



Human Rights Education & Active Citizenship

27th October 2011

Glasgow City Chambers, George Square, Glasgow, G2 1DU

The World Conference on Human Rights considers Human Rights Education, training and public information essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

(VIENNA DECLARATION AND PROGRAMME OF ACTION, part II. D, par 78)

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Introduction

Background Information

Second Phase of UN World Programme for Human Rights Education (UNWPHRE) (2010 - 2014)

We are currently in the second phase of the UN World Programme for Human Rights Education. The draft plan of action for this was prepared and subsequently finalised by the Office of the UN High Commissioner for Human Rights (OUNHCHR) in July 2010.

The second phase action plan calls for Member States to focus on human rights education and training for staff involved in higher education, for teachers and educators, civil servants, law enforcement officials and military personnel. Governments are asked to report on their progress regarding this action plan and the Scottish Government's initial response to this was given in April 2010.

It was clear from the Scottish Government's response to the OUNHCHR that some progress has been made in Scotland with regards to Human Rights Education; however there is still much work to be done with regard to raising awareness of HRE and in making HRE more explicit both in policy and in practice.

The key objective of this conference is to provide a platform to discuss and debate the key concepts and themes around Human Rights Education (HRE) and to provide a framework for action and enhanced raised awareness regarding our responsibilities under the UNWPHRE. In addition, the conference seeks to explore how the statutory and voluntary sectors can work in partnership to offer opportunities for those involved in government, education and training and civil society to consider how best to support the Scottish Government in taking forward the second phase action plan.

By doing this, we would like to invite the broader civic society and stakeholders to consider HRE and its links to social justice, equality, and inclusiveness. As such, this is a call for civic society, for Scottish Government, public and third sector to reconsider understandings of HRE and to embrace its values. HRE is a process and we wish to engage all in this process both within strategic and operational frameworks of cooperation.

The conference on Human Rights Education on 27th October, organised by BEMIS and a range of key partners, including, Amnesty International, Education Scotland, and the IDEAS for global citizenship Network, and supported by key stakeholders such as UNESCO UK, SCCYP, SHRC, SCOJEC and SRC.

As a legacy of this conference, BEMIS will propose that a working group be formed to begin negotiations with the Scottish Government on how best to take this important work forward. There is much work and a number of initiatives already under way in Scotland that could contribute significantly to the implementation of the WPHRE, and BEMIS would like to propose that a Cross Party Working Group on Human Rights Education be formed to allow Scotland to best meet the opportunities and challenges of this action plan and also to support the Scottish Government's wider aim of creating a modern, inclusive Scotland that respects the rights of all its people while raising awareness of their responsibilities.

Rami Ousta
CEO, BEMIS

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Human Rights Education & Active Citizenship

PROGRAMME

Chaired by **Mr. Ephraim Borowski** MBE, Convenor of BEMIS

09:00 Registration with coffee and tea

09:45 Opening of the day by Glasgow City Council's Lord Provost, **The Rt. Hon. Bob Winter**

09:55 Outline Note by **Dr. Rami Ousta** CEO, BEMIS

10:05 Opening Address by Prof. Alan Miller, Chair, Scottish Human Rights Commission

10:20 Morning Session

Ms. Jun Morohashi UNESCO Chief of section for promotion of Rights and Values for Education

Prof. Henry Maitles University of the West of Scotland - 'What type of citizenship education? What type of citizen?' Content will revolve around:

- What do we mean by citizenship?
- The demonisation of young people
- The relationship between citizenship and rights and responsibilities?
- The impact on values and attitudes of citizenship programmes

11:00 Q&A Session

11:15 Coffee Break

11:40 Morning Workshops - Parallel sessions

12:40 Networking lunch & Market Place

14:00 Afternoon Session

Prof. Alison Phipps Professor of Languages and Intercultural Studies (Creativity Culture and Faith), University of Glasgow Human Rights Education, Migration and Religious Observance in Schools: An Intercultural Approach

Ms. Martine Leitch Teacher, Swinton Primary School - Rights Respecting School Award. In 2010, Swinton Primary achieved Glasgow's first ever Rights Respecting School Award from UNICEF, for Martine's outstanding work in driving forward rights education with her staff and pupils. Martine's presentation will cover the process which her school went through and how it has impacted the pupils, staff and local community.

14:30 Q&A Session

14:40 Afternoon Workshops

15. 45 Feedback session: The way forward - development of the Charter

16:15 Closing Remarks from the Chair

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Workshops

Morning

Workshop 1

Human Rights Education and Civil Society

Tanveer Parnez (Director of National Development, BEMIS)

Scottish Refugee Council

- Definition of HRE & Active Citizenship
- Active citizenship – rights and responsibilities group discussion
- Understanding of HRE & Active Citizenship
- Challenges and opportunities for civic society in deploying Human Rights Education as a tool for effective citizenship
- The role of service providers, politicians, NGOs

Workshop 2

Need For Human Rights Education Throughout Society

Jun Morohashi (UNESCO)

Isabelle Uny (UK National Commission for UNESCO)

Introduction to the World Programme for Human Rights Education:

Discussion on why all these target groups including the primary/secondary schools, teachers, higher education, law enforcement officials, civil servants. What needs to be done for putting HRE into practice - focus on the policy making: presentation of one/two good practice(s) and discussion on obstacles and opportunities in the case of Scotland? Who should be involved - for networking with concerned stakeholders?

Workshop 3

Global Citizenship and Human Rights Education - Learner voice through Rights Respecting Schools Accreditation (RRSA)

Klaus Mayer (Development Officer, Developing Global Citizens, Education Scotland)

Sally Peel (Deputy Head Teacher, St Ninian's Primary School, Gourrock, Inverclyde)

Claire Coggins (St Andrew's Primary School, Greenock, Inverclyde)

This workshop will showcase a practical, but inspiring, example of how global citizenship education can act as a catalyst for engaging and challenging learners. The presenter, Mrs Sally Peel, and her colleague Mrs Claire Coggins, will describe how they used the process towards Rights Respecting Schools accreditation to embed the values and principles of the UNCRC into the ethos and curriculum of the school. Through this learners felt empowered to confidently speak out and press for the rights of all to be respected both locally and globally.

Workshop 4

The Rights of Children and Young People

Cathy Begley (Head of Participation and Education (Acting), Scotland's Commissioner for Children and Young People)

Emma Laverie (Participation and Education Officer, Scotland's Commissioner for Children and Young People)

Participants will gain an understanding of the human rights adults and children have in common and why children need a separate convention to protect their rights. Participants will explore the articles of the United Nations Convention on the Rights of the Child, find out more about Scotland's Commissioner for Children and Young People and look at how the UNCRC is applied in Scotland.

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Workshops

Afternoon

Workshop 1

Bringing Human Rights to Life with Curriculum for Excellence
Julie Hepburn (Amnesty International)

This workshop will look at how teachers can use educational resources to bring human rights to life in the classroom as part of developing global citizens, with a focus on ideas for interdisciplinary classroom learning.

Workshop 2

Human Rights Education in the Classroom
Anne Kane (Curriculum Adviser, Oxfam Scotland)
Diana Ellis (Global Education Worker, WOSDEC)
Elaine Watts (BEMIS)

Participants will explore opportunities within the curriculum that strengthen a respect for human rights through the approaches of Global Citizenship.

This interactive workshop will consider the links between Global Citizenship (GC) and Human Rights Education (HRE) within the context of Curriculum for Excellence (CfE). We will combine theory with practical activities that teachers can use in the classroom.

Workshop 3

Learning Through Film: Human Rights in Scotland
Dr Nick Higgins (the University of Edinburgh)

This workshop will demonstrate how to use creative documentary films as a means to teach school pupils, young people, community workers and other interested groups or individuals how to understand Human Rights in Scotland.

The workshop is based on the new multi-media education pack: **'Learning Through Film: Human Rights in Scotland'** created in collaboration with the Scottish Human Rights Commission, Choose Life, and The University of Edinburgh. The creator and producer of the project, Nick Higgins, who is also a filmmaker and senior lecturer at the University of Edinburgh, will lead the workshop.

Workshop 4

A Human Rights Based Approach: From Principles To Practice
Jemma Neville (Outreach Coordinator, Scottish Human Rights Commission)

What is a human rights based approach? How can principles be turned into practice? And what are the identifiable benefits and associated risks of different models of engagement?

These are the questions that we will explore using two examples from the Commission's work: the experience of supporting the development of a Charter of Rights for People with Dementia and a capacity-building 'train the trainer' delivery model in the Care about Rights project.

There will be a discussion on how outreach, communications and policy strategies can be used to ensure collaboration with different actors responsible for 'making rights real' in a long term, sustainable way and what lessons might be transferable.

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Biographies

Special thanks from BEMIS and all partners to all the speakers and facilitators whose support and contributions make this event a success.

Lord Provost Bob Winter Councillor Bob Winter was appointed Lord Provost for four years on 17 May 2007. He is also the Lord Lieutenant of the City of Glasgow ie the Queen's representative in Glasgow. Lord Provost Winter was employed in Local Authority Social Work in the West of Scotland from 1954 – 96 with breaks for National Service and university study. He is a past President of the Association of Directors of Social Work and retired in 1996 from the post of Director of Social Work, Strathclyde Region. He was first elected to Glasgow City Council in 1999 and re-elected in 2003 and 2007. He represents the Maryhill/ Kelvin Ward. Bob has served as the Council Spokesperson for Children's Services and Chair of the North West Area Committee, Social Renewal Working Group, North Community Health & Care Partnership, Maryhill Kelvin Canal Community Planning Partnership and Housing Forum.

Mr Ephraim Borowski, Chairing the Conference- Convener of BEMIS Ephraim is the Director of the Scottish Council of Jewish Communities (SCoJeC), which was established as a democratic representative body at the time of Devolution when he recognised the need for a single umbrella organisation that could speak to Government and others on behalf of the entire Jewish Community of Scotland. At Glasgow University before his unfeasibly early retirement, he was head of the Philosophy Department, the employee representative on Court, and President of the Association of University Teachers. He also taught for the Open University, where he was a member of the Academic Board and Scottish Committee. He is joint author of the Collins Dictionary of Mathematics, and has been a Consultant to the Scottish Qualifications Authority, a Governor of Hutchesons' Educational Trust, and President of the Royal Philosophical Society of Glasgow, Chairman of Giffnock Synagogue, Vice-President of Glasgow Jewish Representative Council, and a ministerial appointee to the General Teaching Council. He is currently Chair of the Regional Deputies Assembly of the Board of Deputies. Ephraim was awarded an MBE in 2008 for services on behalf of the Jewish Community in Scotland.

Dr Rami Ousta (CEO of BEMIS) Rami Ousta is the CEO of BEMIS (Empowering Scotland's Ethnic & Cultural Minorities in Scotland). His experience covers a wide range of roles and responsibilities related to race and cross Equality work as well as Human Rights Education, Community and Policy Development, Strategic & Community Re-generation at various levels, Training & Consultancy work, research development and delivery and democratic active citizenship. representation at National, UK and EU forums and advisory committees in relation to Equality and Human Rights Education

Professor Alan Miller

Professor Alan Miller was unanimously elected in 2007 by the Scottish Parliament to become the first Chair of the Scottish Human Rights Commission. Alan has a combination of experience and expertise in the field of human rights grounded in 25 years involvement with the legal, academic and voluntary communities within Scotland. He previously ran a law practice in Castlemilk, Glasgow and is a past President of the Glasgow Bar Association and former Director of the Scottish Human Rights Centre. He also teaches human rights on the LLM programme at the University of Strathclyde where he is a member of the Centre for the Study of Human Rights Law. Prof Miller also brings an international perspective and insight gained from engagement with the United Nations and other bodies in capacity-building initiatives in around 20 countries around the world. This has included working with Iraqi, Sudanese and Palestinian lawyers as well as being adviser to the Global Business Leaders Initiative on Human Rights led by Mary Robinson, former UN High commissioner for Human Rights.

Ms. Jun Morohashi (UNESCO) Chief of section for promotion of Rights and Values for education. Ms Jun Morohashi is Programme Specialist in the area of human rights education in UNESCO's Education Sector since 2007. She has been contributing to the implementation of the ongoing World Programme for Human Rights Education. She joined the Organization in 1999 and started her career in the Sector for Social and Human Sciences. She took active part in the project on the International Coalition of Cities Against Racism and Discrimination launched by UNESCO in 2004. Having studied sociology (M.A. in sociology from Hitotsubashi University, Tokyo, Japan), her main field of interest is the situation of non-citizens in multicultural society.

Prof. Henry Maitles (UWS): researches and teaches (at UWS) in the area of citizenship and values and in particular the impact of citizenship initiatives in the schools. He was a member of the Scottish Executive Review Group which drew up the proposals for Education for Citizenship which is a policy priority in all Scottish schools.

Professor Alison Phipps: Professor of Languages and Intercultural Studies (Creativity Culture and Faith) at University of Glasgow. She is the Co-Convener of Glasgow Refugee, Asylum and Migration Network at the University of Glasgow, Senior Policy Advisor to the British Council and advisor to the World Council of Churches.

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Special thanks from BEMIS and all partners to all the speakers and facilitators whose support and contributions make this event a success.

Mrs Martine Macaulay: Teaches at Swinton Primary, and has been passionate about Global Citizenship and Human Rights for many years. In 2010, Swinton Primary achieved Glasgow's first ever Right's Respecting School Award from UNICEF, for Martine's outstanding work in driving forward rights education with her staff and pupils.

Morning Workshop Facilitators:

Mrs. Tanveer Parnez: (Workshop 1): Mrs. Parnez is the Director of National Development for BEMIS. She is a Postgraduate with Equality and anti Discrimination and as well as Community Re-generation. Her experience involves Equality & Human Rights, policy and strategic development work, community regeneration, research and capacity building. She is a member of various national policy and advisory committees such as the Scottish Women Convention, Scottish CLD standards Councils, CEDAW, FISCAF, ECROYS, etc., as well as being a board members of several European Networks such as DARE, AEDH which deal with HRE and Active Citizenship. Tanveer is an established trainer facilitating various training initiatives and contributions at national and European levels.

Isabel Uny: UK National Commission for UNESCO (Scotland)(Workshop 2): Is an international development professional who holds an MSc in Social Development & Health from the International Institute Health and Development at Queen Margaret University (2007), where she is just starting a PhD "Re-assessing the role of traditional birth attendants and the place of culture in improving maternal health outcomes in Malawi". Her previous career is in teaching in Universities and Colleges in France and the USA. In Scotland, she has worked as the Co-ordinator for the Network for International Development Organisations in Scotland and for the Mamie Martin Fund and Street Child Africa before taking her current post of Programme Officer for Scotland at the UK National Commission for UNESCO. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is the UN Specialized Agency which contributes to peace and security by promoting collaboration among nations through education, culture, sciences, and communication. UNESCO is the lead agency and co-ordinator of the Education for All movement, the global commitment to provide quality basic education for all children, youth and adults. UNESCO's mission is to promote education as a

fundamental right, to improve the quality of education and to stimulate experimentation, innovation and policy dialogue. UNESCO's work in human rights education is guided by the World Programme for Human

Mr. Klaus Mayer Education Scotland (Workshop 3): Klaus Mayer is a principal teacher of RMPS and Modern Languages currently seconded to work as a Development Officer in the area of Global Citizenship with Education Scotland. Having been educated both in Germany and Scotland he retains a keen interest in inter-cultural collaboration as well as international education in its widest sense. Recent areas of work within global citizenship education include the production of national resources, the delivery of professional development and as well as international learner opportunities for practitioners.

Cathy Begley (Workshop 4): Head of Participation & Education for Scotland's Commissioner for Children & Young People (Acting). Cathy Begley has been involved with education for citizenship in Scotland since 2003 working to develop strong approaches firstly in a secondary school context and then at national level as a development officer for Learning and Teaching Scotland. In 2009 she travelled on the William Tyne Scholarship looking at how other countries develop and embed values and citizenship, visiting schools and talking to children and young people about their experiences in Singapore and Australia. Since the beginning of 2010 she has been working with Scotland's Commissioner for Children and Young People to improve participation both in the formal and informal education sectors and knowledge and understanding of the UNCRC, particularly Article 12. More information is available at www.sccyp.co.uk

Afternoon Workshops Facilitators:

Ms. Sue Moody: Amnesty International (workshop 1) Sue Moody graduated from St Andrews with an MA Hons in Medieval History in 1982. After working at a number of different jobs, she then had a rush of blood to the head and decided to do a PGCE in primary teaching. Since there were very few teaching jobs in the central belt at the time, Sue got a job as Primary Education Officer at the Design Council Scotland. From there she moved to the Scottish Consultative Council on the Curriculum (later LT Scotland), where she became Head of Publishing for 12 years. Sue decided to use her experience to set up her own company - now known as Bright Writing - in 2004.

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Ms. Elaine Watt (Workshop 2): Elaine is the Race equality & Policy Officer at BEMIS. She has worked in both the formal and informal education sectors and has 12 years experience as a primary school teacher. She worked with Community Education developing a Home School Partnership between 3 schools and then took up the post of Family Support Teacher with Stirling Council's Early Intervention Initiative. During this time she developed her interests in multi agency working issues and equality issues. Elaine worked with Falkirk Council for 5 years as a Curriculum Support Officer with responsibility for race equality, anti-sectarianism and global citizenship before taking up a secondment to the Developing Global Citizens team at Learning and Teaching Scotland. She coordinated The Global Learning project before moving to work with Bemis. Elaine has a Train the Trainers certificate in Equality and Diversity, a certificate from the British Red Cross in Humanitarian Education and a Post Graduate Diploma from the University of Strathclyde in Equality and Discrimination.

Ms. Anne Kane (Workshop 2): Anne Kane was a Modern Languages teacher in Scotland and in Latin America before joining Oxfam Scotland as Curriculum Adviser. Oxfam has been working in Education in Scotland for nearly 30 years, developing a Curriculum for Global Citizenship in consultation with teachers and educationalists. Curriculum for Excellence, with Education for Global Citizenship at its heart, can equip young people with the knowledge, skills, values and attitudes to secure their own well-being and to build a better world than the one they have inherited.

Ms. Diane Ellis (Workshop 2): Primary Teacher and Global Education worker at WOSDEC, A not-for-profit organization that supports teachers to embed Global Citizenship into their teaching and learning.

Dr. Nick Higgins (workshop 3): Nick Higgins is an award winning documentary filmmaker and senior lecturer at the University of Edinburgh. His documentaries; Hidden Gifts, Women In Black and Mentiras, have been broadcast on numerous European television channels as well as picking up awards and nominations at international festivals. In 2007 Nick completed, A Massacre Foretold, which subsequently won the WACC/SIGNIS award for Best Human Rights Documentary. In 2008 Nick originated and co-produced the multi-directorial feature documentary, The New Ten Commandments. Working alongside artists and filmmakers such as Douglas Gordon, Irvine Welsh and Tilda Swinton, the project was premiered at the 2008 Edinburgh International Film Festival and continues to screen at film festivals internationally.

Jemma Neville (Workshop 4): As Outreach Coordinator, Jemma works with civil society organisations to help people understand and claim human rights. Jemma has a degree in law from the University of Edinburgh, a human rights masters from the European Inter-University Centre in Venice and has completed an internship at The United Nations International Criminal Tribunal for the Former Yugoslavia. Before joining the Commission, Jemma worked for the Scottish Government Violence Reduction Campaign and project managed a network of health clinics between Scotland and Malawi. She was a member of the Human Rights Jury at the Venice International Film Festival 2006 and was short listed for The Guardian International Development Journalism Award 2008 for her reporting on the abuse of older women accused of witchcraft in Mozambique and Tanzania.

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Human Rights Education in Scotland **Jun Morohashi** Programme Specialist
Section of Education for Peace and Human Rights Education Sector UNESCO

Presentation on Human Rights Education – the current situation from UNESCO's point of view and remaining challenges

Thank you for inviting UNESCO to this important discussion. UNESCO has been working to promote human rights education among our Member States, as we believe that education, if it's planned and implemented with respecting certain sets of values and principles, can be a powerful tool to transform our society into a more just, inclusive and peaceful one. A rights-based approach to education that UNESCO supports, aims at equipping learners with knowledge, skills, values, attitudes and behaviors which correspond to the evolving needs of the labor market and more broadly as an active member of the society so that they can cope with social, economic, cultural and environmental challenges.

Member States made the commitments to the Universal Declaration of Human Rights and other more recent human rights instruments. However, the right of every child to enjoy equality basic education is not yet fully respected and millions of children still remain deprived of educational opportunities. As for the question of gender equality and equity, girls' enrolment has been increasing in numbers, yet the gap remains large and girls are still subject to discrimination and violence in and out of school. Finally the values of peace, tolerance, respect, mutual understanding, democracy, non-discrimination and non-violence have not yet become the guiding principles in the teaching and learning process in many societies. One should understand that the ratification of the normative instruments is one important step to be made by Member States, and the implementation of these in order to respond to concrete problems and needs on the ground is another one.

Human rights education is education, training and information which aim to build a universal culture of human rights. It not only provides knowledge about human rights and the mechanisms that protect them, but also creates a human rights friendly environment and nurtures the skills needed to promote, defend and apply human rights in daily life. Human rights education activities should convey fundamental human rights principles, such as equality and non-discrimination, while affirming their interdependence, indivisibility and universality. Activities should be practical – relating human rights to learners' real-life experience and enabling them to build upon human rights principles found in their own cultural context. Both what is learnt and the way in which it is learnt should reflect human rights values, encourage participation and foster a learning environment free from want and fear.

UNESCO provides a platform of cooperation and partnership among actors committed in this complex process towards a positive change. In close coordination with other UN agencies, the Organization plays a major role in the implementation of the World Programme for Human Rights Education which provides a common framework for action based human rights principles. It aims at supporting existing initiatives and providing an incentive to develop further and consolidate this long term commitment made by the international community. It aims to promote the implementation of human rights education programmes in all sectors. The World Programme is comprised of several phases with different target groups. The first phase (2005-2009) was dedicated to the national integration of human rights education into the primary and secondary school systems. The currently on-going second phase (2010-2014) focuses on higher education, teachers and educators, civil servants, law enforcement officials and military personnel. Within this context, UNESCO continues to collaborate with diverse stakeholders including government authorities, school communities, civil society actors, universities, etc.

Now where do we stand with these efforts undertaken by diverse stakeholders for promoting human rights education and what are the major challenge and opportunities? Each country and society has its own challenges and priorities linked to its historical, socio-political and cultural contexts. Human rights education must be contextualized to develop pedagogy, materials and learning outcomes in line with each country's needs and situation.

We consider that educational planning and implementation to incorporate elements of peace, human rights and democracy is considered an expression of the political will for promoting these values and principles. To undertake this task, several states have made efforts to establish strategic partnerships among concerned ministries and stakeholders, namely with national human rights institutions, teachers' unions, universities, research institutions, national associations of history teachers, religious leaders, the private sector, ombudspersons and municipalities. In many countries, the role of NGOs in this endeavor is often highlighted. The NGOs can join the debates on educational matters, interact with academics and policymakers and suggest policy guidelines and materials.

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Countries mentioned a wide range of key themes addressed in their respective educational plans, related to: existing human rights frameworks, mechanisms and institutions; the learner's everyday life, including religious issues, racism, discrimination, xenophobia, anti-Semitism, Holocaust remembrance, apartheid, slavery, intolerance towards Muslims, violence in schools, HIV and AIDS, and sustainable development; and moral and ethical values relating to, for example, fairness, justice, responsibility, democracy, dialogue, solidarity, tolerance, non-violence, respect, membership, equity, peace, human dignity, etc. Intercultural education has become an important part of education objectives in many countries.

In general, human rights education is integrated as a single subject and/or as a cross-curricular subject. For example, related components are integrated in civic education, life skills education, religious education and studies, moral and ethics education, language classes, sociology, history and social and human studies as well as in mathematics and life sciences. Diverse teaching methods are used in schools, including group work, collective research and brainstorming, debate and discussion, role play and simulations, etc. A number of countries mentioned their work with the UNESCO Associated Schools Project Network (ASPnet). Associated Schools are often considered a laboratory for ideas and action and are an excellent platform for sharing. The role of higher education, including the UNESCO Chairs, is considered essential in research, capacity-building and informing educational policy and content. In many countries, components related to human rights education are integrated in educational programmes for primary and secondary levels, professional and vocational schools as well as at the early childhood level.

Obstacles and continuing challenges

Education for peace, human rights and democracy should ideally be integrated in all spheres and at all stages of education. However, experiences point to difficulties in achieving this due to limited financial and human resources as well as capacity and the lack of clearly defined tasks among the different levels of policy-making. It is also important to develop leadership to strongly promote human rights education.

Several countries raised obstacles concerning insufficient pre-service and in-service training as well as the lack of clear guidelines and relevant materials for teachers and school personnel, including managers and administrators at the local level. Teachers are also often

overwhelmed by the diverse demands put on them. In regards to the curriculum, it was pointed out that it is often overloaded and not always updated. A lack of culturally relevant educational materials was also mentioned. Teachers appreciate practical materials ready for use in their classrooms.

Suggestions for future action

Effective implementation of education in this area requires a holistic approach that takes into consideration the curriculum, teaching materials, teacher training, teaching methods and the school environment.

Parents and community based actors must be further engaged in jointly promoting human rights in order to build and strengthen a human rights culture throughout the education system. A change in the mindsets of societies is necessary for the full respect of everyone's rights. Closer cooperation with civil society actors at the community level as well as media professionals is important in this regard. Here I would add the new media including social networking tool.

The role of research and higher education was underlined with the following suggestions: development of methods to measure the impact of human rights education, serving to ensure sustainability through well-planned follow-up; further development of university degree programmes specialized in human rights education; and better coordination of the various stakeholders involved in human rights education research and action.

I would like to finish my intervention with posing some of the key questions that I would propose for our reflection:

- How to make HRE a reality through an efficient partnership at the community level (with concerned decision making bodies, NGOs, educators, teacher training institutions, research institutions, police, municipalities, etc.)
- How can HRE in non-formal education benefit formal education, and vice versa?

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