair!* programme is unique due to several interrelated elements:

- Teaching human rights values in non-formal settings through games;
  - Nurturing and integrating human rights values in children's attitudes and behaviours; and
  - Focusing not only on children, but also youth and adults working with children, human rights educators, municipal authorities and community-based organizations to foster respect for human rights.
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### Adaptability:

The *Toolkit* was written to be culturally non-specific to the greatest degree possible and includes games from different cultures. It can therefore be used in a variety of cultural contexts and learning environments. *Toolkit* games have been translated and are already being used in different countries, including Georgia, Mongolia and Uganda.

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### Availability:

*Play it Fair!* is available in French and English on the Equitas website at <http://www.equitas.org/toolkit>. Sample games and reference sheets are included in the Compendium Annex, along with the 2007 Pilot Programme Evaluation results.

Name of Practice:	68. Preserving Human Rights: A Year-Long Human Rights Education Course
Name of Organization:	<p>Istituto Comprensivo “Socrate”  Via Giovanni Falcone 103, Marano di Napoli – Napoli 80016 ITALY  Phone: + 39 081 5463785</p> <p>This practice has involved the Department of Constitutional Law of Naples University, the Human Rights Department of the National Research Council, Amnesty International Italy and other NGOs as requested by individual schools.</p>
Intended Audience:	<p>Lower and upper secondary school students (ages 11–18), their teachers and parents</p>
Purpose:	<p>This highly participatory, holistic <i>Human Rights Education Course</i> is intended to familiarize students with the human rights framework, introduce them to contemporary human rights issues and create a platform for their active engagement in addressing these issues by raising awareness and taking action.</p> <p>The <i>Course</i> was developed in response to the Italian Government’s 1999 Educational Decree on school autonomy, which specified that 15 per cent of the curriculum should be related to community needs and planned by schools. The “Socrate” School included human rights education within this portion of its curriculum.</p> <p>The practice aims to create an informal environment where young people can plan activities to address some of the human rights violations that exist in the community, which include religious and ethnic discrimination, discrimination against the Roma and gender-based violence.</p>
Description:	<p>Student learning in this year-long <i>Course</i> takes place in a democratic and participatory atmosphere. Options related to learning topics are presented by the teacher/facilitator, but it is the class that makes the final decisions about which learning activities will be carried out.</p> <p>Introductory human rights education lessons are drawn from COMPASS (Council of Europe) and First Steps (Amnesty International). The learning methodology is group-based and interactive. A strong emphasis is placed on equal participation and teamwork, and group processes (even those that result in conflict) become the basis for learning skills such as co-operation and conflict transformation. The Compendium Annex lists key <i>Course</i> subjects studied by students in the past.</p> <p>Studies of human rights topics are followed by project work related to a campaign issue chosen by students. Student learning is enhanced by field trips. In turn, students are expected to participate in raising community awareness. Examples of related student activities include the Global March Against Child Labour and World Day Against Organized Torture.</p>

## Teaching and Learning Tools for the Classroom

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**Description (continued):** The *Course* ends with a two- or three-day student-led conference that involves guest speakers from NGOs, local authorities, journalists, judges and national and international experts. During the conference, students sell crafts and handmade objects (e.g. ceramic sculptures, paintings and CD-ROMs) to raise money for charities or human rights groups of their choice.

The *Human Rights Education Course* began as an initiative in one Naples school. It later spread to two other schools, and it is now underway in two other cities in Italy: Cosenza and Benevento. Approximately 250 students participate in the *Course* each year.

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### Strengths:

This practice demonstrates a strong link between learning and taking action in the promotion of human rights. The school-community link is central, and students actively engage with community members in determining community needs, and in community student efforts through the involvement of NGOs, public institutions and other members of the community.

The *Human Rights Education Course* has become the platform for different kinds of student participation over the course of the year on topics related to human rights, fair trade and energy conservation. During the winter holiday, a “Fair of Solidarity” is organized to raise funds for a school in Guinea Bissau with which the students are in contact. Students actively engage in outreach activities outside of school. They have also initiated more permanent structures for student activism through the establishment of Amnesty International chapters in a number of schools.

There appears to be a multiplier effect in terms of public education as some graduates of the *Course* continue to “work” as trainers, disseminating their experience in their high school and community settings.

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### Adaptability:

The *Course’s* holistic nature and the strong school-community link can be used, in principle, in any school environment where there is interest among students and an adult facilitator. This approach could be undertaken exclusively as an extra-curricular event in a country where human rights education is not in the national curricula.

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### Availability:

The Compendium Annex includes (in English) a detailed description of the practice, including the list of topics offered in the year-long *Course*. Photos of artwork exhibited at one of the concluding conferences can be found at <http://www.personalfoto.it/Fotoconvegno.htm>.

**Name of Practice:** 69. Retelling of History – Alternative History Textbook

**Name of Organization:** History Teachers Association of Macedonia (HTAM)  
Street 60, No. 37, Volkovo, Skopje 1000  
THE FORMER YUGOSLAV REPUBLIC OF MACEDONIA  
*Phone:* + 389 70 304011

This resource was developed in partnership with the European Association of History Educators (EUROCLIO)

**Intended Audience:** Upper secondary school students (17–18 years) and their teachers

**Purpose:** An alternative history textbook was developed to introduce the following innovations into history teaching:

- Formal inclusion of the transition period of 1990–2000, which had not been adequately covered in previously existing textbooks;
- The inclusion of social and cultural topics in addition to the political and military themes on which history textbooks traditionally focus;
- The treatment of controversial and sensitive topics;
- The promotion of critical thinking and the development of individual opinions; and
- An emphasis on the use of primary materials as well as media sources that illustrate different perspectives (including the perspectives of minority ethnic groups).

*Retelling of History* was seen as a medium for introducing more inquiry-based history learning. The textbook was also intended to address the gap in coverage of the final decade of the twentieth century, which had been taught in an ad hoc manner and in ways that perpetuated contradictory and ethnically divisive interpretations of the transition period.

**Description:** *Retelling of History* includes a detailed curriculum, including model lessons, on the country's transition period (1990–2000). The lessons reflect goals outlined above and are grouped within four major topics: the new political scene, inter-ethnic relations, the transition and everyday life. These lessons make use of primary and media sources (including photographs and cartoons), statistics and examples of cases. Each lesson includes discussion questions and an assignment, such as an oral history interview or an essay. The curriculum is included in the Compendium Annex.

The resource was developed through the co-operative efforts of 11 historians, including 8 primary and secondary history teachers and 3 representatives from the Institute of National History. The Ministry of Education was informed about the project and provided two history advisers, who were engaged in the development of the text. Draft lessons were reviewed by three experts in the field of history education from other countries. The final product was printed in Macedonian, Albanian and English.

## Teaching and Learning Tools for the Classroom

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**Strengths:**

*Retelling of History* is the result of a carefully developed conceptualization and offers a process for addressing the multiple and divisive historical accounts that emerge in countries undergoing a period of political transition.

This practice successfully enables students to engage in guided discussions on controversial topics related to ethnic co-existence and everyday challenges related to economic and political transition. An evaluation of the use of the textbook showed that students were motivated by the methodology of critical thinking and appreciated the opportunity to develop their own points of view.

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**Adaptability:**

The format and methodology of the lessons can be modelled for history teaching in any national context.

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**Availability:**

The lessons are included in the Compendium Annex, along with the results of an external evaluation conducted for the project. For more information about this project, contact Mire Mladenovski at [mire.mladenovski@gmail.com](mailto:mire.mladenovski@gmail.com).

Name of Practice:	70. Shared Rights – From Human Rights to Children’s Rights: An Online Library
Name of Organization:	<p>Association Droits Partagés (Shared Rights Association)  40, rue Corvisart, 75013 Paris FRANCE  <i>Website:</i> <a href="http://www.droitspartages.net">http://www.droitspartages.net</a> or <a href="http://www.droitspartages.org">http://www.droitspartages.org</a>  <i>Phone:</i> +33 1 45 86 15 04  <i>E-mail:</i> <a href="mailto:contact@droitspartages.org">contact@droitspartages.org</a></p>
Intended Audience:	Students from kindergarten-through-university levels, their teachers and parents, and pre-service teachers
Purpose:	In the spirit of teaching and learning how to live together at each educational level, the key purpose of the practice is to promote the understanding, exercise and defence of rights in everyday life.
Description:	<p>The practice is an <i>On-line Library</i> that supports learning about the historical evolution of human rights and reflection on the meaning of human rights within the context of students’ lives.</p> <p><i>Shared Rights</i> is a thematic database that contains more than 2,000 documents illustrating the evolution from human rights to children’s rights from the Age of Enlightenment up to today. Through the <i>On-line Library</i>, official documents, papers and articles, testimonials, debates, literature, philosophical reflection and audio-visual materials (i.e. paintings, photos, videos, radio programmes, etc.) are made available for teachers and students. The <i>Library</i> is regularly enriched and updated with new documents.</p> <p>Within the <i>On-line Library</i>, teachers and students can identify themes relevant to their interests, along with support texts and methodologies for reflection and discussion in the classroom. This structure allows users to customize what they want to teach or learn. Key discussion questions have been prepared by experts in such a way as to cover both historical and contemporary issues that influence everyday life.</p> <p>The website has a teacher’s section with pedagogical tools and multimedia information resources, arranged according to school level. The teacher section also includes examples of activities and programmes developed by schools and contains an area for on-line teacher exchanges to offer further inspiration.</p> <p>The practice was a follow-up to an assessment of the status of human rights education in France carried out through a series of consultations with diverse stakeholders, including the Ministry of Education, teachers, students and parents from across France. The <i>On-line Library</i> is supported by UNESCO and sponsored by the French Ministry of National Education, Higher Education and Research and Ministry of Culture.</p>
Strengths:	The website is organized in a user-friendly way, allowing users to select from a number of themes and offering relevant information and methodologies that can be adapted to the level and needs of individual classrooms.

## Teaching and Learning Tools for the Classroom

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**Strengths (continued):** The practice has been successful in mobilizing diverse levels of responsibility and action, starting from the Ministry of Education to the level of school classes, involving teachers, students and parents.

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**Adaptability:** The practice was conceived within the French national context and targets teachers and students in France. However, the methodology and structure can be adapted to other countries. The Shared Rights Association is already in contact with schools and teachers from both French- and non-French-speaking countries. The Association intends to build an international network among partners who desire to develop their own database and website to facilitate exchange.

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**Availability:** The *On-line Library* is available in French (Droits Partagés: des droits de l'homme aux droits de l'enfant) at <http://www.droitspartages.net>. Illustrative web pages are included in French and English in the Compendium Annex.



Name of Practice: 71. Street Law: A Course in Practical Law

Name of Organization: Street Law, Inc.  
 1010 Wayne Avenue, Suite 870, Silver Spring, MD 20910 UNITED STATES  
*Website:* <http://www.streetlaw.org>  
*Phone:* + 1 301 589 1130  
*E-mail:* [clearinghouse@streetlaw.org](mailto:clearinghouse@streetlaw.org)

Intended Audience: Secondary school students (ages 14–18)

Purpose: *Street Law: A Course in Practical Law* is intended to provide learners with a practical understanding of law, human rights and the legal system.

The course text was originally developed because there was no middle or secondary school law text in the United States, particularly one that included practical law and participatory teaching techniques. Students needed to learn law in a way that explains how to prevent problems with the law and what to do should they have a legal problem. Human rights themes were integrated into the text in the late 1990s.

Description: The resource includes the following main sections:

- Introduction to Law and the Legal System;
- Criminal Law and Juvenile Justice;
- Torts;
- Consumer and Housing Law;
- Family Law; and
- Rights in the Community

This practical and participatory text includes interactive methods, such as role playing, use of small groups and debates.

*Street Law: A Course in Practical Law* is used in year- and semester-long law courses and integrated into government and civic-education courses. The text is the most widely used law-related education text in U.S. secondary schools. The text's integration of human rights concepts provides an opportunity for students to see how law connects to human rights. It also emphasizes participation in the system – a goal of citizenship education – and promotes mutual understanding by presenting both sides of an issue.

Internal evaluations of *Street Law* show that students find the *Course* to be one of the most interesting they have taken in secondary school. An external evaluation commissioned by the U.S. Justice Department in the 1980s found that students who took the *Street Law Practical Law Course* increased their knowledge of the law and committed less crime than students who had not taken the *Course*.

Since its printing, the text has sold over one million copies in Guam, Puerto Rico and the United States. Adaptations of the text (an estimated 150,000) have been used in Russia, South Africa and other countries.

## Teaching and Learning Tools for the Classroom

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**Strengths:**

The practice promotes understanding of the human rights framework through a mainstreamed law-related education textbook, thus increasing the number of secondary students reached through this practice.

The resource is well-established, widely distributed and has been adapted for use in a number of other national contexts.

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**Adaptability:**

The practice would need to be adapted for the legal system of other environments. Collaborations between Street Law, Inc. and local agencies have resulted in successful adaptations on the local and national levels and can be carried out in the future. Permission to adapt may be requested from Street Law, Inc.

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**Availability:**

An abridged, on-line version of the practice can be found at <http://www.streetlaw.com> in the “Cases & Resources” section along with information for ordering a hard copy of the text from Glencoe/McGraw-Hill. The online version includes detailed and enriching links to companion resources and other supports such as “Multimedia” and “Supersites”. A sample chapter is included in the Compendium Annex.

**Name of Practice:** 72. The Art of Living in Peace with Oneself, Others, and Nature: A Violence-Reduction Programme

**Name of Organization:** Public Association “Educational Center ‘POST’”  
Zavulak Uralski 15a-491, Minsk, 220037 BELARUS  
*Website:* <http://centerpost.org>  
*Phone:* + 375 17 269 90 34  
*E-mail:* center\_post@tut.by

**Intended Audience:** Secondary school students (ages 13–18) and their teachers

**Purpose:** *The Art of Living in Peace with Oneself, Others, and Nature* (also known as “The Cycle of Classroom Hours”) was developed for Belarusian secondary school students to decrease aggression and conflicts among youth.

**Description:** This peace and non-violence educational practice addresses the themes of dignity, respect, inter-cultural learning and conflict resolution.

The practice is based on the idea that aggressive behaviour and violence can be reduced through raising awareness of environmental factors contributing to the expression of violence and non-violence. These factors are: oneself, others, material goods, the social environment and nature.

The teacher’s manual has five units, each corresponding to one of the five factors. Each unit contains from 2 to 5 lessons, with support learning materials such as background readings, hints on proposed activities and handouts for students. The materials were designed for weekly use over the course of the school year during students’ homeroom period or “open hours”. Proposed activities include role playing, case studies, surveys and small group discussions. By participating in activities, students learn how to co-operate effectively, gain critical and analytical skills and become more tolerant and sensitive towards others.

More than 4,000 students participated in the field testing of the practice in 2006–2007. As a result of the field testing, the teacher’s manual was recommended by the Ministry of Education for use in all Belarus secondary schools.

**Strengths:** This practice mainstreams inter-cultural, peace and non-violence education. It provides teachers with learning materials that address multiple teaching and learning goals for use in secondary schools. Active teaching strategies and co-operative learning are at the core of this *Programme*.

**Adaptability:** The practice was developed for use in formal education. However, due to its interactive approach it can be easily adapted for use in non-formal educational settings.

The practice was not designed for any particular national context and can therefore be translated and used in other countries with only minor adaptation.

## Teaching and Learning Tools for the Classroom

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Availability:

Sample chapters are available in Russian and English in the Compendium Annex, along with the table of contents. There are plans to upload selected parts of the practice to the organization's website at <http://centerpost.org>. Complete hard copy versions can be ordered from the "Educational Center 'POST'". Contact Alena Luhautsova at [alena\\_minsk2000@mail.ru](mailto:alena_minsk2000@mail.ru).

**Name of Practice:** 73. The Big Myth: An Animated CD-ROM and Website on World Religions and Ancient Cultures

**Name of Organization:** Distant Train  
 Square Marie Louise 41, Brussels 1000 BELGIUM  
*Website:* <http://www.distanttrain.com>  
*Phone:* + 32 2 280 3280

**Intended Audience:** Primary and lower secondary school students (ages 7–14)

**Purpose:** *The Big Myth* aims to broaden the minds of students, showing them by example and through their own analysis that shared values and themes exist across multicultural societies. *The Big Myth* directly addresses a common lack of awareness of the cultural and religious traditions of minority peoples.

**Description:** *The Big Myth* combines an interactive, community-building website and CD-ROM, which present a collection of 25 creation myths from around the world using Flash animation, storytelling, sound and music.

Myths are the central focus of the site, but the entire environment is made up of six sections, including a teacher's guide, discussion forum, "Write your own creation myth" area and library. This fully integrated educational website can be used in the classroom study of religion, world culture or ancient history. First-hand resources from indigenous peoples are incorporated into the tool. The teacher's section contains lesson plans, advice on the use of school computers and tips for managing group work within this medium. The learning methodology draws upon complex instruction that recognizes the multiple intelligences of students and co-operative ways of learning. The practice was intended to draw modern, digitally savvy students into an ancient, multicultural world.

*The Big Myth* celebrates diversity and the richness of cultural backgrounds. To foster genuine comparative study, it puts all cultures – from Maori creation traditions to the stories of the Old Testament and Zulu and classical Greek tales – on the same level. This tool allows minority students to become experts in their own field of study and sets the stage for classroom discussion regarding common values that are shared globally. *The Big Myth* creates an atmosphere of mutual respect for the traditions of other cultures, and acts as a building block to assist youth in becoming better citizens on the national and international levels.

The practice is accessible to schools with broadband Internet access and is currently in use in Belgium, the Netherlands, United Kingdom and other Western European countries, and The United States. Users with visual or hearing impairments can also access the learning tool because of its parallel use of narrative, text, music and sound effects.

**Strengths:** The practice offers a highly engaging, multimedia supplement to the subjects of religious studies and world cultures.

## Teaching and Learning Tools for the Classroom

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**Adaptability:**

*The Big Myth* can be translated into other languages, with slight changes made to the teacher's section and lessons plans to account for national curricula and learning guidelines.

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**Availability:**

The practice is available in English and Dutch at <http://www.bigmyth.com> and as a CD-ROM. To order copies of the CD-ROM, contact Fiona Passantino at [Fiona@distanttrain.com](mailto:Fiona@distanttrain.com). The Compendium Annex contains descriptive information (in English) about the *Big Myth* website and the teacher's guide.

Name of Practice:	74. The Great Game of Equal Opportunities: Group Activities for Promoting Inclusiveness and Non-Discrimination
Name of Organization:	Društvo mladinski ceh (Youth Guild) Rakovniška 6, Ljubljana 1000 SLOVENIA Website: <a href="http://www.mladinski-ceh.si">http://www.mladinski-ceh.si</a> Phone: + 386 31 512 929 E-mail: <a href="mailto:ceh@mladinski-ceh.si">ceh@mladinski-ceh.si</a>
Intended Audience:	Students of all ages and their teachers
Purpose:	The practice uses the highly motivating “pedagogy of games” to provide first-hand experience with team building and to promote engagement with the topics of stereotyping, discrimination and exclusion.
Description:	<p><i>The Great Game of Equal Opportunities</i> is comprised of four key “games”, each of which includes a set of participatory activities lasting from one to two hours. The <i>Game</i> can be taught one hour a week or sequentially in a week-long programme. The <i>Game</i> has been offered in classrooms as well as outdoors and both teachers and students can participate.</p> <p><i>Great Game</i> activities are constructed so that problems or tasks have to be solved through collaboration, thus promoting teamwork and co-operation. In addition, activities are designed to evoke student reflection on social relations and the presence of stereotyping and discrimination.</p> <p>In addition to activities for students, the practice includes training activities for teachers on how to use the <i>The Great Game</i> as a tool for learning.</p> <p><i>The Great Game</i> has been used in schools in Ljubljana, in youth festivals and for socially excluded children (in co-operation with the Red Cross).</p>
Strengths:	<p>This child-centred learning environment engages youth physically, emotionally and cognitively. These multiple levels are necessary for addressing issues of group membership and inclusion in genuine ways.</p> <p>The methodology of games is highly engaging for students and creates an enjoyable and non-threatening atmosphere in which difficult topics of exclusion and stereotyping can be raised.</p>
Adaptability:	The activities of <i>The Great Game</i> are universal and can be used in different country contexts, as well as both formal and non-formal learning environments. Additional content and local adaptations can be added. Some of the activities require outdoor space.
Availability:	The practice is available in English and Slovenian in the Compendium Annex.

## Teaching and Learning Tools for the Classroom

**Name of Practice:** 75. The Human Rights Education Handbook: Effective Practices for Learning, Action and Change

**Name of Organization:** Human Rights Center, University of Minnesota Law School  
Mondale Building, Suite N120, 229 19th Avenue South, Minneapolis, MN 55455  
UNITED STATES  
*Website:* <http://www.hrusa.org>  
*Phone:* + 1 612 625 2857  
*E-mail:* [humanrts@umn.edu](mailto:humanrts@umn.edu)

**Intended Audience:** Educators and activists

**Purpose:** The resource was developed as a reference for practitioners entering the field of human rights education, providing experience-based advice on facilitation, evaluation and available resources.

**Description:** To further human rights education in its many forms, *The Human Rights Education Handbook* lays out the basics: why, what, where, who and how. It contains these main sections:

- Introduction to Human Rights Education;
- The Art of Facilitation;
- Essential Components of Human Rights Education;
- Methodologies for Human Rights Education;
- Planning Presentations for Human Rights Education;
- Evaluating Human Rights Programs; and
- Human Rights Education Resources

The methodologies, learning strategies, activities and practical suggestions offered in the *Handbook* are tools to enhance learning about human rights, citizenship education and education for mutual respect and understanding. Each of these components contributes to an environment that respects the dignity, knowledge and experience of all students and encourages their active participation.

The manual reflects the experience of many educators and organizations, illustrating their effective practices and distilling their accumulated insights. It addresses general topics such as the definition of human rights education and it provides strategies for effective facilitation and for dealing with difficulties. The *Handbook* also offers practical tools, such as timelines for planning, sample evaluations, workshop models and lists of available resources.

The *Handbook* has been the principal text for a range of workshops, training, e-courses, and seminars. In the United States, for example, the resource has been used for the University of Minnesota Human Rights Center's national training-of-trainers in human rights education, which attracts classroom teachers, academics, activists and NGO staff.

**Strengths:** The *Handbook* offers a comprehensive overview of human rights education and practical tools.



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**Strengths (continued):** The *Human Rights Education Handbook* draws upon over 20 years of good practice by key human rights educators from different countries. It offers insights that have proven successful in a wide range of local and national settings.

Over the years, contents of this resource have inspired and been the basis for numerous other human rights education-related teaching resources.

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**Adaptability:** The *Manual* was intentionally written to be accessible to educators in formal and informal educational settings in a wide range of national contexts. The practice does not assume any particular educational structures, standards or resources and directly addresses the topic of adapting to local contexts.

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**Availability:** The practice can be found in English at <http://www1.umn.edu/humanrts/edumat/hreduseries/hrhandbook/copyright.html>. A sample chapter is included in the Compendium Annex. For more information about the HRE series, contact the principal author, Nancy Flowers, at [nflowers@sbcglobal.net](mailto:nflowers@sbcglobal.net).

## Teaching and Learning Tools for the Classroom

Name of Practice: 76. The Children's Tolerance Education Project (CTEP)

Name of Organization: Save the Children – Georgia  
17 Radiani Str., 1st Floor, 0179 Tbilisi GEORGIA  
Website: <http://www.savethechildren.org>  
Phone: + 995 32 244520 or + 995 32 244521

This practice is carried out in Georgia in partnership with the National Curriculum and Assessment Center. Funders for this project have been the United States Agency for International Development and the Swiss Agency for Development and Cooperation.

Intended Audience: Primary school students (ages 5–11) along with their teachers, parents and caregivers

Purpose: The *Children's Tolerance Education Project* is a peace-education programme that aims to help children embrace the values of tolerance, co-operation and compassion and to develop skills for peaceful co-existence.

During the past century, the peoples of the South Caucasus have endured debilitating and destabilizing conflicts and turmoil. These conflicts and upheavals, combined with residual problems from the Soviet era, have created societies marked by a lack of tolerance, co-operation, trust and willingness to compromise, a weak or non-existent civil society, and limited critical thinking skills among young people.

Citizens need to develop the values of tolerance, co-operation, and compassion, which form the bedrock of peaceful, democratic, and pluralist societies. *The Children's Tolerance Education Project* is conceived as one step in promoting these values and sharpening skills related to conflict transformation, decision-making, and critical thinking. Although initiated in Georgia, this practice is in use in all countries of the South Caucasus (Georgia, Azerbaijan and Armenia).

Description: The *Children's Tolerance Education Project* activities consist of:

- 42 children's television episodes (puppet shows) on the themes of tolerance, good citizenship, intercultural understanding and conflict resolution that have been aired on television in Georgia, Armenia and Azerbaijan;
- Tolerance education materials (student book and teacher's manual) for use in open lessons and debate classes, with associated teacher training; and
- Establishment of tolerance clubs in schools and related extra-curricular activities.

Television is a cost-effective medium for reaching large numbers of beneficiaries. Between 2005 and 2007, an estimated 21,000 children, parents and teachers viewed these television broadcasts, and over 3,600 children were involved in pilot school activities in seven cities. An external evaluation of the school programming showed a statistically significant increase in children's knowledge, attitudes and practices related to tolerance, participation, co-operation, mediation and negotiation. Factors influencing the success of the *Project* were:

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- Description (continued):
- The entertaining and attractive child-friendly format of the educational programmes;
  - A well-organized public awareness campaign (“Children’s Tolerance Education Project” television programmes in Georgia were supported by Mrs. Sandra Elizabeth Roelofs, the wife of the President of Georgia);
  - Additional activities, such as children’s television talk shows on tolerance, in which children publicly discussed their opinions;
  - Systematic support to pilot schools offering a range of curricular and extra-curricular activities; and
  - Professional development opportunities, for example, teacher training events organized in collaboration with the Norwegian Refugee Council, or exchange visits between teachers in different “Children’s Tolerance Education Project” partner schools.

One future goal of the programme is to introduce a peace-education course as an elective in primary schools in Georgia, Armenia and Azerbaijan.

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**Strengths:**

*The Children’s Tolerance Education Project* uses a popular and entertaining medium – televised puppet shows – in order to promote the values of tolerance, co-operation and compassion. Educational television has a broad reach and can be very cost efficient.

Television programmes are complemented by school-based curricular and extra-curricular programming to engage students and educators in further exploration of these values and to promote the development of skills for co-operation and conflict transformation.

*The Children’s Tolerance Education Project* is being implemented in all three countries of the South Caucasus and may contribute positively to cross-border understanding and co-existence.

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**Adaptability:**

All of the project materials can be translated and are applicable for use in other national contexts.

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**Availability:**

The Children’s television puppet shows are currently available in Georgian, Armenian, Azerbaijani and Russian. The teacher-training modules are available in Russian. The student book and teacher’s manual are available in Georgian, Armenian and Azeri; the short stories are available in English and Russian.

The Compendium Annex contains an English-language version of the introductions to the teacher’s manual and student book and a sample teacher-training programme. The Annex also contains three short stories in Russian and English. For other language versions or more information about the educational videos, contact Marina Ushveridze at [marina@savechildren.ge](mailto:marina@savechildren.ge).

## Teaching and Learning Tools for the Classroom

Name of Practice: 77. This is My Home: A Web-Based Toolkit for Human Rights Education

Name of Organization: University of Minnesota Human Rights Center  
229 19<sup>th</sup> Avenue South, Room N-120, Minneapolis, MN 55455 UNITED STATES  
*Website:* <http://www.hrcenter.umn.edu>  
*Phone:* + 1 612 625 2857  
*E-mail:* [home@umn.edu](mailto:home@umn.edu)

Intended Audience: Primary and secondary school teachers, community educators, students and parents

Purpose: This *Toolkit* is intended to help educators improve their school climate and create a culture of human rights.

The practice was developed in co-operation with the Minnesota State Department of Human Rights, which traditionally deals with legal cases of discrimination. This project is an attempt to adopt a preventive approach to human rights violations through primary and secondary school education.

At a time in which schools are becoming increasingly culturally and ethnically diverse, Minnesota's educational system shows a wide achievement gap between white students and students of colour. Minnesota schools also report high rates of teasing, bullying and aggressive behaviour.

Description: *This is My Home* is a multifaceted website for human rights education. It is an important resource for pre-service and in-service teachers, school administrators and community educators, as well as parents and students. Its comprehensive, state-wide Kindergarten-to-grade-12 curriculum integrates both local education standards and international standards.

A variety of on-line resources are provided to help make *This is My Home* part of school curriculum. Resources include Kindergarten-to-grade-12 curricular units, the "Taking Your Human Rights Temperature" questionnaire, lesson and action planning tools, posters, videos and information about training opportunities. The website links to a broad array of additional human rights education resources offered by the University of Minnesota Human Rights Center, including its online Human Rights Library (<http://www.humanrightslibrary.org>).

Online tools include an interactive curriculum development model that allows educators to build and share their own human rights curriculum on-line. The model is available at <http://www.hrusa.org/thisismyhome/project/tools.shtml>.

New lessons created by teachers on line can be found at <http://www.hrusa.org/thisismyhome/processmodel2/samples.php>.

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**Description (continued):** *This is My Home* weaves together human rights principles, values and standards with skills for putting this knowledge into practice. The project aims to provide Minnesota teachers with a comprehensive framework that follows a developmental scope and sequence to ensure that their students understand human rights. This knowledge contributes significantly to students' educational, cultural and social development.

The practice is used in classrooms, in-service and pre-service training sessions and adult education/community workshops. Though it is focused on Minnesota educators, the practice has been accessed by educators from all U.S. states and 65 countries.

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**Strengths:** The practice links U.S. state curricular standards with human rights education teaching units, facilitating the use of such lessons in Minnesota classrooms.

*This is My Home* offers a rich menu of tools for planning and implementing human rights education, with attention paid to the overall school climate. Web-based supports enable teachers to share their practices with one another.

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**Adaptability:** Curriculum units and other activities are easily adaptable for different ages and cultural settings, and units are already used by educators in a number of countries outside the United States.

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**Availability:** The practice is available in English at <http://www.thisismyhome.org>. The Compendium Annex includes lesson plans from the *Toolkit* curricular unit "Justice or Injustice". A Spanish language version of the website is under development.

## Teaching and Learning Tools for the Classroom

Name of Practice: 78. Together Against Poverty – Friendship Overcomes Exclusion

Name of Organization: ATD Quart Monde  
33 rue Bergère, 75009 Paris FRANCE  
Website: <http://www.atd-quartmonde.org>  
Phone: +33 1 01 42 46 81 95

Intended Audience: Students (ages 7–13) and their teachers, as well as educators working in non-formal learning environments

Purpose: A key concern in teaching issues related to human rights is how to ensure that the voices of children are genuinely heard. Based on listening, dialogue and participation, the project encourages children to articulate their thoughts and feelings and to participate in explorations of the themes of exclusion and poverty.

Children are able to speak about their own experiences of exclusion, injustice and poverty and to propose ideas on how to live together in peace. *Together Against Poverty* is intended to help children better understand themselves and then understand, respect and help each other. It especially encourages them to appreciate other children from different backgrounds or cultures. Finally, the practice convinces children that they are able to act together with their classmates against poverty and exclusion.

Description: The practice is a pedagogical toolkit that aims to help children and youth learn about the values of fellowship, justice and solidarity. Students reflect on issues related to poverty and exclusion through reading the stories of children experiencing and fighting against such conditions. Through group discussions, games and creative activities, students learn about possible ways of addressing poverty. The method respects and encourages each student's creative expression.

The toolkit is composed of three parts:

- Information sheets explaining the definition of poverty and what children think and can do about poverty;
- Books, stories and testimonies accompanied by pedagogical tools; and
- A music CD.

These materials can be adapted according to teachers' needs and can be linked to specific occasions (such as 17 October – the International Day for the Eradication of Poverty).

The website hosts child-friendly stories about poverty and exclusion and provides opportunities for students from different countries to interact with one another and develop friendships.

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Description (continued): *Together Against Poverty* aims to accomplish the following objectives:

- Sensitize students to the mechanisms of exclusion and poverty, as well as to the values of fellowship, justice and solidarity;
- Facilitate reflection among students and encourage them to speak up individually and in a group;
- Build students' self-confidence and a sense of serving society through respecting each other's values;
- Develop a climate of listening, helping and respecting each other in the class or group; and
- Provide experiences of shared success due to everyone's participation.

This toolkit also serves as a pedagogical tool for teachers and a means for strengthening teacher-student communication.

The resource was created by the organization Tapori in close co-operation with ATD Quart Monde. The initiative was supported by Les Associations Pour le Civisme et la Démocratie (CIDEM) and the French Ministry of Education.

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**Strengths:**

The website, which is available in ten languages, is child-friendly and contains a range of resources to allow teachers and students to achieve the aims of the project. Everyday stories are used to illustrate the larger themes of exclusion and poverty.

The practice encourages interaction among students in the classroom and provides a range of engaging activities for exploring issues and taking action to address exclusion.

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**Adaptability:**

The method can be replicated and the stories adapted to other cultural and social contexts.

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**Availability:**

The toolkit is available in French and can be downloaded on line at <http://www.tapori.org/site/La-mallette-pedagogique-Tapori.html>. A hard copy version of the toolkit with audio CD can be purchased at [www.editionsquartmonde.org/La-mallette-pedagogique-Tapori](http://www.editionsquartmonde.org/La-mallette-pedagogique-Tapori). An example activity is included in the Compendium Annex.

## Teaching and Learning Tools for the Classroom

Name of Practice: 79. Understanding and Teaching Human Rights: Teachers' In-Service Training

Name of Organization: ETC – European Training and Research Centre for Human Rights and Democracy  
Schubertstrasse 29/I, Graz A-8010 AUSTRIA  
Website: <http://www.etc-graz.at>  
Phone: + 43 316 322 888 1  
E-mail: [office@etc-graz.at](mailto:office@etc-graz.at)

Intended Audience: Primary and secondary school teachers

Purpose: The practice supports teachers of all subjects in the integration of human rights learning in their classrooms. Teachers conducting training are seen as positive role models for their peers and pupils by promoting human rights knowledge, skills and attitudes among their students.

The training programme also aims to foster a human rights-friendly environment in the classroom and school by involving teachers, students, administrators, parents and community members.

Description: *Understanding and Teaching Human Rights* consists of a complementary set of training supports, including a core teacher's manual, ready-to-use online material (PowerPoint presentations and downloadable handouts). The European Training and Research Centre (ETC) also facilitates the following:

- Communication about project work and student papers;
- Library services;
- Networking; and
- Information sharing via electronic newsletters.

Educators can make use of each or all of these supports for implementing human rights in their teaching or for students' human rights projects.

The manual and supporting online training materials are available for 14 themes, such as prohibition of torture, freedom from poverty, non-discrimination and the right to health. These resources are organized along the major categories of "Need to Know", "Good to Know", "Selected Activities" and a "Chronology" of key historic events associated with human rights.

"Need to Know" materials address definitions and descriptions of the issue, inter-cultural perspectives and controversial issues, and implementation and monitoring.

Under the "Good to Know" category, the manual addresses topics such as mobilization for the protection and promotion of the human right in question, citing the work of international organizations and NGOs as examples. PowerPoint presentations are supplemented by link lists and documents relating to the module's topic.



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**Description (continued):** The “Selected Activities” category contains activities to implement the topics, and “Chronology” provides an overview of the most important legal documents on the issue.

The manual has been translated into 14 languages and a revised English-language version was published in 2006.

The European Training and Research Centre has planned and conducted in-service teacher training programmes for the provincial teacher training institute as part of the institute’s professional training since 2001 and, since 2003, has based these on *Understanding and Teaching Human Rights*. Like the manual, training concepts are open to the needs of target groups, and range from theoretical seminars (i.e. giving an overview of the system of human rights or a methodological introduction to human rights education) to workshops on specific topics, such as school violence or human rights issues in children’s textbooks, and to the holistic rights-based approach to school. Approximately 500 teachers have been trained to date.

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**Strengths:**

*Understanding and Teaching Human Rights* illustrates a wide range of supports that teachers can use – both independently and in collaboration with the Centre – in bringing human rights to their classrooms. The material is content-rich and addresses a range of core human rights issues. The practice continues to evolve and become available to teachers through the revision and translation of training materials and online communication tools.

These supports are offered by an NGO but integrated into the work of the provincial teacher-training institution.

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**Adaptability:**

Learning materials are already available in 14 languages and have been used successfully in a range of training contexts in Africa, Asia and Europe. The practice includes an “Inter-cultural Perspectives” section that helps to make this adaptable to a range of national settings.

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**Availability:**

The *Understanding and Teaching Human Rights* manual and other supporting training resources can be found on line in 12 languages, including Albanian, Croatian, English, French, German, Russian and Spanish, at <http://www.manual.etc-graz.at/typo3/index.php?id=704>. Hard copies of the training manual can also be ordered. A sample chapter from the training manual is included in English in the Compendium Annex.

General information about the European Training and Research Centre can be found in German and English at <http://www.etc-graz.at>.

## Teaching and Learning Tools for the Classroom

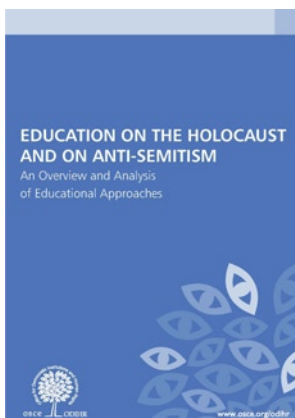
### PARTNERS' RESOURCES

#### OSCE

ODIHR supported the creation of *Website Guide for Tolerance Education*, a trilingual website (in Polish, English, Russian) designed to serve university faculty, public servants, NGO workers and primary and secondary school teachers involved in teaching about minorities, human rights, tolerance, the Holocaust, intercultural education, building civil society, counteracting anti-Semitism and developing inter-religious dialogue. The content of the *Guide* serves as a directory of organizations from around the world and contains brief descriptions of their activities in order to facilitate access to educational tools. These descriptions are the result of thorough research in the field of inter-religious dialogue, conflict resolution, mediation, peace studies, and other areas. The *Guide* was created at the Centre for European Studies at Jagiellonian University in Krakow and lists references available on line. <http://tolerance.research.uj.edu.pl>.



In close co-operation with the Anne Frank House and national experts from ten different OSCE participating States, ODIHR supported the development of *Teaching Materials on anti-Semitism*. The focus of the material is on the history and nature of anti-Jewish prejudice. The materials provide students with the opportunity to engage with Jewish history as well as with more general questions of identity and diversity. The teaching tools are designed for secondary schools and are being adapted for ten countries: Croatia, Denmark, Germany, Lithuania, Netherlands, Poland, Russian Federation, Slovakia, Spain and Ukraine. The actual content of each version is adapted to the respective national context. Materials in English can be downloaded at [http://www.osce.org/odihr/item\\_11\\_23875.html](http://www.osce.org/odihr/item_11_23875.html). The fact sheet can be downloaded in English and Russian at [http://www.osce.org/odihr/item\\_11\\_20672.html](http://www.osce.org/odihr/item_11_20672.html). Part 1 of the teaching materials and the associated fact sheet are included in the Compendium Annex.

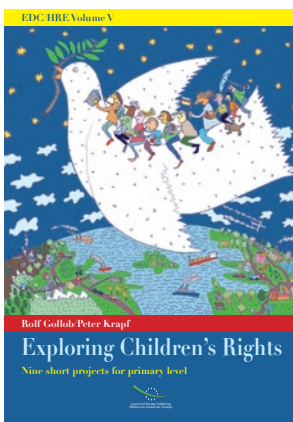


ODIHR produced the study *Education on the Holocaust and on Anti-Semitism: An Overview and Analysis of Educational Approaches*, which identifies good practices by OSCE participating States and civil society, provides recommendations, and highlights new challenges that need to be addressed in education on the Holocaust and on anti-Semitism. Materials can be downloaded in English and Russian at [http://www.osce.org/odihr/item\\_11\\_18712.html](http://www.osce.org/odihr/item_11_18712.html). The publication is included in the Compendium Annex.

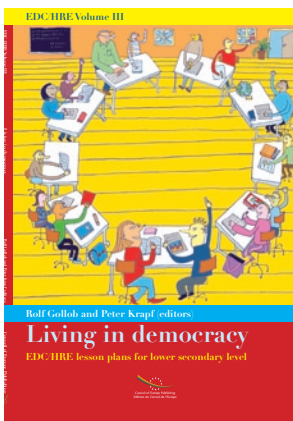
The OSCE Mission to Bosnia and Herzegovina, together with national minority associations and local authorities, developed a *Student Workbook and Teacher Guide on the Culture, Heritage and Traditions of the National Minorities of Bosnia and Herzegovina*. This educational resource, the elements of which can be flexibly embedded in the primary school curricula, promotes democratic values and respect for human rights, aiming to educate children (ages 11–14) about 17 national minorities living in Bosnia and Herzegovina. The *Workbook* will be introduced throughout schools in Bosnia and Herzegovina by trained teachers in 2009 and will be accompanied by an interactive CD-ROM with further audio-visual materials. The Compendium Annex includes a unit from the Teacher Guide in English and in Bosnian languages.

The OSCE Spillover Monitor Mission to Skopje supported a human rights education project based on the OSCE tool *Our Rights* initiated by Slovenia as the OSCE Chairman in office in 2005. In this project, in contrast to traditional classrooms, teachers from multi-ethnic schools worked with upper primary school children in ethnically mixed classes. Teachers were trained and led 13 participatory lessons, one for each right contained in the *Our Rights* manual. Children then used disposable cameras to take photographs of images depicting the right of their choice, which were included in an exhibit and photo competition. The *Our Rights* resource is included in the Compendium Annex.

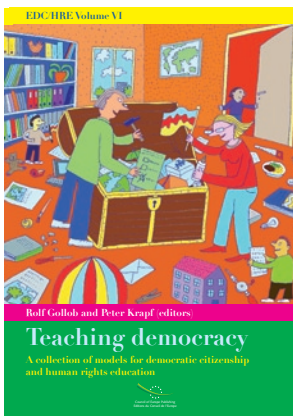
### Council of Europe



A series of manuals for teachers on citizenship and human rights education is published by the Council of Europe with support of the Swiss government. The manuals provide step-by-step instructions and include student handouts and background information for teachers. In this way, the manual is suited for trainees or beginners in the teaching profession and teachers who are receiving in-service teacher training in education for democratic citizenship and human rights. Experienced teachers may draw on the ideas and materials. The first manuals of the series are *Exploring Children's Rights* (2007), *Living in Democracy* (2008) and *Teaching Democracy* (2009). The complete series will be available at the beginning of 2010. The *Exploring Children's Rights* (which is also available in Albanian, Azeri, French, Macedonian and Russian), *Living in Democracy* and *Teaching Democracy* manuals are included in the Compendium Annex. Further information and downloadable versions are available at <http://www.coe.int/edc>.



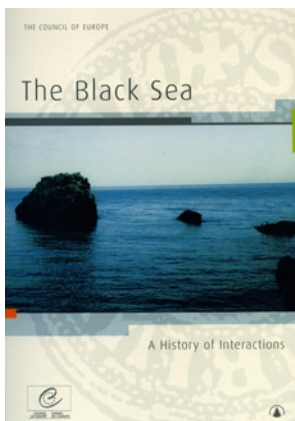
A teaching pack for secondary schools entitled *The European Convention on Human Rights – starting points for teachers* aims to introduce human rights into the classroom by providing starting points and suggesting some interactive activities. The pack is designed primarily for working with students ages 14–18. Constructed in the form of a folder, the teaching pack contains five basic information sheets on the Convention and the human rights work of the Council of Europe and ten sheets with suggestions for classroom activities on human rights education. The classroom activities sheets place an emphasis on relating human rights standards to school students' everyday lives. The pack is also available on a CD-ROM containing 24 language editions. Online versions (text only) are available at <http://www.coe.int/edc>. Copies of the folders in French, English, German, Russian, Italian and Spanish can be obtained free of charge from: [infopoint@coe.int](mailto:infopoint@coe.int). The Council of Europe will be publishing a new teaching pack for secondary schools – to replace the original – to celebrate the 60th Anniversary of the European Convention on Human Rights in 2010.



*Compass* is a manual on human rights education for youth, and *Compasito* is a manual on human rights education for children ages 7–13. These books are addressed to educators, teachers and trainers. Primarily developed for non-formal education settings, they can also be used in formal education. They familiarize the reader with the key concepts of human rights and children's rights, provide substantial theoretical background to key human rights issues and propose numerous activities. The manuals can be ordered at <http://www.coe.int/edc>. *Compass*, *Compasito* and other related materials (such as the manual *Gender matters* and the *All equal – all different* education pack) can be downloaded in multiple languages at <http://eycb.coe.int/compass/>. Samples activities from the English-language version of *COMPASS* are included in the Compendium Annex.

## Teaching and Learning Tools for the Classroom

The *Factsheet on Roma History* is addressed to teachers, pupils, decision makers and experts, and can be used in all teaching contexts. This publication was produced with the financial support of the Finnish Ministry of Foreign Affairs. *Access to education: teaching kit concept* (2007) outlines guidelines for preparing Roma, Sinti and Traveller children who have not attended nursery school for entry into the first year of primary school. Further information, including the factsheet in French and Romani, can be found at <http://www.coe.int/education/roma>. The factsheet in English is included in the Compendium Annex.



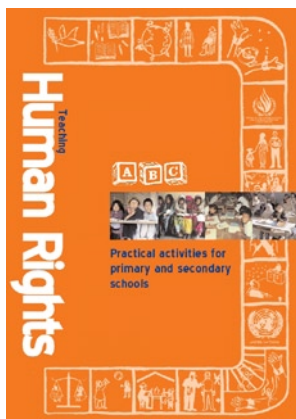
*The Black Sea: A History of Interactions* is a teaching pack that provides information for schools that will help teachers and pupils to learn more about the history of the countries belonging to this geographical area, as well as about the Black Sea region itself. It is the first time specialists from Bulgaria, Georgia, the Republic of Moldova, Romania, the Russian Federation, Turkey and Ukraine, under the auspices of the Council of Europe, have created a historical picture of the Black Sea. The Council of Europe has always supported the view that diversity and intercultural dialogue are enriching factors in the building of mutual understanding in the present-day world. One of the main ideas when preparing the teaching pack was to show new approaches to teaching history in its full complexity on the basis of multiperspectivity and comparative study. The teaching pack is available in English. Further information is available at [http://www.coe.int/t/dg4/education/historyteaching/default\\_EN.asp](http://www.coe.int/t/dg4/education/historyteaching/default_EN.asp).



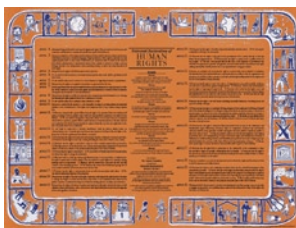
The publication "*Crossroads of European Histories – Multiple Outlooks on Five Key Moments in the History of Europe*" (2007), accompanied by a CD-Rom and a pedagogical handbook, is a contribution to the implementation of a methodology based on multiperspectivity, and allows teachers to present numerous examples of different approaches in their practical teaching, as well as different points of view on the same events in recent European history. Thirty five of the contributions from eminent historians from different member states within the framework of Council of Europe conferences are published in this book. This publication allows teachers and pupils to place regional and national history in a wider context, develop their historical knowledge, make connections across space and time, and compare different perspectives on the same events and developments. Available in English and in French. The publication can be ordered at [http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit\\_aliasid=2148](http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2148).



## Office of the UN High Commissioner for Human Rights



*ABC: Teaching Human Rights – Practical Activities for Primary and Secondary Schools* (2004) offers practical advice, including suggestions for developing learning activities, to teachers and other educators who want to foster human rights awareness and action among primary and secondary school children. Chapter One lays out basic human rights education content and methodologies. Chapters Two and Three are intended respectively for primary and secondary school teachers, and include suggested activities to provide students with an understanding of human rights issues around the world and in their own classroom and community. Each activity is followed by reference to relevant articles of the Universal Declaration of Human Rights and the Convention on the Rights of the Child, two United Nations instruments that are reproduced both in full and simplified versions in Annex 1 and Annex 2, respectively. *ABC: Teaching Human Rights – Practical Activities for Primary and Secondary Schools* is available in Arabic, Chinese, English, French, Russian and Spanish. Chapter 1 of the tool in English is included in the Compendium Annex. All language versions and other useful resources are available at <http://www.ohchr.org>.



*ABC: Teaching Human Rights – Practical Activities for Primary and Secondary Schools* is accompanied by a poster containing the text of the Universal Declaration of Human Rights, as well as a game with drawings depicting each article of the Declaration. The poster and accompanying explanation (also available in French) are included in the Compendium Annex, and available on line at <http://www.ohchr.org> (see No.4/Add.1).

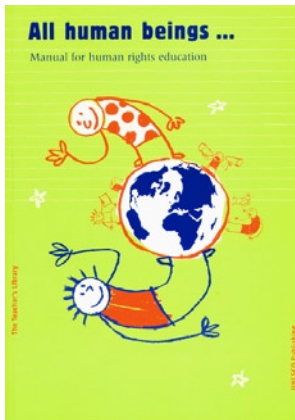
*Plan of Action – World Programme for Human Rights Education – first phase* (2006), a booklet co-published with UNESCO, contains the Plan of Action for the first phase (2005–2009) of the World Programme dedicated to the integration of human rights education into the primary and secondary school systems, including guidance and practical ideas concerning learning and teaching tools and processes. *Plan of Action* is included in Section 1 of the Compendium Annex and is also available in Arabic, Chinese, French, Russian and Spanish at <http://www.ohchr.org>.

OHCHR's *Database on Human Rights Education and Training* provides information on human rights education and training materials produced worldwide, including manuals, trainers' guides, textbooks, curricula and other pedagogical tools, reports of conferences and seminars, as well as reference materials (bibliographies and directories) and audiovisuals. It is available at <http://www.ohchr.org>. Those materials, which constitute OHCHR's *Resource Collection on Human Rights Education and Training*, are also publicly available at the OHCHR Library (Avenue Motta 48, Geneva, Switzerland).

OHCHR's webpage on the Universal Declaration of Human Rights provides a series of resources on the Declaration, including the history of the drafting process and 360 different translations. The resources are available at <http://www.ohchr.org>.

In addition, OHCHR's publications can be used as learning/teaching materials for the classroom. They can be requested from OHCHR free of charge and are available on line at <http://www.ohchr.org>.

## Teaching and Learning Tools for the Classroom



### UNESCO

*All Human Beings: A Manual for Human Rights Education* was published on the fiftieth anniversary of the Universal Declaration of Human Rights. This practical and illustrated guide is intended to help students and teachers at primary and secondary levels understand the basic universal elements of human rights. *All Human Beings* provides useful documentation, specific teaching materials and practical exercises. All materials can be developed according to the cultural context and local needs so that students can relate the meaning of human rights to their daily lives. The manual can be ordered at [http://publishing.unesco.org/details.aspx?Code\\_Livre=2603](http://publishing.unesco.org/details.aspx?Code_Livre=2603).

*Education for Holocaust Remembrance.* Faced with the challenge of not only promoting but also establishing due respect for human rights, basic freedoms and the values of tolerance and mutual understanding, UNESCO recognizes that teaching the lessons of the Holocaust is fundamental. The United Nations has urged Member States to develop educational programmes to instil the memory of the tragedy of the Holocaust in future generations to prevent genocide from occurring again. UNESCO acts as a resource to promote these learning materials and to provide a platform for institutions, teachers, students and interested parties to access resources for Holocaust remembrance. These resources can be found at <http://www.unesco.org/en/holocaust-remembrance>.



*Mondialogo School Contest – School Kit for teachers.* The *Mondialogo School Contest*, part of the *Mondialogo – Intercultural Dialogue and Exchange* initiative, was launched in October 2003 by DaimlerChrysler and UNESCO to promote understanding, respect and tolerance between civilizations and to encourage young people of differing cultural backgrounds to communicate with each other. The key task for the participants (ages 15–18) is to engage in an intercultural dialogue by developing a creative project with students from a partner school on another continent. The School Kit for teachers is included in the Compendium Annex and the English version is also available on line at <http://unesdoc.unesco.org/images/0015/001581/158145e.pdf> and the French-language at [http://www.mondialogo.org/fileadmin/download/pdf/msc/download\\_area/SchoolKit\\_2008/Mondialogo\\_Schoolkit2008\\_francais.pdf](http://www.mondialogo.org/fileadmin/download/pdf/msc/download_area/SchoolKit_2008/Mondialogo_Schoolkit2008_francais.pdf).



# Professional Development for Educators and Other Adults

**Professional Development for Educators  
and Other Adults**



Name of Practice:	80. Certification and Accreditation Programme for High School Democracy and Human Rights Teachers
Name of Organization:	<p>Centre for Civic Education – Civitas@BiH Hamdije Cemerlica 39, Sarajevo 71000 BOSNIA AND HERZEGOVINA Phone: + 38733 445700</p> <p>Council of Europe Office in Bosnia and Herzegovina Trg Fra Grge Martica 2/1, Sarajevo 71000 BOSNIA AND HERZEGOVINA Websites: <a href="http://www.civitas.ba">http://www.civitas.ba</a>, <a href="http://www.coe.ba">http://www.coe.ba</a> Phone: + 38733 233 935</p>
Intended Audience:	Secondary school teachers
Purpose:	<p><i>The Democracy and Human Rights Teacher Certification Programme</i> was developed to provide comprehensive and in-depth in-service teacher training to educators responsible for providing civic education. Civic education is a compulsory elective subject for upper secondary school students (ages 16–18).</p> <p>The comprehensive course responded to the Ministry of Education’s requirement that all primary and secondary school teachers be certified in their area of expertise. Research had revealed that practicing teachers lacked systematic knowledge of democracy concepts.</p>
Description:	<p>The <i>Democracy and Human Rights Teacher Certification Programme</i> is an in-service teacher-training programme that has two pillars: the theoretical-methodological component and the practicum portfolio component. The theoretical-methodological portion consists of 120 contact hours, divided into 12 modules. The practicum portfolio is designed to evaluate teachers’ active learning and professional development through self-evaluation and evaluations by peers and supervisors.</p> <p>The Center for Civic Education – Civitas@BiH developed the <i>Certification Programme</i> around core learning domains that were elaborated into themes and broken down further into specific teacher competencies. The competencies address knowledge related to topics such as citizenship, democracy and human rights and freedoms; virtues like civic and personal responsibilities; civic participation in government and society; and the methodology of using interactive lessons.</p> <p>The <i>Certification Programme</i> was developed by different committees (for standards, programme, nomination and accreditation) whose members were ethnically diverse and represented a wide range of experiences in civic education.</p>

## Professional Development for Educators and Other Adults

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**Description (continued):** The practice is the first comprehensive in-service certification programme for teachers of a specific subject in Bosnia and Herzegovina. In addition to providing an intensive professional development experience for teachers, the *Certification Programme* directly influenced education policies through its acceptance as a certification programme by all 13 Ministries of Education and the agreement by the Ministries that only teachers certified through this programme could teach civic education. The Democracy and Human Rights course remains the only joint curriculum for all three education systems in Bosnia and Herzegovina.

Civic education teachers at all Bosnia and Herzegovina high schools completed the programme, which reaches 45,000 secondary students annually. Instructors in the *Democracy and Human Rights Teacher Certification Programme* are the most distinguished U.S., European, regional and local experts in the field of education for democracy and human rights. The Council of Europe promotes the practical part of certification in the countries in the region. After successful completion of the *Certification Programme*, each candidate received 12 credits in line with the Bologna process and European Credit Transfer System.

The certification structure is being replicated for a similar certification programme for primary school civic-education teachers in Bosnia and Herzegovina and may also be used for in-service training for primary and secondary school teachers in other subjects.

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**Strengths:** The Civitas@BiH *Certification Programme* comprises 120 contact hours, providing teachers with extended treatment of the themes of democracy and human rights. Its elaborated internal standards and assessment help ensure that teachers completing the *Certification Programme* have mastered its learning goals.

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**Adaptability:** The training model can be used in other national contexts, as it contains internationally developed and accepted content and management structures. The Council of Europe already promotes the practicum component of the programme in the countries in the region.

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**Availability:** Details on the *Democracy and Human Rights Teacher Certification Programme* and its structure can be found in Bosnian, Croatian, English and Serbian on the Civitas-BiH website at <http://www.civitas.ba/>. The template for the Assessment and Accreditation Document (portfolio) is available on the Council of Europe's Bosnia and Herzegovina website at [http://www.coe.ba/pdf/portfolio\\_assessment\\_angepasst\\_new.doc](http://www.coe.ba/pdf/portfolio_assessment_angepasst_new.doc). A background document and a scheme of the programme are included in the Compendium Annex.

**Name of Practice:** 81. Different in More Ways Than One: Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect

**Name of Organization:** SchLAu NRW c/o Schwules Netzwerk e.V.  
Lindenstr.20, 50674 Köln GERMANY  
*Website:* <http://www.schlau-nrw.de>  
*Phone:* + 49 0221 257 28 47  
*E-mail:* [info@schlau-nrw.de](mailto:info@schlau-nrw.de)

**Intended Audience:** Teachers, counsellors, health workers and other adults working with youth

**Purpose:** The *Different in More Ways Than One* manual was developed to provide practical tools to adults working with young people on issues related to perceived sexual orientation and gender identity in multicultural contexts. It aims to help them provide safe and supportive environments for youth to explore their emotions and to make their own decisions on the way they choose to live.

An earlier needs assessment had shown that teachers and counsellors did not feel at ease with questions concerning sexual orientation, especially when they had been raised in a setting with a cultural background that was not tolerant of such practices.

**Description:** The *Different in More Ways Than One* manual contains background information, practice guidelines, FAQs, tools and methods for education and counselling on issues related to perceived sexual orientation and gender identity. The manual includes realistic stories about the situation of gay, lesbian and bisexual adolescents in Europe. Specifically, the practice provides guidance on how adults can address problems that youth may face if bullied due to sexual orientation.

The key themes addressed by the practice are:

- Coming out and identities;
- Relationships;
- Different lifestyles;
- Mental and social well-being;
- Sexual-orientation-specific counselling;
- Sexualities;
- The community;
- History and culture;
- Different religions; and
- Multicultural issues.

Activities are designated for use either in classrooms or in counselling/health care settings.

The associated website includes additional, detailed background on the topic, with sections on the history and culture of sexual identity, the position of different religions on homosexuality, sexual orientation-specific counselling and the community.

The manual was developed collaboratively by experts from Austria, France, Germany, Italy and the Netherlands and is intended for use in secondary schools, as well as youth groups, university and counselling situations.

## Professional Development for Educators and Other Adults

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**Strengths:** The resource addresses a key need for teachers and counsellors to be prepared to address the emotional needs of gay, lesbian and bisexual adolescents. The manual provides suggestions for addressing a wide range of issues that may arise for adolescents working through their sexual identity. It includes realistic situations and familiar dialogue to increase its accessibility.

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**Adaptability:** *Different in More Ways Than One* was developed for use in different national contexts. However, tools, methods and guidelines would need to be adapted to local and national situations in schools and health care services. It is important that authorities support the idea of safe schools for everyone, including gay, lesbian and bisexual adolescents and adults.

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**Availability:** The resource is available on line in English, Dutch, French, German and Italian at <http://www.diversity-in-europe.org>. Printed versions are also available in Dutch, French, German and Italian. An excerpt from the English-language version of the *Different in More Ways Than One* manual as well as evaluation done during the field testing of the manual, is included in the Compendium Annex.

Name of Practice:	82. Education for Social Justice: Adult Training Programme
Name of Organization:	International Step by Step Association (ISSA) Keizersgracht 62-64, Amsterdam 1015 CS THE NETHERLANDS <i>Website:</i> <a href="http://www.issa.nl">http://www.issa.nl</a> <i>Phone:</i> + 361 354 3920 <i>Email:</i> <a href="mailto:issa@issa.nl">issa@issa.nl</a>
Intended Audience:	Teachers and other adults in the field of education who interface with children and families from minority and disadvantaged groups
Purpose:	<p>The purpose of the training is to increase people's understanding of and sensitivity to the mechanisms that perpetuate systems of exclusion, oppression and inequity. The practice seeks to empower educators to change their own practices, to step beyond their traditional roles and to become real agents of change in their schools, in the educational system and in society.</p> <p>The <i>Education for Social Justice</i> training is linked with the implementation of the International Step by Step Association's Pedagogical Standards for Preschool and Primary Grades.</p>
Description:	<p>The practice promotes the concept that each person must intervene, challenge and counter personal and institutional behaviours that perpetuate discrimination. This includes the need to improve cross-cultural communication among different groups, to learn how to build alliances among groups in order to work against injustice and oppression, and to acquire experience in addressing biases and injustices.</p> <p>The practice has been used with educators working with Roma children and families, children with special needs, and children speaking a primary language other than the language of instruction. Training consists of two, three-day workshops, with an intervening period of two months during which trainees have the opportunity to implement new practices.</p> <p><i>Education for Social Justice</i> training is interactive, reflective and experience-based. The <i>Training Programme</i> promotes different groups coming together for dialogue and to learn from each other. It uses a three-tiered approach to working with oppression that includes:</p> <ul style="list-style-type: none"> <li>• Naming – the process of healing from and dealing with oppression by applying language to the experience;</li> <li>• Voicing – “speaking out” on issues, ideas and feelings; and</li> <li>• Building alliances.</li> </ul> <p>Training has taken place in 12 Central European countries and “training of trainers” workshops have reached educators from 27 countries in Central and Eastern Europe, the Caucasus and the Commonwealth of Independent States.</p>

## Professional Development for Educators and Other Adults

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Description (continued): All teachers involved in the “Roma Education Initiative” (implemented in Bulgaria, Hungary, the Former Yugoslav Republic of Macedonia, Montenegro, Serbia, Slovakia and Slovenia) and the “Roma Special Schools Initiative” (carried out in four countries in the region) participated in the *Education for Social Justice Training Programme* for adults. The initiatives identified results that included improvement in the quality of education in classrooms, greater success with desegregation, involvement of the community at all levels, and policy changes regarding Roma education.

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### Strengths:

This practice emphasizes the importance of examining discriminatory practices from both institutional and interpersonal perspectives. It illustrates a psycho-social approach for educators and other adults to confront sources and consequences of prejudice.

This practice has special value for addressing Roma minority populations, particularly in environments where integration is taking place.

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### Adaptability:

The *Training Programme* can be used with educators as well as health care and social workers working with or representing groups who are targets of exclusion, oppression or inequity. The material can be adapted to serve specific populations and to work within specific time frames.

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### Availability:

A description of *Education for Social Justice* and sample training agendas are included in English in the Compendium Annex. Training is currently offered in Albanian, Armenian, Azeri, Bulgarian, Croatian, Czech, English, Hungarian, Latvian, Macedonian, Russian, Serbian, Slovak, Slovenian and Ukrainian. For more information, contact ISSA at [issa@issa.hu](mailto:issa@issa.hu).

Name of Practice:	83. Effective Teaching and Learning for Minority Language Children: Teacher Training and Classroom Resources
Name of Organization:	<p>Wide Open School Foundation (Nadácia Škola Dokorán)          Dr. Janského 19/16, Žiar nad Hronom 965 01 SLOVAKIA  <i>Website:</i> <a href="http://www.skoladokoran.sk">http://www.skoladokoran.sk</a>  <i>Phone:</i> + 421 45 672 31 37  <i>E-mail:</i> <a href="mailto:nsd@nsd.sk">nsd@nsd.sk</a>          Carried out in collaboration with the International Step by Step Association (Amsterdam, Netherlands) and the NGO Hea Algus (Tartu, Estonia).</p>
Intended Audience:	Teachers of kindergarten-age children (ages 5–6) who enter school not speaking the language used in the classroom
Purpose:	<p>The teacher-training and associated learning resources are intended for teachers of children who enter kindergarten or primary school not speaking the majority language of the country. The materials were developed to help teachers more effectively promote both first and second language development of minority language children in the classroom environment and to more effectively bring children, families and communities who may be disenfranchised due to language issues into the mainstream educational process.</p>
Description:	<p>The teacher-training programme consists of a 12-day training programme and supporting materials – the <i>Teacher's Guide</i> and <i>Compendium of Learning Materials</i> for use in the classroom.</p> <p>The 12-day <i>Training Module</i> addresses the following topics:</p> <ul style="list-style-type: none"> <li>• Working in a multicultural society, language development in early childhood;</li> <li>• Second language acquisition and bilingualism;</li> <li>• Simultaneous support for the development of the home language;</li> <li>• Environments and strategies to support second language acquisition in classrooms; and</li> <li>• Co-operation with families and other team members and literacy development.</li> </ul> <p>These topics are also addressed in the accompanying <i>Teacher's Guide</i>.</p> <p>The <i>Compendium of Learning Materials</i> includes nearly 70 activities for young children to support language development, literacy and multiculturalism in the classroom. The materials promote a participatory and inclusive approach to language development that involves both parents and teaching assistants from minority language communities.</p>

## Professional Development for Educators and Other Adults

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**Description (continued):** The resources were piloted in Slovakia with Roma children in 2005–2006. The Nadácia Škola Dokorán foundation in Slovakia implemented the *Compendium of Learning Materials* and the *Teacher's Guide* within all Roma educational initiatives to support the development of linguistically disadvantaged children at both the pre-school and primary school level. The materials were disseminated during training for 58 pre-school teachers in the regions of Banská Bystrica, Prešov and Nitra and have been used in 63 classrooms in Slovakia. The materials were also piloted simultaneously in Estonia with Russian-speaking children through the Teacher's Training Center of the NGO Hea Algus.

An external evaluation showed that the training was effective. Improvement was noted in the attitudes of teachers towards minority learners, in the language skills of minority children and in relations between school and Roma families (in Slovakia).

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**Strengths:** This highly developed practice offers a wide range of resources for teachers to use to support the integration and language development of young children from minority populations who enter majority-language school systems. The practice takes into account not only linguistic but also cultural aspects of integration, addressing teacher/school attitudes and school relationships with minority populations.

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**Adaptability:** This practice is already in use in at least eight countries, including in language minority areas in Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan. The materials can be translated and used in other national contexts where minority learners are being integrated in the early years of schooling.

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**Availability:** *The Training Module, Teacher's Guide* and *Compendium of Learning Materials* are available in English, Estonian, Russian and Slovak. The English-language versions are included in the Compendium Annex.



Name of Practice:	84. Elephant, Bee or Other? Including Everyone in Our Schools: A Resource for Whole School Development
Name of Organization:	Northern Ireland Council for Integrated Education Aldersgate House, 13-19 University Road, Belfast BT7 1 NA UNITED KINGDOM Website: <a href="http://www.nicie.org.uk">http://www.nicie.org.uk</a> Phone: + 44 28 90 236200
Intended Audience:	Teachers and administrators
Purpose:	<p>The resource and associated staff development are intended to support inclusion through a whole school development process.</p> <p>This support is based on successful practices identified over the last 25 years in integrated schools (i.e. including both Protestants and Catholics) in Northern Ireland.</p>
Description:	<p><i>Elephant, Bee or Other?</i> explores principles of inclusion within the school ethos and explains how to develop policies reflecting these through whole school development. A seven-stage process is outlined for policy development, beginning with the identification of an issue that needs addressing in the school environment and concluding with the ongoing review of results.</p> <p>The practices were developed region-wide in Northern Ireland in schools of various management types, and include:</p> <ul style="list-style-type: none"> <li>• Whole school vision;</li> <li>• Policy and practice in religious education;</li> <li>• Symbols and emblems;</li> <li>• Peer mediation;</li> <li>• Good relations policies;</li> <li>• Integration Committee; and</li> <li>• Teaching tools.</li> </ul> <p>The resource has been used by schools and educators as a guide to practices and resources available to support integration and inclusion. Teachers and administrators have been encouraged to follow the process of policy development to ensure a whole school approach to inclusion. The brief summary of the political and educational context in Northern Ireland has been useful for helping schools to develop their vision for the future.</p>
Strengths:	<p>This practice introduces the landscape of values, policies and practices in relation to school integration. It is highly user-friendly in format and language and could be used by practicing teachers.</p> <p><i>Elephant, Bee or Other?</i>, in conjunction with facilitated staff development, can help to initiate a whole school dialogue around such policies and practices. It identifies related resources that schools can use to initiate activities such as peer mediation.</p>

## Professional Development for Educators and Other Adults

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**Adaptability:** Although this integration resource was tailored to the situation in Northern Ireland (with attention to the issue of religious integration), the format of the model and much of the content can be adapted to other local and national contexts.

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**Availability:** *Elephant, Bee or Other?* along with other publications related to the integration of Northern Ireland schools, can be found in English at <http://www.nicie.org/publications/>. The resource is included in English in the Compendium Annex.

Name of Practice: 85. Framework for Initial Teacher Education with Supporting Tools

Name of Organization: Centre for Human Rights and Citizenship Education, St. Patrick's College  
Drumcondra  
Drumcondra Dublin 9 IRELAND  
Website: <http://www.spd.dcu.ie/chrce>  
Phone: + 35 31 884 2079

Intended Audience: Teacher educators and prospective teachers

Purpose: This practice seeks to increase the visibility and impact of human rights, citizenship, and development education within initial teacher education at St. Patrick's College, Drumcondra through the creation of a developmental framework and related supports for staff and students.

The initial stages of teacher education provide a critical site to ensure that primary school teachers have the knowledge, skills, understanding and attitudes necessary to promote the development of children as participative, analytical and engaged citizens who are globally aware. While initial teacher education is an appropriate site for human rights education and other related pedagogies, for prospective teachers of primary level students it is an exceptionally crowded curriculum. The requirements of preparing teachers across a wide range of curricular areas can militate against initiatives that are not named as areas in the primary curriculum. The Centre for Human Rights and Citizenship Education and St. Patrick's College developed this practice to ensure greater visibility and greater coherence across the initial teacher-education programme in relation to human rights, citizenship, inter-cultural and development education.

Description: The Centre for Human Rights and Citizenship Education developed the *Framework* to embed development, inter-cultural and human rights education within the initial education of primary school teachers. This *Framework* is developmental and includes both dedicated and integrated elements. The Centre has prepared a roadmap brochure that helps students locate knowledge, values and pedagogical approaches associated with human rights, inter-cultural and development education across the education and humanities programmes for each year in initial teacher education. All students also have access to an internal college online resource site that contains lecture notes, teaching materials, links and recommended readings.

The *Framework* focuses initially on the student teacher's own experiences, perceptions and knowledge of development, inter-culturalism and human rights. This takes place through an initial teacher education course in Year 1 that focuses on "self".

In Year 2, the *Framework* focuses on "practice". Students participate in practical seminars that enable them to implement the pedagogies of development, inter-culturalism and human rights across the primary school curriculum.

## Professional Development for Educators and Other Adults

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Description (continued): In Year 3, the *Framework* brings together students' personal understanding, pedagogical knowledge and their understanding of the social, cultural, political and economic context in which they will be teaching. A dedicated course and an elective special course focus on the larger "context" of teaching and learning. These courses specifically focus on integrating democratic practice and global perspectives in a whole school setting.

The first year of implementation was the 2007–2008 academic year. Over 1,600 student teachers will participate in the programme in the course of its first three years.

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### Strengths:

Through both dedicated courses and cross-curricular integration, all students have the opportunity to critically engage with human rights education and associated pedagogies. The practice strategically integrates the *Framework* within initial teacher education. It further integrates this compendium's key themes and moves conceptually from year to year – from a focus on self, to practice, to the larger context of teaching.

This *Framework* is the result of an evaluation of needs within college and primary education in general. As such, it represents a major new initiative in teacher education in Ireland. It has the potential to contribute significantly to the development of human rights, citizenship, global and inter-cultural education in the wider primary sector and to influence future developments in initial teacher education. As the integration of these principles within initial teacher education is relatively rare and the need for such preparation remains high, this practice has the potential to be a model for teacher education programmes.

The programme reflects a unique collaboration between the Centre for Human Rights and Citizenship Education – established at the college to promote human rights and citizenship education – Amnesty International Irish Section and the DICE project (funded by Irish Aid).

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### Adaptability:

The planning, implementation and evaluation of this *Framework* provide valuable insight into both the opportunities and challenges entailed in embedding human rights education and other social pedagogies in initial teacher education.

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### Availability:

A description of the *Framework* can be found in English in the Compendium Annex. A presentation of the modules as well as other resources can be found at <http://www.spd.dcu.ie/chrce>.

**Name of Practice:** 86. Holocaust and Human Behavior: An Online Seminar

**Name of Organization:** Facing History and Ourselves  
 16 Hurd Road, Brookline, MA 02445 UNITED STATES  
*Website:* <http://www.facinghistory.org>  
*Phone:* + 1 617 232 1595  
*E-mail:* [info@facing.org](mailto:info@facing.org)

**Intended Audience:** Teachers of middle and secondary students, as well as teacher educators and members of NGOs

**Purpose:** The *Seminar* is intended to prepare educators to engage their students in profound moral questions, helping them understand how history is shaped by hatred, indifference and denial as well as by care, compassion and responsibility.

The on-line training presents strategies and resources that connect history to choices learners face today. This approach is intended to broaden students' understanding of history, including its legacies of prejudice and discrimination, courage and compassion. It is an approach that actively involves students in the work of building a safer, saner world.

The support was developed to make core professional development seminar at Facing History and Ourselves available to educators who could not otherwise access its content and methodology.

**Description:** The *Online Seminar* "Holocaust and Human Behavior" examines the failure of democracy in Nazi Germany and the choices made by individuals and groups that ultimately led to the murder of millions. The *Seminar* provides an overview of the rise of the Nazis and the Holocaust, as well as an in-depth look at some of the resources and methodologies offered by Facing History and Ourselves.

The opening sessions consider individual and group behaviour. How is our identity formed? How do we acquire membership in a group? Participants also consider the relationships among perpetrators, their victims and bystanders. In later sessions, participants examine the choices German citizens and others made in the 1920s and 1930s. As learners come to understand the way many of these active and passive choices undermined democracy, they begin to realize how hatred, indifference, denial and opportunism, little by little, can shape a period in history. As participants learn how the Jews and others were humiliated, isolated and ultimately murdered during the Holocaust, they discover that history is not inevitable.

Closing sessions revisit themes developed in the opening sessions and consider questions of right and wrong and of guilt and responsibility. Participants also contemplate issues related to the prevention of discrimination and exclusion, ethical decision-making and the choice to participate in a democracy.

Throughout the training connections are made to other histories, such as those of Rwanda and South Africa. Participants relate the choices people made at other times with those faced in the world today.

## Professional Development for Educators and Other Adults

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Description (continued): The facilitated *Online Seminar* takes place over eight weeks. Each week, participants engage in a variety of activities that include reading materials, viewing video clips, creating journal entries and participating in on-line facilitated discussion forums. Participants are expected to complete approximately four hours of work each week at their own pace. The training offers the opportunity to connect to other colleagues through conference calls. One such call is with a survivor of the Holocaust, adding a unique level of depth and perspective.

Following participation in the *Seminar*, educators have access to other resources offered by Facing History and Ourselves, including:

- Personalized on-line support in implementing the programme in their middle or high school classroom;
- Over 20 resource books and study guides that relate the programme to issues in the world today;
- Facing History's on-line educator resources with lesson plans, curriculum modules and other resources; and
- On-line and face-to-face workshops, forums, seminars and conferences.

Over 600 educators from 31 countries have completed the *Online Seminar* to date. A post-seminar evaluation was carried out with 221 educators in 2007. Results indicated that three quarters of educators involved were able to implement some aspect of the training in their teaching. According to these teachers, students found these lessons to be interesting and motivational and had improved academic performance.

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### Strengths:

The *Online Seminar* format incorporates elements of successful online learning, including readings, student discussions, assignments and multimedia resources such as video clips and interactive activities.

The online format enables the off-site participation of educators. The international composition of learners allows for enriching cross-national discussions on the nature of democracy, difficult national histories and individual moral choices.

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### Adaptability:

The *Seminar* has already been used successfully with adults from numerous countries. The practice allows participants to make connections from a case study to their own experiences, thus offering a model for divided societies as well as areas where facing the past is particularly challenging.

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### Availability:

Descriptive and registration information about this practice can be found in English at <http://www.facinghistory.org/OnlineSeminar>. The web portal <http://www.facinghistory.org/resources> contains numerous educator resources that aim to “link the past to moral choices today”. An image from the webpage is included in the Compendium Annex.

**Name of Practice:** 87. Human Rights Education: Concepts & Pedagogies

**Name of Organization:** International & Multicultural Education, School of Education, University of San Francisco  
 2130 Fulton Avenue San Francisco, CA 94117-1080 UNITED STATES  
*Website:* <http://www.soe.usfca.edu/departments/ime/index.html>  
*Phone:* + 1 415 422 2209

**Intended Audience:** Prospective and practicing teachers working at the Kindergarten-to-grade-12 levels, as well as graduate students in Education (ages 22 and older) attending community college and universities

**Purpose:** The *Human Rights Education Course* is intended to provide teachers with knowledge, motivation and pedagogical tools for integrating the international human rights framework into their curriculum. Learners prepare pedagogical tools that can be used in their own practice as well as disseminated to other educators.

The *Course* is offered in the International and Multicultural Department of the School of Education of the University of San Francisco. Its mission is to promote equity, justice and peace through schooling and service, with an emphasis on diversity and education for inclusion.

**Description:** *Human Rights Education* is a three-unit, graduate-level course in the School of Education. It includes five months of coursework, followed by a presentation of the final course project (learning tool) designed for an educational or awareness-raising session in a classroom or community organization.

The *Course* explores the essential concepts of human rights, as originally developed in key United Nations documents, including the Universal Declaration of Human Rights, Covenant on Civil and Political Rights, and the Covenant on Economic, Social and Cultural Rights. Students investigate current human rights violations worldwide and discuss strengths and limitations of the United Nations framework in addressing them. The class also considers the role of NGOs (such as Amnesty International and Human Rights Watch), activism and other means of defending human rights. Guest speakers are invited into the classroom.

The *Course* involves the examination of four case studies of urgent human rights issues, each analysed using the international human rights framework. Students then develop research-based pedagogical tools to educate others on human rights issues of their choice. These learning tools are distributed in hard copy, electronically through websites and through oral presentations given in a variety of contexts, such as Kindergarten-to-grade-12 classrooms, community colleges and after-school programmes.

## Professional Development for Educators and Other Adults

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Description (continued): Students completing the pilot course in spring 2007 reported that the *Human Rights Education Course* had positively transformed their perspectives, academic direction and teaching. This success led to the University's approval of a new human rights education emphasis, which took effect in fall 2008. This new emphasis is comprised of four courses: "International Human Rights Law for Educators", "Human Rights Education: Pedagogy and Praxis", "Gender and Globalization" and "Immigration and Forced Displacement".

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Strengths: This teacher-education course uses an interactive, student-centred pedagogical approach. Education students direct their own learning through developing group presentations on different case studies, participating in role playing, contributing to online discussion forums, visiting San Francisco neighbourhoods to discuss human rights issues with the public, and preparing research-based pedagogical tools on a human rights topic of their choice.

This is the first explicitly focused human rights education course to be taught in a school of education in the United States. It combines knowledge acquisition and critical reflection on contemporary and relevant human rights issues with the development of learning tools that can be used by the education student.

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Adaptability: The *Human Rights Education Course* is intended for a university classroom in the United States but could be adapted for other countries and for in-service training of teachers. Access to the Internet would facilitate the success of this practice as it is currently designed.

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Availability: The course syllabus can be found in English at <http://learning.berkeley.edu/AIUSA-syl/toc.html> (includes other college-level syllabi) and is also included in the Compendium Annex.

General information about the International and Multicultural Department at the University of San Francisco (United States) is available at <http://www.soe.usfca.edu/departments/ime/index.html>.



**Name of Practice:** 88. *INTER Guide: A Practical Guide to Implement Intercultural Education at Schools*

**Name of Organization:** Universidad Nacional de Educación a Distancia (UNED) (National University of Distance Education)  
 Pº Senda del Rey, 7 Madrid 28040 SPAIN  
*Website:* <http://www.uned.es>  
*Phone:* + 34 913987289

The practice was co-ordinated in its development phase by the Distance University in Spain (UNED) and implemented in co-operation with the Complutense University of Madrid (Spain), The Spanish National Research Council, University of Huelva (Spain), University of Oslo (Norway), Nottingham Trent University (United Kingdom), GLOBEA and Charles University (the Czech Republic), the Navreme Knowledge Development network (Austria), University of Latvia and the University of Porto (Portugal).

**Intended Audience:** Prospective and practicing primary and secondary school teachers

**Purpose:** The *INTER Guide* aims to encourage critical analysis among teachers about cultural diversity and current practices in their educational systems and schools. It also promotes the implementation of an inter-cultural approach that provides fair and quality education for all students.

**Description:** *INTER* was a Socrates-Comenius project that resulted in the development and validation of a teacher-training guide for use with both in-service and pre-service teacher training. The *Guide's* learning objectives are as follows:

- To map out the cultural diversity of students and communities in European school settings and, more specifically, in those countries involved in the project;
- To critically assess existing educational practices and policies designed to meet the needs of culturally diverse students and communities;
- To define and exemplify the inter-cultural approach in education on the basis of established theory and to consider its practical implications; and
- To elaborate a system for analysing, supporting, managing and improving the inter-cultural approach in school practices in relation to curriculum as well as institutional policies and practices.

The 211-page *Guide* has eight modules that address inter-cultural education, including the topics of homogeneity and diversity, the role of schooling, school structure and organization, teaching and learning strategies, educational policies, and school, home and community. Each module is comprised of an introduction, activities, proposed collaborations with others, strategies for planning and adapting curriculum, resources and reflective questions.

A DVD developed to accompany the *INTER Guide* contains video clips illustrating good practice in schools. The resource has been packaged in both CD-ROM and online formats for use in distance learning courses. Thus, this resource can be used in face-to-face as well as online learning environments.

## Professional Development for Educators and Other Adults

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**Description (continued):** The manual was field tested and validated in co-operation with agencies and universities from 2002 to 2005. It received the Laureates Evens Prize in 2005. The *INTER Guide* has been implemented within the Complutense University of Madrid (Spain) teacher-training activities, the post-graduate programme of the University of Huelva (Spain) and the teacher-training programme of the Distance University in Spain (UNED), the Multicultural Education Institute of the University of Latvia; the initial teacher-training programme of Nottingham Trent University (Great Britain), University of Porto (Portugal), and diverse in-service teacher formation activities supported by the Spanish Ministry of Education (Spain) and the Navreme Knowledge Development network (Vienna, Austria).

Based on experiences with the *Guide*, the INTER Network was established to foster ongoing exchange of experiences and practical tools for teacher training. The Network can be found on line at <http://internetwork.up.pt/>.

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### Strengths:

The *Guide* takes a holistic and systematic approach to inter-cultural education in schools, identifying the many aspects of policies and practices that influence inter-culturalism. The practice encourages critical reflection and responsive action on the part of teachers.

The practice was piloted and validated in a number of national settings and has been prepared in a range of formats to increase its utility (e.g. in-person and on-line; in-service and pre-service).

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### Adaptability:

The *Guide* was designed as a tool to be used in diverse national and cultural settings and is already used in a half dozen countries. It is available in six local versions adapted to the national/local context and language.

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### Availability:

The *INTER Guide* is available in Czech, English, Latvian, Norwegian, Portuguese and Spanish at [http://inter.up.pt/inter.php?item=inter\\_guide](http://inter.up.pt/inter.php?item=inter_guide). The English-language version is included in the Compendium Annex. The DVD “Kaleidoschool” (in English and Spanish) is an optional supplement to the *Guide* and is available upon request.

Name of Practice:	89. Interactive Methodologies through Human Rights Education Activities: Teacher Training Guidelines
Name of Organization:	<p>“Humanist” Centre for Methodological Studies  Molodyozhnaya 4, Moscow 117296 RUSSIAN FEDERATION  <i>Website:</i> <a href="http://www.humanist.ru">http://www.humanist.ru</a>  <i>Phone:</i> + 7 985 108 1457  <i>E-mail:</i> <a href="mailto:humanist@bk.ru">humanist@bk.ru</a></p>
Intended Audience:	Prospective and practicing secondary school teachers and social workers
Purpose:	<p>The professional development course aims to prepare secondary school educators and social workers to teach human rights using interactive methods. Through the training, educators are introduced both to the active learning methodology and human rights. This prepares them to create democratic and respectful learning atmospheres in their classrooms.</p>
Description:	<p>The “Humanist” Centre for Methodological Studies, in co-operation with the Youth Centre of Human Rights and Legal Culture, elaborated a professional development course for in-service and pre-service training of teachers in active learning methods through human rights education activities.</p> <p>The course curriculum consists of a general introductory module on human rights and a specialized module that can be selected on the basis of learner needs and interests. The introductory module addresses five foundational human rights topics, including “History and Philosophy of Human Rights” and “Introduction to Human Rights Education”. The specialized module has 11 topics, including “Basic Rights and Freedoms”, “Tolerance”, “Justice”, and “Children’s Rights”.</p> <p>The course packet includes a reader with resources that can be used in the classroom with each of the module topics. Each topic is followed by recommendations for teacher trainers on how to conduct a double debriefing on content and methodology.</p> <p>In 2001–2003, the course was successfully field tested at pre-service and in-service centres in three Russian regions (Moscow, Republic of Karelia and the Kaluga Oblast). More than 300 teachers and students participated, and the practice received a positive evaluation from the Experts’ Council of the Russian Federation’s Human Rights Ombudsman’s Office.</p>
Strengths:	<p>The practice is an example of mainstreaming human rights education in pre-service and in-service training of teachers in any field. Human rights are delivered not as a special theoretical discipline, but as an element of general teacher training (such as psychology and pedagogy) through requirements related to teaching methods. Introducing human rights education via pedagogical requirements results in greater openness to human rights education and practice within schools, even without a separate human rights course.</p>

## Professional Development for Educators and Other Adults

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*Adaptability:*

The practice could be adapted to other countries that experience difficulties in creating formal curricular space for human rights education, taking into account national education policies and teacher-training curricula.

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*Availability:*

A sample chapter from the reader is included (in Russian and English) in the Compendium Annex. The curriculum, with recommendations for teacher training in Russian, is also included in the Compendium Annex. The complete course packet is available in Russian upon request.

Name of Practice:	90. Introduction to Human Rights Education: Online Course
Name of Organization:	<p>Human Rights Education Associates, Inc. (HREA)            97 Lowell Road, Concord, MA 01742 UNITED STATES  <i>Website:</i> <a href="http://www.hrea.org">http://www.hrea.org</a>  <i>Phone:</i> +1 978 341 0200  <i>E-mail:</i> <a href="mailto:info@hrea.org">info@hrea.org</a></p>
Intended Audience:	Teachers and trainers working with learners of all ages
Purpose:	<p>The <i>Online Course</i> was developed in order to provide web-based professional development for educators interested in gaining knowledge and skills for the delivery of human rights education programming. This course supplements and incorporates resources provided by Human Rights Education Associates, Inc. for human rights educators, including an extensive Online Library and the Global Human Rights Education Listserv.</p> <p>In the <i>Introduction to Human Rights Education Online Course</i>, participants deepen their knowledge about the field of human rights education in the following areas:</p> <ul style="list-style-type: none"> <li>• International human rights standards, particularly as they apply to children;</li> <li>• Definitions of human rights education; and</li> <li>• Models and pedagogies associated with human rights education and emancipatory learning.</li> </ul> <p>Participants gain basic skills in:</p> <ul style="list-style-type: none"> <li>• Analyzing factors influencing human rights education components and approaches;</li> <li>• Developing a specific learning activity or human rights education tool;</li> <li>• Using the Internet to find resources; and</li> <li>• Critiquing human rights education activities.</li> </ul>
Description:	<p>The <i>Online Course</i> introduces the international field of human rights education to educators and trainers working in both the formal and non-formal sectors. Participants are assisted in the development of a unit, training, or other projects that further their organization's mission. Learners have applied these skills within formal and non-formal educational settings and for staff development within their own organizations.</p> <p>The first element of the <i>Online Course</i> sequence is the introduction of the human rights framework and programming approaches and teaching materials in use worldwide. This is followed by a presentation of participatory teaching methods and related pedagogical theory. Participants then explore discipline-based approaches to human rights education, examining programming and sample materials that come from the social sciences, the humanities and the sciences. This is complemented by an examination of issue-oriented education and advocacy approaches to human rights education, drawing examples from children's rights, women's rights, and the rights of minorities. Several sessions are devoted to building the skills of participants, including how to develop a learning experience, use the Internet, and integrate assessments.</p>

## Professional Development for Educators and Other Adults

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Description (continued): The *Online Course* involves approximately 60 hours of reading, online working groups, interaction among students and instructors, plus assignments, and is offered over a 12-week period. This course integrates active and participatory learning approaches within activities and assignments, with an emphasis on reflective and collaborative learning. Participants carry out required readings, prepare interim and final project assignments, and participate in group discussions. Students who successfully complete the course receive a certificate of participation.

The *Online Course* uses the user-friendly Moodle Management Learning System and does not require high-speed Internet access, although it is necessary to access the Internet at least once a week. Learners can choose to participate via the web or through e-mail. With the exception of the live “chat sessions” (which are optional), participants can choose to participate in the course any time during a weekly session.

The *Online Course* has been offered in English every three years, beginning in 2003. Since 2005, the course has also been offered in German. Each class has had approximately 25 students, with over 15 countries represented. Course-evaluation results have shown high ratings for the organization and relevance of each course component, a sense of community created among course participants, and the ease of use of the course website. See <http://www.hrea.org/courses/8E.html> for the evaluation results from earlier courses.

The *Introduction to Human Rights Education Online Course* is one of over 20 fee-based online courses that Human Rights Education Associates, Inc. offers to adult learners in the field of human rights. Other content-rich courses that may be of interest to educators include “The United Nations Human Rights System” and “Introduction to the European System of Human Rights Promotion and Protection”.

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### Strengths:

The *Online Course* provides a practical, professional development alternative for educators who are not able to participate in an in-person course. The course has been designed in keeping with state-of-the-art technology and methodology in terms of building learning communities on line. The evaluations show that the course has been effective in supporting the development of knowledge and skills relevant for the delivery of human rights education programming.

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### Adaptability:

The *Online Course* has already been completed successfully by learners coming from differing national and learning contexts.

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### Availability:

Information about the *Online Course*, including evaluation results, can be found at <http://www.hrea.org/courses/8E.html>. A sample from the syllabus is included in the Compendium Annex.

Name of Practice:	91. More Interesting Lessons: A Resource Book for the Professional Development of Civics Teachers in Estonia
Name of Organization:	Jaan Tõnisson Institute Pikk str. 7, Tallinn 10123 ESTONIA Website: <a href="http://www.jti.ee">http://www.jti.ee</a> Phone: + 372 5119245 E-mail: <a href="mailto:jti@jti.ee">jti@jti.ee</a>
Intended Audience:	Upper level secondary school teachers of history and civic studies from Estonian- and Russian-speaking schools
Purpose:	The <i>Resource Book</i> aims to promote democratic approaches and active teaching methods for upper level secondary school teachers. Through the use of human rights examples, the practice intends to promote the mainstreaming of these themes within the required civic studies curriculum in Estonia.
Description:	<p>The resource book details commonly used interactive methods and includes samples of activities for civic-education lessons. Introductory human rights activities originated with other sources but were adapted to the Estonian context through the inclusion of local examples, names and other country-specific examples. The manual includes recommendations on how teachers can further adapt lessons and develop their own interactive activities to meet the needs of their classrooms.</p> <p>The Jaan Tõnisson Institute organized in-service training events based on the structure and content of the resource book. The manual was distributed to approximately 600 Estonian- and Russian-speaking schools. As a result of this resource and related lobbying, human rights themes have been incorporated within civic-education national student assessments tests as of 2002.</p>
Strengths:	<p>The <i>Resource Book</i> is well organized and easy to use. It is an example of how steps can be undertaken to prepare a new generation of educators to provide instruction that reflects participatory and democratic values, as well as human rights themes.</p> <p>The manual was developed for the in-service training of civic-education teachers, but it could be used as a stand-alone resource by teachers to mainstream human rights education within disciplines related to civic studies.</p>
Adaptability:	The book is based on a sampling of activities that are already in use internationally and have demonstrated applicability to a range of national contexts. The manual could be further adapted to other settings involving the introduction of human rights education within existing curricula.

## Professional Development for Educators and Other Adults

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Availability:

*More Interesting Lessons: A Resource Book for the Professional Development of Civics Teachers in Estonia* is available in Estonian and Russian. The Russian-language version is included in the Compendium Annex, with excerpts translated into English. For further information or to obtain a hard-copy version, contact Sulev Valdmaa at [sulev@jti.ee](mailto:sulev@jti.ee).



Name of Practice:	92. Professional Development of Teachers of Human Rights
Name of Organization:	Armenian Constitutional Right-Protective Centre (ACRPC) 1 Shirakatsi Lane, Building 2, Vanadzor 2003 ARMENIA <i>Website:</i> <a href="http://www.acrpc.am">http://www.acrpc.am</a> <i>Phone:</i> + 374 32 2 29 67 <i>E-mail:</i> <a href="mailto:acrpc@acrpc.am">acrpc@acrpc.am</a>
Intended Audience:	Secondary school teachers and teacher trainers
Purpose:	This year-long <i>Professional Development</i> programme is intended to enhance the knowledge and teaching skills of Armenian educators responsible for teaching the human rights and civic education as subjects within the framework of the social sciences curriculum for grades 8–10 (students ages 14–18).
Description:	<p>The training programme involves a 20-day workshop that takes place during the summer or winter holidays, and two, seven-day follow-up workshops that take place over the course of the year. In addition, there are up to 11 months of self-paced distance learning (non-Internet based).</p> <p>Content themes address the history and philosophy of human rights, the necessity for human rights education, mechanisms of protection, the range of rights, international humanitarian law and the rights of specific groups such as children, women and the disabled.</p> <p>In-person workshops involve a range of learning methodologies for mastering content and practicing teaching skills, including one-on-one work with an instructor, peer learning and small group work. Whereas the Armenian Constitutional Right-Protective Centre is primarily responsible for the content of the human rights training programme, trainers from the Armenian National Institute of Education work with teachers on collaborative teaching methods. Learners move at their own pace through the list of human rights topics. Tests are administered at the conclusion of each key theme, and there is a final examination.</p> <p>Learners continue their studies from a distance over the course of 11 months, with two workshops that allow them to demonstrate their teaching skills. Written assignments are mailed to the Centre, where they are assessed. Trainees have up to one year to complete the programme. Upon successful completion of all requirements, a certificate of completion is issued.</p> <p>The programme is carried out in collaboration with the National Institute of Education of Armenia's Ministry of Education and Science. Graduates from the human rights training programme are working in approximately 300 schools in all 11 regions of Armenia and have reached over 60,000 secondary school students.</p>

## Professional Development for Educators and Other Adults

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### Strengths:

The *Professional Development* programme takes place over the course of one year and allows for extended learning in relation to human rights topics. The independent, self-paced approach facilitates the mastering of content at the learner's preferred pace.

To ensure the successful completion of the one-year training programme and its application in the classroom, there is a rigorous intake process that requires teachers to sign a "contract" committing to the programme. In addition, headmasters are asked to guarantee that teachers will have the opportunity to teach human rights or another legal subject for at least two years following the conclusion of the training.

An external evaluation carried out in 2006 indicated that this training programme was unique for the country and instrumental in preparing its graduates to teach human rights in schools. The study showed that many teachers completing the programme have extended their involvement in human rights issues outside the classroom. In addition, students of programme graduates have won the national Olympiad for "Constitution and Rights".

In its commitment to raising legal awareness, the Armenian Constitutional Right-Protective Centre provides other services to teachers and community members through seminars, publications and its Human Rights Library Network.

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### Adaptability:

An extended training programme comprised of in-person workshops and distance learning can be applied in many local and national settings. Moreover, it is possible that the distance learning component could be supplemented by Internet-based contact where feasible.

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### Availability:

An English-language description of the training programme, along with reports from previous training courses, is available at <http://www.acrpc.am/en/advcourse.htm>. A description of the programme is included in the Compendium Annex.

**Name of Practice:** 93. Religious Diversity and Anti-Discrimination Training

**Name of Organization:** CEJI – A Jewish Contribution to an Inclusive Europe  
 319, Avenue Brugmann, Brussels 1180 BELGIUM  
*Website:* <http://www.ceji.org>  
*Phone:* + 32 2 344 3444  
*E-mail:* [ceji@ceji.org](mailto:ceji@ceji.org)

This practice was carried out in co-operation with the Institute for International Cooperation of the German Adult Education Association, the Islamic-Christian Study Centre (Denmark), Ligue de l'Enseignement du Calvados (France), the Multi-Faith Centre at the University of Derby (United Kingdom), Partners Bulgaria Foundation and the Scarman Trust (United Kingdom).

**Intended Audience:** Adult educators, teachers and older youth leaders

**Purpose:** The programme is designed in the spirit of anti-prejudice diversity education and aims for participants to recognize and respect multicultural diversity, to confront prejudice and discrimination, and to develop intercultural skills. The “training of trainers” workshops specifically are intended to empower educators to deal with matters of religious diversity and discrimination they may encounter in their educational settings.

Issues related to religious diversity are becoming increasingly important in European society. CEJI's work in the field of diversity education and anti-discrimination, in both formal and non-formal learning environments, reveals a need to prepare educators to deal effectively with religiously diverse populations.

**Description:** The *Religious Diversity and Anti-Discrimination Training* programme offers two-day awareness training sessions and five-day “training of trainer” workshops. The programme uses a pedagogical process consistent with the anti-prejudice diversity-education programmes created by the Anti-Defamation League's A World of Difference Institute. This learning model is based upon research on prejudice reduction that cites empathy, self-esteem, critical thinking, co-operative learning, high expectations, diverse environments, and social action as key skills to develop in the prevention and unlearning of prejudice and discriminatory behaviours.

The *Training Programme* adapted the diversity approach to religion issues and uses the following sequence of pedagogical concepts: Building the Foundation, Identity, Cultural Awareness, Examining the Issues, Confronting the Issues, and Social Action. Participants engage in a series of connected interactive and participatory activities while using intercultural learning methods. These are incorporated into the *Handbook for Adult Educators*.

## Professional Development for Educators and Other Adults

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**Description (continued):** The training encourages participants to examine their religious identity, reflect on their own beliefs, and come to recognize the wide range of spiritual diversity between and within the numerous religious traditions. Followed by an exchange of views and experiences, participants can increase their cultural awareness and sensitivity of others. Awareness is an important step towards action, so the training strives to develop strategies and motivation for participants' to be actively involved in the creation of inclusive, diverse societies.

As of June 2008, 75 adult educators and teachers from ten locations within the European Union had participated in the five-day training course and were able to deliver two- to three-day awareness sessions based on the *Handbook for Adult Educators*. Participants can receive university level (ECTS) credit if they choose to engage in a longer-term tutorial process. The programme is undergoing an external evaluation to assess the relevance, use and impact of the training for the different levels of end-users. On 14 June, 2008 the *Training Programme* won the Gold Prize from the European Commission Lifelong Learning Programme in the category of Adult Learning (Grundtvig programme).

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### Strengths:

*Religious Diversity and Anti-Discrimination Training* is a Europe-wide adult education programme that deals specifically with this topic. Through its focus on very current issues, the training has attracted a wide variety of applicants, including various minorities throughout Europe.

The programme brings a topic that has normally belonged to the realm of religious leaders into the realm of educators who may or may not have religious expertise or affiliation. The programme is open to people of all faiths, beliefs and religious and non-religious preferences.

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### Adaptability:

Training and awareness workshops have successfully taken place in a number of European countries (Belgium, Bulgaria, Denmark, France, Germany, Italy, Netherlands, Spain, Turkey and the United Kingdom). CEJI anticipates that an increasing number of school teachers and university professors (in particular from religion and ethics courses) will be participating in the five-day training sessions. The programme may also be adapted for use with younger pupils (under 16 years of age).

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### Availability:

A general description of the *CEJI Religious Diversity and Anti-Discrimination Training* can be found in English at [http://www.ceji.org/education/religious\\_diversity.php](http://www.ceji.org/education/religious_diversity.php). The Compendium Annex includes excerpts from the *Handbook for Adult Educators* in English, including a sample activity.

**Name of Practice:** 94. Specialized Course for Practicing Civic Education Teachers

**Name of Organization:** Civic Initiatives – Citizen’s Association for Democracy and Civil Society  
 Simina 9a, Belgrade 11 000 SERBIA  
*Website:* <http://www.gradjanske.org>  
*Phone:* + 381 11 2632 631; 381 11 2632 694  
*E-mail:* [civin@gradjanske.org](mailto:civin@gradjanske.org)

Carried out in collaboration with the Faculty of Political Sciences, University of Belgrade, Serbia.

**Intended Audience:** Civic Education teachers in secondary schools

**Purpose:** The *Course* provides civic education teachers with concepts and participatory methods for teaching this subject while encouraging their active engagement in broad issues related to the civic engagement of students and teachers in their schools and communities.

Civic education is one of two subjects in the Serbian school programme that has had compulsory elective status since 2002 (students take either civic education or religious education). The successful implementation of civic education is linked with in-service training opportunities. Such training is particularly important because it is not possible to specialize or receive general training in this subject during pre-service training.

The professional development of civic education teachers is intended not only to improve the skills of educators using participatory-based lessons in this subject, but also to encourage their engagement in shaping their own lessons. Moreover, teachers are encouraged to launch citizen initiatives in their schools and communities and, in turn, to demonstrate to their students how to launch, manage and realize civic actions of various types.

**Description:** The *Specialized Course for Practicing Civic Education Teachers* is an accredited class offered through the Faculty of Political Science at Belgrade University in collaboration with Civic Initiatives, an NGO. The *Course* is carried out through collaboration between university professors inclined towards interactive methods of instruction, non-university experts in specific fields and experienced trainers from the non-governmental sector. The working methodology is diverse and provides a model of teaching for participant teachers.

The *Course* consists of training modules, with the main themes of Citizenship in Modern Complex Society, Citizenship and the State, Decision-making Processes, Majority and Consensus, Human Rights, The Media, Social Policy, Economic Policy, and European Integration. Each module is taught in a two-day training session (12 hours total). Themes and learning objectives of the modules are presented in detail in the evaluation report, which is included in the Compendium Annex.

## Professional Development for Educators and Other Adults

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**Description (continued):** Each module is a combination of interactive lectures, discussions and workshop-based activities that include techniques for co-operative work in small groups. At the end of each module, participants design teaching units that are thematically linked to the main topic. These practical tasks are tested with students between university training sessions, allowing teachers to try out lessons in their actual work context and to make improvements. A team of mentors provides teachers with professional support and consultancy and monitors their individual professional development and progress.

Teacher journaling is a technique used to assist educators in the self-evaluation of their learning process and for monitoring improvement in their professional competencies. A formative evaluation carried out in 2007 during the pilot phase demonstrated concrete improvements in the quality of civic education and documented results such as new materials developed by teachers and their initiation of innovative activities and lessons outside the classroom.

The *Course* is offered at the Faculty of Political Sciences at Belgrade University, and participating teachers come from across Serbia. Four groups of 25 participants have completed the *Course* to date, reaching an estimated 2,500 students. Due to high demand, parallel courses have been offered as of 2008. Participating educators receive credit from the University for successful completion of the modules (constituting half of the credits required for a Master's degree).

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### Strengths:

The evaluation report shows the methodology of the *Course* to be effective in motivating and supporting the efforts of civic education teachers. The methodology is participatory and empowering, encouraging teachers to develop their own lessons and to look outside the borders of classrooms in promoting students' civic competencies.

The practice is a positive example of a training programme offered through collaboration between a university and civil-society organization, and the module themes are current and topical for the European environment.

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### Adaptability:

The institutional model of the training programme, choice of themes and methodology of the *Course* are relevant for other national contexts and could be easily adapted.

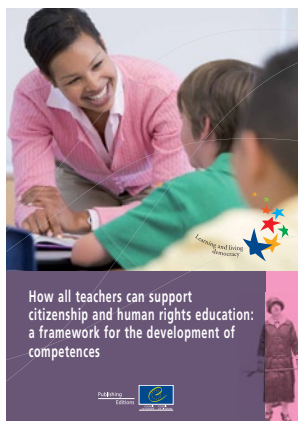
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### Availability:

The Compendium Annex contains the evaluation report, which details the modular themes, sub-themes, related learning objectives and additional features of the training programme. A general description of the teaching programme, as well as other programmes offered by Civic Initiatives, can be found in English at <http://www.gradjanske.org/page/civicEducationProgram/en/specijalisticki.html>.

## PARTNERS' RESOURCES

### Council of Europe



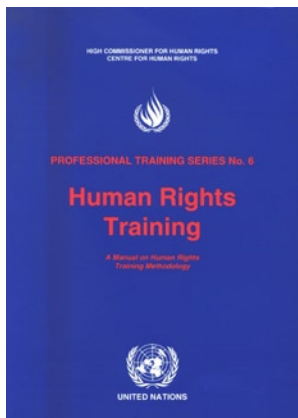
*Parliamentary Assembly Recommendation 1849 (2008) For the promotion of a culture of democracy and human rights through teacher education.*  
<http://assembly.coe.int/main.asp?Link=/documents/adoptedtext/ta08/erec1849.htm>.  
 The Recommendation is included in the Compendium Annex.

*How all teachers can support citizenship and human rights education: a framework for the development of competences* sets out the core competences needed by teachers to put democratic citizenship and human rights into practice in the classroom, school and in the wider community. It is intended for all teachers – not only specialists but teachers in all subject areas – and teacher educators working in higher-education institutions or other settings, both in pre- and in-service training. This publication is included in the Compendium Annex.

### Office of the UN High Commissioner for Human Rights

OHCHR's *Database on Human Rights Education and Training* provides information on programmes (and related institutions) that foster human rights learning, including training courses, university programmes, conferences and seminars, as well as summer courses. Available at <http://www.ohchr.org>.

OHCHR's publication *Human Rights Training – A Manual on Human Rights Training Methodology* (2000) provides guidance on the organization of human rights training courses for professional audiences. The manual is included in the Compendium Annex. It is also available in Arabic, Chinese and English at <http://www.ohchr.org>.



The booklet *Plan of Action – World Programme for Human Rights Education – first phase* (2006), co-published with UNESCO, contains the Plan of Action for the first phase (2005–2009) of the World Programme dedicated to the integration of human rights education into the primary and secondary school systems, including guidance and practical ideas concerning the professional development of teachers and other education personnel. *Plan of Action* (which is also available in Arabic, Chinese, French, Russian and Spanish at <http://www.ohchr.org>) is included in the Compendium Annex in Section 1.

In addition, OHCHR's publications can be used in learning/training activities for educators – they can be requested from OHCHR free of charge and are available on line at <http://www.ohchr.org>.

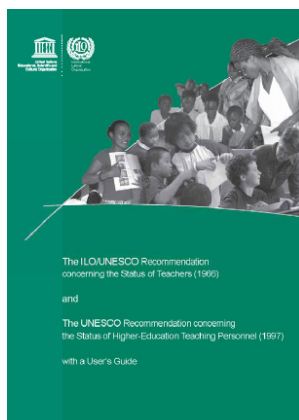
### UNESCO

*ILO/UNESCO Recommendation concerning the Status of Teachers* (1966)  
[http://portal.unesco.org/en/ev.php-URL\\_ID=13084&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13084&URL_DO=DO_TOPIC&URL_SECTION=201.html).

This Recommendation sets forth the rights and responsibilities of teachers and international standards for their initial preparation and further education, recruitment, employment, teaching and learning conditions. The *Recommendation*



## Professional Development for Educators and Other Adults



tion is included in English in the Compendium Annex. The *Recommendation* also exists in French, Spanish and Russian and can be downloaded, respectively, at <http://unesdoc.unesco.org/images/0011/001140/114048f.pdf#page=27>, <http://unesdoc.unesco.org/images/0011/001140/114048s.pdf#page=27> and <http://unesdoc.unesco.org/images/0011/001140/114048rb.pdf#page=29>.

The *UNESCO Recommendation concerning the Status of Higher Education Teaching Personnel* ([http://portal.unesco.org/en/ev.php-URL\\_ID=13144&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/en/ev.php-URL_ID=13144&URL_DO=DO_TOPIC&URL_SECTION=201.html)) was adopted by the General Conference of UNESCO in 1997, following years of preparatory work between UNESCO and the ILO. This standard is a set of recommended practices covering all higher education teaching personnel. The *Recommendation* is included in English in the Compendium Annex. The *Recommendation* also exists in French, Spanish, Russian, Chinese and Arabic and can be downloaded, respectively, at <http://unesdoc.unesco.org/images/0011/001102/110220f.pdf#page=31>, <http://unesdoc.unesco.org/images/0011/001102/110220s.pdf#page=34>, <http://unesdoc.unesco.org/images/0011/001102/110220rb.pdf#page=38>, <http://unesdoc.unesco.org/images/0011/001102/110220cb.pdf#page=34> and <http://unesdoc.unesco.org/images/0011/001102/110220ab.pdf#page=33>.





# Evaluation and Assessment Approaches



# **Evaluation and Assessment Approaches**

Name of Practice:	95. Equitas' Evaluation Methodology
Name of Organization:	<p>Equitas: International Centre for Human Rights Education/Centre international d'éducation aux droits humains          666 Sherbrooke Street West, Suite 1100 Montreal, Qc. H3A 1E7 CANADA  <i>Website:</i> <a href="http://www.equitas.org">http://www.equitas.org</a>  <i>Phone:</i> + 1 514 954 0382</p>
Intended Audience:	Organizers of human rights education training and other trainers
Purpose:	<p>A comprehensive internal evaluation strategy was developed for Equitas' intensive three-week "International Human Rights Training Programme" in order to promote critical reflection among adult trainees, help document training impact, and facilitate continuous improvements in the training programme.</p>
Description:	<p>The evaluation design provides both formative and summative feedback to Equitas and its stakeholders on the training programme. In addition to soliciting detailed feedback on the training content and processes, the evaluation involves an assessment of the training's success in meeting three main aims:</p> <ul style="list-style-type: none"> <li>• Effective analysis of issues and situations encountered in participants' work in their organizations, using a human rights framework;</li> <li>• Effective exploration of the ways in which human rights education can increase the effectiveness of human rights work; and</li> <li>• Increased capacity of participants to apply learning within their organizations and society.</li> </ul> <p>The data are gathered through:</p> <ul style="list-style-type: none"> <li>• Questionnaires completed by participants following each programme component;</li> <li>• A questionnaire completed by participants in the early stage of the training in relation to the evaluation process itself, followed by a facilitator-led discussion;</li> <li>• A final evaluation questionnaire completed at the end of the training;</li> <li>• Daily debriefing sessions with trainers;</li> <li>• Trainers' written reflections on participants' learning; and</li> <li>• Informal feedback gathered through ongoing discussions with participants and resource persons.</li> </ul> <p>This information is synthesized into an evaluation report, which includes recommendations for ways in which the training programme might be adjusted to improve effectiveness. These reports are publicly available.</p>
Strengths:	<p>The <i>Evaluation Methodology</i> illustrates a comprehensive, highly participatory, self-reflective and transparent approach for using evaluation as a tool for programme improvement. Evaluation reports include the organization's response to the evaluation results from the previous year, demonstrating responsiveness and accountability to evaluations that have been undertaken.</p>

## Evaluation and Assessment Approaches

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**Strengths (continued):** Evaluation is integrated into all aspects of the training programme and involves the ongoing participation of trainees in providing feedback. These processes model the importance of evaluation for all those involved in the training programme.

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**Adaptability:** The *Evaluation Methodology* can be adapted and used in other local and national contexts. Several evaluation instruments have been translated into other languages, including Russian.

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**Availability:** The 2007 Training Programme evaluation report, which includes instruments and results, can be found in the Compendium Annex. The 2006 evaluation report is available in English at <http://equitas.org/english/pdf/Eval%20report06.pdf>.

Name of Practice:	96. Evaluation Model for Assessing the Intercultural Educational Objectives of Primary and Secondary School Textbooks
Name of Organization:	Helpdesk for Intercultural Learning Materials 224, Tsar Boris III Blvd., Sofia 1619 BULGARIA <i>Website:</i> <a href="http://www.helpdeskbg.org">http://www.helpdeskbg.org</a> <i>Phone:</i> + 359 2 9 67 10 63
Intended Audience:	Evaluators of educational resources, teachers of all subjects, teacher educators, textbook authors and publishers, relevant Ministry of Education officials and experts, and secondary school pupils (ages 14–18)
Purpose:	<p>The <i>Evaluation Model</i> was developed to promote the monitoring and review of learning materials according to the goals of inter-cultural education and non-discrimination, i.e. from the perspectives of equity and openness towards inter-cultural interactions in the classroom, in the community, nationally and globally.</p> <p>At the time the practice was developed, there had been extensive discussion of the models and policies concerning inter-cultural education in Bulgaria, but little work had been undertaken regarding the potential contribution of school textbooks. The textbook-review process and accompanying training activities were developed to influence the development of both the philosophy and content of learning materials, as well as educational practices of educators more generally.</p>
Description:	<p>The <i>Evaluation Model</i> frames a process to assess the potential of learning materials that promote inter-cultural learning and values within the school system. Key objectives identified by the <i>Model</i> include reflecting on the cultural diversity of societies, encouraging pupils to understand their complex identities and those of others, providing multiple perspectives on subject-area content, challenging stereotypes and promoting non-discriminatory perspectives and active citizenship.</p> <p>The <i>Model</i> promotes these objectives and asks reviewers to apply them in the analysis of learning-material content, language, images and activities (“Zones of Focus”). A template is provided for report-writing. This <i>Model</i> is introduced through training programmes for a range of audiences (see list above). Through these training programmes and resulting reviews, teachers become more aware of and committed to the objectives of inter-cultural education and how learning materials can support these goals. Teachers have also designed and piloted new teaching activities intended to counteract gender and ethnic marginalization.</p> <p>Over 30 Bulgarian textbooks have been reviewed across different subject areas. These reviews were carried out by Helpdesk for Intercultural Learning Materials team members, trained teachers and pupils from different towns in Bulgaria (e.g. Ruse, Sofia, Turnovo, Veliko, Yambol). Trainees identified instances of marginalization of minority groups in textbooks and, in some cases, created sample inclusive and non-discriminatory learning materials. The results of these reviews have been presented at different forums and are available on the Helpdesk website.</p>

## Evaluation and Assessment Approaches

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**Description (continued):** The *Evaluation Model* and reviews produced have resulted in Bulgaria's Ministry of Education developing textbook-production criteria related to inter-cultural education objectives. New textbooks can be approved by the Ministry only if these criteria have been observed. Non-governmental organizations working with and for marginalized communities have also adopted the Helpdesk for Intercultural Learning Materials methodology within the educational components of their work.

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**Strengths:**

The positive qualities of the *Evaluation Model* include the following:

- The training and evaluation processes cultivate greater sensitivity, understanding and acceptance of the values of diversity, multiple perspectives, equity, inclusion, social cohesion and human rights;
  - The practice extends the discussion of inter-cultural education to include both the school experiences of the individual learner and the larger issues of cultural diversity within and beyond the borders of Bulgaria; and
  - The practice cultivates teachers' proactive attitudes and responsible citizenship behaviour.
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**Adaptability:**

Although contextualized within Bulgaria's contemporary social and educational environment, the generic character of the *Evaluation Model* makes it adaptable to other local and national contexts. The *Model* can be used to assess the inter-cultural potential of any type of learning material (e.g. textbooks, task sheets, web resources, training packs). It can also serve as a springboard for developing training courses and materials on inter-cultural issues and citizenship for cultural diverse audiences.

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**Availability:**

The *Evaluation Model*, along with illustrative reports, is available in English and Bulgarian and can be downloaded from [http://www.helpdeskgb.org/title\\_UK.html](http://www.helpdeskgb.org/title_UK.html). Sample documents are included in the Compendium Annex. For more information, contact Leah Davcheva at [leah.davcheva@gmail.com](mailto:leah.davcheva@gmail.com).

Name of Practice:	97. ISSA Pedagogical Standards for Preschool and Primary Grades: Observation Guidelines
Name of Organization:	International Step by Step Association Keizersgracht 62-64, Amsterdam 1015 CS THE NETHERLANDS Website: <a href="http://www.issa.nl">http://www.issa.nl</a> Phone: + 361 354 3920 (Budapest office)
Intended Audience:	Teachers, administrators, government entities, professional organizations, universities and pedagogical institutes related to pre-school and primary school education
Purpose:	The <i>ISSA Pedagogical Standards</i> were developed to encourage the recognition of a rights-based approach to quality early-childhood education and care. The self-assessment practice is intended to lay the foundation for creating educational settings that include, affirm, value and empower all and build a sense of community and interconnectedness.
Description:	<p>The <i>Standards</i> establish quality guidelines for early-childhood educators working towards providing exemplary educational experiences for their children and families in six areas:</p> <ul style="list-style-type: none"> <li>• Supporting personal development;</li> <li>• Building environments that promote a sense of belonging for all students and families;</li> <li>• Facilitating learning in ways that are consistent with children’s growth and development;</li> <li>• Encouraging family and community members to become partners in the educational process;</li> <li>• Promoting inclusion and diversity in everyday practice; and</li> <li>• Supporting ongoing professional development.</li> </ul> <p>Standards for early-childhood education can provide a level of assurance that social-justice issues are being addressed by educators through the collection of data in relation to the following indicators:</p> <ul style="list-style-type: none"> <li>• There exists a sense of belonging for all students and families;</li> <li>• Family and community members become partners in the educational process;</li> <li>• The emotional safety of all is ensured;</li> <li>• Students’ identities are affirmed and valued;</li> <li>• Teachers and children engage in reflective practices;</li> <li>• Teachers use innovative practices that are culturally appropriate for their setting; and</li> <li>• Teaching strategies encourage many kinds of social interactions within and outside the classroom.</li> </ul> <p>The <i>Pedagogical Standards</i> are contained in a 56-page publication that includes observation forms (with instructions) for assessing how closely current practice complies with them.</p>

## Evaluation and Assessment Approaches

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Description (continued): ISSA's work was initiated by the Soros Foundation Network in 1994 and has grown to include over 50,000 classrooms. The *Standards* were developed by experts from the ISSA network and draw upon research and experience from an international early-childhood community to define what practices signify quality education for all children. The *Standards* are used in 28 countries in Central/Eastern Europe and Central Asia.

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### Strengths:

The *Standards* promote key values and practices related to child-centred learning and inclusiveness in ways that are well grounded in classroom and school experiences.

The use of observation instruments promotes critical discussion and reflection. Observation protocols can also be incorporated into professional development and ongoing assessment within school environments.

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### Adaptability:

Observation tools were designed for use in multiple national and community contexts and are being successfully used. The *Standards* themselves could be used as a framework for developing national or community standards in any context.

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### Availability:

The *ISSA Pedagogical Standards for Preschool and Primary Grades* are available in English on the ISSA website at [http://www.issa.nl/program\\_standards.html](http://www.issa.nl/program_standards.html) and are included in the Compendium Annex. For more information, contact Aija Tuna at [atuna@issa.hu](mailto:atuna@issa.hu).



Name of Practice:	98. No Outsiders: Researching Approaches to Sexualities Equality in Primary Schools
Name of Organization:	<p>University of Sunderland  Forster Building, Chester Road, Sunderland SR1 3SD UNITED KINGDOM  Website: <a href="http://education.sunderland.ac.uk/CESOJ/cesoj">http://education.sunderland.ac.uk/CESOJ/cesoj</a>  Phone: + 44 191 5152380</p> <p>This practice is being carried out collaboratively with the University of Exeter (United Kingdom) and Institute of Education, University of London.</p>
Intended Audience:	Primary schools students (ages 5–11)
Purpose:	<p>Action research carried out by primary school educators and university-based researchers is intended to help teachers implement and evaluate strategies to address sexualities equality in their schools.</p> <p><i>No Outsiders</i> was designed based on themes emerging from earlier research carried out at the University of Sunderland, which showed:</p> <ul style="list-style-type: none"> <li>• The invisibility of parents who are lesbian, gay, bisexual or transgender, despite the likelihood of their presence in the community;</li> <li>• The lack of representation of children in families with same-sex parents (or other relatives), of their everyday life experiences within and beyond the school curriculum;</li> <li>• The tendency of teachers (whether heterosexual or non-heterosexual) to take a reactive rather than a proactive approach to addressing sexualities equality, if addressed at all; and</li> <li>• Teachers' underestimation of the significance of homophobic bullying in primary schools.</li> </ul>
Description:	<p>Action research is a process in which participants examine their own educational practice systematically using research techniques. <i>No Outsiders</i> is a collaborative action research project that brings academics and practitioners together as co-researchers, enabling teachers to implement and evaluate strategies to address sexualities equality in their schools in a collaborative practitioner-research community.</p> <p>The practice engages primary school teachers in critically exploring heteronormative assumptions underpinning homophobia in primary schools as part of a broader inclusion and equality-based educational agenda.</p> <p>Led by Principal Investigator Elizabeth Atkinson at the University of Sunderland, the project involves 26 teacher-researchers conducting action-research projects in their own schools spread throughout the United Kingdom during each project year (2006–2007 and 2007–2008). The projects vary, but all explore strategies to address lesbian, gay, bisexual and transgender equality in primary schools.</p>

## Evaluation and Assessment Approaches

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**Description (continued):** There are 16 sites throughout the United Kingdom, in the South West, North East, and London/ Midlands regions of England. All participating schools are primary (except one nursery programme). Each site involves at least one classroom, but some are whole school projects. In some cases the participating teacher-researcher is the head teacher, and in another she or he is the Healthy Schools Co-ordinator at the Local Authority level, with the project involving several schools. Each site receives a pack of books to be available to all teachers and whole school diversity training as part of the project. This training includes all staff and, in some cases, parents and community members.

Dissemination of research is taking place via academic and professional publications and conference presentation, as well as *No Outsiders* dissemination events throughout the United Kingdom. The practice has been disseminated as a book entitled *Undoing homophobia in primary schools* (Trentham, 2009).

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**Strengths:** *No Outsiders* is a unique approach to the professional development of teachers through action research. Early results from an internal evaluation show that this research has resulted in changes in policies and practices in participating schools.

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**Adaptability:** The general model of school-university collaboration in carrying out action research can be replicated not only in terms of investigating sexualities equality but also through other areas of potential discrimination and human rights-related practices.

It would be necessary to organize sensitivity training for participating teachers and school staff on national policies and personal attitudes related to sexual orientation and perceived gender identity or other groups experiencing discrimination that become the focus of the action research.

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**Availability:** The *No Outsiders* website offers teaching ideas and reflections, as well as examples of policy, resources, news and events from around the world at <http://www.nooutsiders.sunderland.ac.uk>. A brief description of “No Outsiders” is included in the Compendium Annex. For more information contact Renée DePalma at [renee.depalma@sunderland.ac.uk](mailto:renee.depalma@sunderland.ac.uk).

**Name of Practice:** 99. Peer- and Self-Evaluation of Human Rights Trainer Performances

**Name of Organization:** EIP Slovenia – School for Peace  
 Robiceva 9, Limbus SI-2341 SLOVENIA  
*Website:* <http://www.eip-ass.si>  
*Phone:* + 386 246 11 585  
*E-mail:* [solazamir@eip-ass.si](mailto:solazamir@eip-ass.si)

**Intended Audience:** Human rights education trainers

**Purpose:** A peer-observation checklist and self-evaluation questionnaire were developed by EIP-Slovenia to promote didactical observation and self-reflection among trainers carrying out human rights education training workshops for teachers. These internal assessment processes are intended to promote self-improvement and learning among trainers.

**Description:** The peer-evaluation checklist includes 30 items for rating colleagues on their training techniques, training qualities and ability to evaluate themselves. These qualities are rated on a three-point scale: “very good”, “satisfactory” and “needs improvement”.

The self-evaluation questionnaire contains ten items that ask trainers to reflect on the experiences of participants in their training, the most/least effective approaches and methods used, the suitability of resources and other elements of the training workshop.

The peer-observation checklist and self-assessment questionnaire are used integrally within EIP-Slovenia’s in-service and on-line teacher training programming. These instruments are included in the Compendium Annex.

**Strengths:** Although learners participating in training workshops typically complete feedback/evaluation forms, it is less common for trainers to evaluate the work of their peers and themselves. The latter practice results in a critical and constructive appraisal of performance, allowing for genuine self-learning and improvement.

The use of these tools sends a message that trainers, like their students, can improve their performance. These evaluations also help to ensure trainers’ techniques are reflective of such principles as respect for human rights and human dignity, and democratic participation.

**Adaptability:** These assessment tools can be readily used in human rights education workshops and lessons.

**Availability:** English-language versions of the peer- and self-evaluation questionnaires are included in the Compendium Annex.

# Evaluation and Assessment Approaches

**Name of Practice:** 100. Promoting Human Rights in Primary and Secondary School Textbooks: A Human Rights-Based Textbook Analysis

**Name of Organization:** The Economic and Social History Foundation of Turkey (History Foundation of Turkey)  
Zindankapı Değirmen Sok. No: 15 Eminönü, Istanbul 34134 TURKEY  
*Website:* <http://www.tarihvakfi.org.tr>  
*Phone:* + 90212 522 02 02  
*E-mail:* [tarihvakfi@tarihvakfi.org.tr](mailto:tarihvakfi@tarihvakfi.org.tr)

**Intended Audience:** Primary and secondary school students and teachers, educational policymakers, textbook authors

**Purpose:** A human rights-based textbook analysis was made of 190 school textbooks in Turkey in the years 2002 and 2003. The goal was to assess the main characteristics of curriculum and textbooks according to human rights principles. This process was intended to create awareness among teachers, textbook writers and decision makers about human rights principles and the components of democratic culture in textbooks and school environments.

**Description:** An in-depth analysis of 190 primary and secondary school textbooks was carried out to identify implicit and explicit violations of human rights standards and principles. The criteria for qualitative analysis (included in the Compendium Annex) called for a review of form, content and pedagogical techniques in the teaching materials. The analysis aimed to identify content and approaches that were contradictory to human rights values.

Thematic areas investigated were:

- Direct violations of human rights: misrepresentation, deliberate distortion or ignorance of fundamental human rights concepts;
- Militarization of civic space;
- Promotion of nationalism and national identity in a manner that was xenophobic;
- Presentation of anti-democratic and anti-secularist principles;
- Inclusion of elements of patriarchy and gender bias; and
- Failure to promote critical thinking/the use of education as a tool for indoctrination.

Textbooks surveyed were grouped under the following headings: “Religion and Morals”, “Social Sciences and History”, “Literature and Turkish Language”, “Geography”, Civic Education and Human Rights”, “National Security”, “Mathematics and Natural Sciences” and “Philosophy”.

In preparation for the review, a questionnaire was administered to 300 primary and secondary school teachers and 1,200 students to investigate their perceptions of textbooks from a human rights perspective and to better understand their conceptual understanding of basic human rights norms and values.

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**Description (continued):** The qualitative textbook analysis was carried out by nearly 300 trained volunteers, who formed regional working groups. At the end of the analysis, 4,000 different problematic situations that promoted ideas and values in conflict with human rights were reported.

Four key publications resulted from this effort:

- Summary of findings, including recommendations in Turkish and English;
- Survey results administered to teachers and students;
- Guide for writing textbooks that are more sensitive to human rights; and
- Guide for teachers on how to create a human rights-friendly school environment.

Workshops, training seminars and panels for teachers and textbook authors were organized during and following the textbook analysis to raise awareness about human rights and democratic cultures in school environments. These meetings also resulted in the activation of civil-society groups comprised of teachers, unions, parents and NGOs advocating for the revision of textbooks. An international symposium was held towards the end of the project, and international aspects of the issue were discussed. Symposium proceedings were also published in both Turkish and English.

The History Foundation of Turkey believes that educational curricula and textbooks have been revised in accordance with recommendations resulting from the analysis. An evaluation is currently under way to determine the extent of these revisions.

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**Strengths:** The textbook analysis was an inclusive and professional undertaking, involving university experts, teachers, parents and civil-society members. The textbook-review process was used as a learning and mobilizing tool for the inclusion of human rights norms in textbooks. The analysis resulted in concrete recommendations for educational authorities and textbook writers.

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**Adaptability:** The guidelines and criteria established for the qualitative analysis of textbooks reflect a universal understanding of human rights norms and values. As such, the methodology can be adapted to other contexts.

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**Availability:** A brief project description, a list of review criteria and recommendations to the Ministry of Education are included in the Compendium Annex. A brief description of the project can be found in English on the History Foundation at [http://www.tarihvakfi.org.tr/dkih/arsiv/sonucbelgesi\\_eng.asp](http://www.tarihvakfi.org.tr/dkih/arsiv/sonucbelgesi_eng.asp).

# Evaluation and Assessment Approaches

**Name of Practice:** 101. Teachers' Action Research in Designing, Producing and Using Educational Material for Intercultural Understanding

**Name of Organization:** University of Thessaly, Department of Early-Childhood Education  
Argonauton and Filellinon, Volos 38222 GREECE  
*Website:* <http://www.uth.gr>  
*Phone:* + 30 6973050052

**Intended Audience:** Prospective and practicing teachers

**Purpose:** The practice was developed to support teachers in linking the theory and practice of inter-cultural education. Through the practice, participants learn to recognize, design, produce and effectively use educational material that promotes mutual respect and understanding.

**Description:** The practice involves action research carried out by educators in the context of initial or in-service teacher education. After studying the main theoretical dimensions of inter-cultural education, teachers investigate the implementation of inter-cultural materials they themselves have designed. Each action-research cycle has four stages: design of educational material, use of the material in the classroom, observation of the action, and reflection on the action and material. The general methodology of the action research is contained in the Compendium Annex.

The action research is carried out over the course of eight weeks. Nearly 80 prospective and practicing teachers have participated in the teacher education seminars, and an additional 1,000 have had the opportunity to learn about and discuss the action research carried out by colleagues. An internal evaluation found that teachers revised their learning materials on the basis of their action research and that the majority of educators had a positive experience as researchers.

**Strengths:** The practice encourages teachers to apply the theory of inter-cultural education by developing learning materials and reflecting on their use through formal research. This combination of approaches empowers teachers to be creative and reflective agents of education in their own classrooms.

**Adaptability:** The model can be easily adapted to other local and national teacher-education activities. It would be necessary to employ a teacher educator who is familiar with both inter-cultural education (theory and practice) and action research.

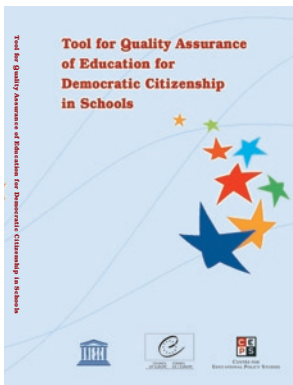
**Availability:** The practice is presented in greater detail in the Compendium Annex in English and Greek. For more information, contact Kostas Magos at [kmago@tee.gr](mailto:kmago@tee.gr).

## PARTNERS' RESOURCES

### Council of Europe

*Introducing Quality Assurance of Education for Democratic Citizenship in Schools – A comparative Study on Ten Countries* (2009) compiles an overview, from international perspectives, of the applicability and relevance of the above-mentioned Tool. Based on ten country reports, it examines the quality assurance requirements in the field of EDC, and makes a comparison of the specific evaluation systems in those countries. It provides a feasibility study on relevant conditions for implementing the Tool, and aims to serve as a resource of orientation for policymakers, a case study on implementation for researchers, and source book for the reflection of education practitioners. This publication was developed by the Council of Europe in co-operation with the German Institute for International Educational Research (DIPF) and the Foundation “Remembrance, Responsibility and Future”. The resource is available online at <http://www.coe.int/edc> and is included in the Compendium Annex.

### Council of Europe and UNESCO



The *Tool for quality assurance of education for democratic citizenship in schools* (2005) (<http://unesdoc.unesco.org/images/0014/001408/140827e.pdf>), published jointly by the Council of Europe, UNESCO and Centre for Educational Policy Studies – Ljubljana, is devoted to the questions of school development based on self-evaluation and assessment. This tool was developed as a response to the gap between policy and practice in the area of Education for Democratic Citizenship (EDC), as a follow up to a project launched in the framework of the Stability Pact, endorsed by UNESCO, and supported by the Council of Europe. The tool aims at quality assurance in education by improving both educational governance, and teaching and learning practices and performance in schools. It is currently being tested in a number of countries, and supplementary materials will be developed on the basis of these projects. The tool is included in the Compendium annex. The French version can be downloaded at <http://unesdoc.unesco.org/images/0014/001408/140827f.pdf>.

# Evaluation and Assessment Approaches

## Office of the UN High Commissioner for Human Rights

OHCHR is developing, jointly with EQUITAS – International Centre for Human Rights Education, *Evaluating Human Rights Education Activities: A Handbook for Human Rights Educators* (forthcoming). After an introduction on principles and models, the handbook proposes a step-by-step process, as well as relevant tools for evaluating the impact of human rights education activities.

OHCHR is also developing *Human Rights Education in Primary and Secondary Schools: A Self-Assessment Tool for Governments* (forthcoming). The tool aims to assist governments in assessing their progress in integrating human rights education into the primary and secondary school systems in line with the Plan of Action for the First Phase (2005–2009) of the World Programme for Human Rights Education.

## UNESCO

UNESCO's International Bureau of Education (IBE), in co-operation with GTZ, developed a database of effective practices called "*Learning to Live Together*", as well as conceptual and methodological frameworks and tools to monitor and assess the effectiveness and impact of school and out-of-school programmes. These can be found at

<http://www.ibe.unesco.org/en/learn-to-live-together.html>,

<http://www2.gtz.de/publikationen/isissearch/publikationen/search.aspx?SearchType=simple&language=en> and

[http://www.hrea.org/index.php?base\\_id=104&language\\_id=1&erc\\_doc\\_id=4821&](http://www.hrea.org/index.php?base_id=104&language_id=1&erc_doc_id=4821&). *Learning to Live Together* is included in the Compendium Annex.





This publication collects 101 exemplary practices of human rights education, education for democratic citizenship and education for mutual respect and understanding from Europe, North America and Central Asia. Designed for primary and secondary schools, as well as teacher-training institutions, the resources included in the publication touch upon the key elements for successful human rights education:

- Laws, guidelines and standards;
- The learning environment;
- Teaching and learning tools;
- Professional development for educators; and
- Evaluation.

The practices included were selected on the basis of their innovative approaches, effectiveness, adaptability and diversity.



<http://www.osce.org/odihr>



<http://www.coe.int>



<http://www.ohchr.org>



<http://www.unesco.org>