



Human Rights Education & Active Citizenship

27th October 2011

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

Conference Report

Supported By



Conference on Human Rights Education & Active Citizenship (The Case for Scotland)

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Conference Report

1. Acknowledgements.....	2
2. Executive Summary.....	3
3. Background & Rationale for Conference	5
4. Core values of BEMIS and of the Conference	7
5. Main Themes.....	8
6. Workshop outputs.....	15
7. Moving forward: challenges and recommendations.....	18
Appendix 1: Workshops.....	20
Appendix 2: Evaluation.....	23

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1. Acknowledgements

BEMIS would like to express its appreciation and thanks to the following organisations and individuals for their contribution and participation in this conference.

Amnesty International; IDEAS; Education Scotland; Scottish Human Rights Commission, UNESCO UK; Scotland's Commissioner for Children and Young People; Scottish Refugee Council; Scottish Council of Jewish Communities and the Scottish Government.

BEMIS would like to thank the guest speakers and presenters:

- Mr Ephraim Borowski
- Bailie John McLaughlan
- Professor Alan Miller
- Ms Jun Morohashi
- Professor Henry Maitles
- Professor Alison Phipps
- Ms Martine Leitch

BEMIS would like to thank the workshop facilitators:

- Tanveer Parnez
- Emilia Pietka
- Jun Morohashi
- Isabelle Uny
- Klaus Mayer
- Sally Peel
- Claire Coggins
- Cathy Begley
- Emma Laverie
- Julie Hepburn
- Anne Kane
- Diana Ellis
- Elaine Watts
- Nick Higgins
- Jemma Neville

And most importantly to all the delegates who made the time to attend, participate and demonstrate their commitment to this furthering Human Rights Education and Active Citizenship in Scotland.

2. Executive Summary

This report is commissioned to provide a review of the BEMIS International Conference on Human Rights Education (HRE) and Active Citizenship (AC). At the conference, speakers, papers and workshop discussions focussed on different theoretical, political, methodological and practical aspects of HRE and AC in the Scottish context. Presenters and workshops also engaged with policy challenges and questions that result from a renewed, or sharpened, focus on HRE in the spheres of formal and informal education. Following a presentation on the background to HRE and AC debates at a national, UK-wide and European level, the report discusses the main themes emerging from the conference, based on observations from throughout the conference. These observations do not engage directly with particular papers, but rather point out main themes of the day. These were identified as follows:

- HRE and AC have to begin before and extend beyond the classroom;
- HRE and AC must be context- and culture-specific;
- 'Making rights real': HRE has to be about everyday realities;
- An integrative partnership approach is critical for success;
- Guidelines and resources are necessary within an increasingly challenging and challenged educational context;
- HRE and AC must finely balance rights *and* responsibilities;
- We need a language and safe place to talk about HRE;
- HRE needs to be more explicitly linked to AC.

On the basis of this discussion, a number of recommendations are made for taking the debates forward.

- HRE must be emphasised as a lifelong learning process, beginning with early years, continuing through and extending beyond the classroom into a range of informal education settings and underpinning service provision across the public, voluntary and third sectors.
- The link between HRE and AC must be made explicit at a local and national level, as must the role and responsibility of individuals and organisations to develop its ethos.
- Public bodies, policy departments, service providers, community development programmes, academic institutions must be more proactive in critically engaging with HRE and AC discourse and practice.
- Further research with informal education and early years learning is recommended to explore understandings of HRE in order to promote and implement this approach into practice.
- Guidelines and resources are essential for educator training. Learning has to be supported in a sustainable way by appropriate CPD programmes that are centred on the significance, values and potential of HRE.
- Better partnership, collaborative and multi-agency work is necessary to provide learning opportunities for best practice and for developing resources and training. More work is required to assist grass-roots

organisations and projects work collaboratively with non-state and state actors in meaningful ways that move beyond tokenism.

- Leadership and accountability has to be clearly identified if an HRE and AC ethos is to underpin service provision across formal and informal education settings.
- Ways to integrate bottom-up and top-down approaches should be explored further and be made more explicit at a policy level and facilitated by the State.
- The transformative potential of HRE and AC must also be made more explicit.
- Sustainable funding and political commitment is critical to ensuring HRE and stimulating AC.
- A national strategy is required to draw together formal and informal education within a HRE framework.

3. Background & Rationale for Conference

The world conference on Human Rights considers human Rights Education, training and public information essential of 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)

We are currently in the second phase of the UN World Programme for Human Rights Education (UNWPHRE, 2010-2014). The draft plan of action for this was prepared and subsequently finalised by the Office of the UN High Commissioner for Human Rights (OUNHCRHR) in July 2010.

The second phase action plan calls for Member States to focus on HRE 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 OUNHCRHR that some progress has been made in Scotland with regards to HRE; however there is still much work to be done with regard to raising awareness of HRE and making HRE more explicit both in policy and practice.

BEMIS is thoroughly committed to developing, promoting and progressing a culture of diversity and to fostering an inclusive society in a multicultural Scotland. Therefore, BEMIS acknowledges the tremendous significance that HRE plays in building a more equal society and in instilling core values of diversity and human dignity. The Scottish scene features a number of actors involved in promoting and fostering HRE and Education for Democratic Citizenship (EDC), however there is a lack of cohesion and coherence between these approaches. Further, there are gaps in the ways HRE and EDC are being addressed; in this view aspects of HRE are not being fostered in civil society in an effective and inclusive manner.

In recognising the importance of collaboration and a multi-agency approach, BEMIS organised a national conference on HRE in partnership with key stakeholders. This conference presented an opportunity to officially inaugurate HRE in Scotland, and was open to members of the third and public sectors, civic society, educators, practitioners, academics, activists and other interested partners. It sought to offer a broad representation of HRE and how it might be applied in different contexts. At a European level there is a firm focus and commitment to human rights-based approach to learning, education and citizenship and this is a good time for Scotland to contribute to European debates and developments.

The key objectives of this conference are to provide a platform to discuss and debate the key concepts and themes around HRE and AC; and to provide a framework for action and enhanced awareness regarding our responsibilities under the UNWPHRE. In addition, the conference seeks to explore how statutory and voluntary sectors can work in partnership with those involved in government, education and training and civil society to support the Scottish Government in taking forward the second phase action plan.

By doing this, BEMIS is leading the debate in inviting broader civic society and stakeholders to consider HRE and AC and its links to social justice, equality and inclusiveness. As such, BEMIS is making a call for civic society, for the Scottish Government and public and third sectors to sharpen their understandings of HRE and to embrace its values. HRE is a process and BEMIS wishes to engage all in this process within strategic and operational frameworks of cooperation.

The conference on Human Rights Education and Active Citizenship on 27th October 2011 was led by BEMIS and has been supported by a range of key partners, including Amnesty International, Education Scotland, and the IDEAS for Global Citizenship Network, as well as key stakeholders such as UNESCO UK, SCCYP, SHRC, SCOJEC and SRC.

As a legacy of this conference, BEMIS will propose that a working group will be formed to work collaboratively with the Scottish Government on how best to take this important work forward. There is much work and a number of initiatives already underway in Scotland that could contribute significantly to the implementation of the WPHRE. BEMIS would like to propose that a Cross Party Working Group on HRE 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

4. Core values of BEMIS and of the Conference

BEMIS' vision is of a Scotland that is equal, inclusive, and responsive: a society where people from the diverse communities are valued, treated with dignity and respect, have equal citizenship, opportunities and quality of life, and who actively participate in civic society. BEMIS' core values extend to a commitment to democracy, enterprise; social justice; equality; human dignity; inclusion and tolerance; fighting discrimination and promoting equality. Central to making these principles operational is BEMIS' long-term commitment to partnership working, through which active citizenship can be effectively enacted at an individual and organisational level

These values are also central to the ethos of HRE and necessary for AC to develop and fulfil its potential in creating a more equal and fair society. If we are serious about reducing inequality, expanding social inclusion, fighting discrimination, and challenging injustice, we need human rights values to be instilled in the minds and cultures of people. Education plays a crucial role in this, and it should not be underestimated; it represents a milestone toward a common vision of human dignity. While education is in itself a human right, HRE is about the provision and development of awareness about fundamental rights, freedoms and responsibilities.

BEMIS' mission statement is clear: as a strategic national infrastructure organisation, the organisation aims to empower the diverse Ethnic Minority third sector. We are committed to promoting inclusion, democratic active citizenship, recognition of diversity, human rights education, and wider representation, as well as affecting a proactive role in maintaining and enhancing pathways to influence government policy at local, Scottish, UK and EU levels. Engaging with policy makers relates directly to a central difference between HRE and citizenship programmes more generally, and a defining feature of HRE is that its values underpin action in holding governments to account. This latter point needs to be emphasised and made explicit. It also reflects the fit between BEMIS' overarching aims; the core values of the conference; and HRE imperatives at a local, national and global level.

5. Main Themes

At the conference, the speakers, papers and workshop discussions focussed on different theoretical, political, methodological and practical issues and aspects of Human Rights Education (HRE) and Active Citizenship (AC), as well as on the policy challenges and questions that result from either a renewed, or sharpened, focus on HRE in the spheres of formal and informal education.

In extending the discussions throughout the workshops, the focus became more concrete and practice-centred. For example, the discussion moved from attempts to integrate an HRE ethos into formal and informal education sectors, to concrete examples of practice of HRE across different sectors and contexts, some of which will be highlighted in this report. Furthermore, the challenges and policy options arising from a centralising HRE to informal and formal education practice were raised.

At the end of the conference, workshop reporters' feedback summarised comments on the different discussions and raised further questions and challenges. The following discussion on the main themes emerging from the conference is based on observations from throughout the conference. These observations do not engage directly with particular papers, but rather point out main themes of the day and raise questions for recommendations for taking the debates forward.

a) HRE and AC has to begin before and extend beyond the classroom

Put simply, HRE is a lifelong learning process that begins in early years, continues through formal curricula and radiates into civil society at a local, national and global level. Whilst HRE needs to be explicit in the Curriculum for Excellence, it has to go beyond the limits of formal education to ensure it is rooted in and linked to people's real lives. It should also reach beyond formal structures to those excluded from citizenship rights. Extending beyond formal education settings raises further questions: Why is this necessary? How might this be done? And how can HRE in informal education benefit from formal education and vice versa?

The answer to the first of these questions can be found in the very values of HRE. If HRE is indeed to fulfil its transformative potential in building a more just and equal society, then too narrow a focus on formal education fails to capture the sense of active citizenship as a lifelong project. Addressing the 'how' question became increasingly apparent throughout the course of the day. Firstly sharing knowledge and practice with partners provides the best platform for organisational learning around HRE. Secondly, it is only through partnership working and real life relationships that we change formal and informal structures alike.

Turning to the third question, the classroom can of course afford opportunities to extend beyond its four walls, and become a springboard for wider social learning around HRE. Important examples were presented of rights respecting approaches to formal education (Rights Respecting School, Unicef Programme) that were good illustrations of an implementation of critical pedagogical approaches to learning. For example, though the engagement of school pupils in understanding why a fresh fruit snack company operates within the school, children began to raise questions of justice, fairness, human dignity and equality: not everyone has fresh fruit, but they each have the right to nutritious food. This led to children asking questions about why this is the case, and how they might improve this in their own homes and for others.

A second case study was framed around the right to play and lack of facilities for young people at a local level. For example, pupils challenged an MSP as to why they did not have the right to safe play in their local community. This was related to a curriculum project where children were able to find out how the parliament makes decisions (in school they had explored school decisions, pupil councils and so forth). In this instance children could identify the political elite to be targeted in order to instil some form of positive change that would create a fairer community. These examples demonstrate how, through HRE, children develop as active citizens. Critically, their understandings of HRE and AC were not limited to changing internal school systems, but in 'extending out' and improving their wider community. In this sense it is about transformation.

Although there was a strong curriculum-focus to the conference, the day's discussions demonstrated ways in which formal education extends into informal education and vice versa, and engenders the development of learning lifelong skills. The above examples illustrate how young people become active citizens, through taking action to use their voice, to express opinions and debate, and to take action accordingly. This form of learning makes direct links between the local and the global, and reinforces to learners that they are part of a global community, not just the local school community. The conference revealed however a gap in learning at early years and in informal education settings and is suggestive of a way forward for developing HRE and AC.

b) HRE and AC must be context- and culture-specific

The preceding discussion on the need for HRE to begin before and extend beyond the classroom highlights the question of context. As suggested above, this can relate to the individual school environment and then move beyond, to the playground, to any extra curricular activities, to the family home and into the wider community. In a similar way, context can relate to the community development project, and then extend beyond this into the workplace, to accessing services and engaging with service providers and to service delivery. From the practice presented at the conference, it is important that HRE and AC begin at the micro level in order for learners to make their own connections to the wider macro environment.

To be effective, HRE then must be context-specific, that is, it needs to be tailored to individual needs at local level (schools, colleges, workplaces, services and in public, voluntary and third sectors). But at the same time, it should relate to a national level. Only in bringing it to life in a context-specific way can the obstacles that affect the delivery of HRE be identified. Such obstacles include:

- the question of relevance and the sense that this is part of a wider 'political' agenda that is being externally imposed or is seen as contentious in non-political contexts;
- lack of understandings of the very concepts of Human Rights (HR), HRE and AC;
- an inaccessible language and policy-speak which is in danger of masking meaning.

Context is critical because, as the various speakers related in different ways in their presentations, it is important to understand global issues and the ways in which they are connected to local level concerns and challenges. But also, it is vital to recognise that each context presents its own set of challenges and questions.

HRE must also be culture-specific. Scotland is a mature democracy which is not just concerned with prescriptive curriculum development but also with developing a rights-based ethos in education and lifelong learning. The Scottish context presents real potential for pioneering a rights-based approach across its services in the various public, private, third and voluntary sectors.

c) 'Making rights real': HRE and AC have to be about everyday realities

HRE and AC are not only about developing knowledge but also about developing skills that can be used in everyday life. They are about values, attitudes and behaviours and taking action according to those values. From this perspective, HRE is a process of learning which is necessary to raise global citizens who are equipped to act and who can link values with experiences.

In order to achieve this level of global citizenship, HRE and AC have to be framed as an everyday reality. During the conference, papers and discussions alluded to small 'p' politics, that is, a politics concerned with issues that people speak about as important to them in everyday life. A sharpened focus on day-to-day realities demands that educators and policy makers capitalise upon the interests and concerns of young people and the wider public on a range of issues where the values of democracy, enterprise, social justice, equality and humanity are perceived as coming under threat. Small acts can demonstrate effectively how HRE can manifest itself in everyday life. Across the papers, a range of examples illustrated acts of everyday engagement with HR to demonstrate the everyday nature of effective HRE: animal welfare, pollution, various aspects of poverty, fair trade, environmental issues. And on a more

national and global scale, 'occupy the city' campaigns were highlighted as involving mostly young people, alongside members of wider civil society, evidence that young people in particular, but also civil society more generally, are not necessarily apathetic or alienated. This engagement in everyday politics is also a strong indication that civil society is capable of actively deciding what rights are important, whilst recognising that these can also shift and change over time. 'Making rights real' requires that attention is paid to what people are saying and the language they use to talk about rights. Language reflects personal experiences and is a way of giving a voice to educational, personal, social and political experiences and learning

HRE permeates all aspects of civil society and every day life practices. It is relevant to ensuring the right to adequate housing, food, health care, social care. Subsequently, ensuring an HRE ethos is an extremely important challenge for policy-makers and practitioners, with far-reaching implications. It also provides a vital bridge across formal and informal education because HRE must extend across the range of learning environments and opportunities, across civil and civic society. 'Making HRE real' in this sense necessitates a more rounded appreciation of what human rights are.

d) An integrative partnership approach is critical for success

HRE and AC cannot be limited to 'know-what' but must extend to 'know-who' and 'know-how'. It is about collaborative practice, and it is not about a set of instructions or a box-ticking exercise. Knowledge exchange is as critical to developing know-how as it is to identifying possibilities for partners to come together, and see how practice in one environment may be adapted and integrated into another environment.

An integrative approach is required that brings together pupils, students, citizens and users of services with educators, practitioners, academics, public authorities, private bodies and policy makers. HRE can be developed as a powerful transformative tool to change society for the better, promoting a rights-based approach to education (formal and informal) to equip learners with knowledge, values, skills, and behaviours to correspond to labour market needs and demands but also to global society; to create not only active citizens, but global citizens.

Suggestions for future actions emerged from the different papers. These included recognition that effective implementation of HRE requires a holistic approach, taking in curricula materials, teacher training and the school environment as well as community-based actors and civic society in general, to work collaboratively to promote and build the HR culture, throughout society. Further to this, a change in mindset of society is necessary to promote the HR agenda. Therefore, closer cooperation is required with actors at a community level, with professionals and with new media, in particular social networking internet sites. In addition, the role of research in HRE has to be emphasised and explored for its fuller potential, as does the development of methods to deliver HRE evaluation and follow-up. University programmes must be

developed which specialise in HRE, and more collaborative partnership working must be developed across service providers.

However, it should be emphasised that partnership working requires stakeholders to move away from entrenched positions. Points of view do not remain static over time and acknowledgement of this reality is critical to effective partnership within an integrated framework. One possible space for this dialogue may be 'time for reflection', which although presented within the framework of promoting religions observance in schools, could provide an effective safe place to foster ideas on how to advance HRE.

e) Guidelines and resources are necessary within an increasingly challenging and challenged educational context

Teachers described being overwhelmed by demands placed upon them and needing support to develop their capacities. They discussed the potentially contentious nature of a rights-based approach and how to develop this within individual schools. These concerns were also raised during workshop discussions where very positive experiences of Rights Respecting Schools were presented. As was pointed out during the workshops, HRE education has to begin early in our educators, in teacher training and community education courses. If the practice of student teachers is underpinned by equality values, and if a climate is created that is open to working flexibly within prescribed curricula, then long-term change becomes a more realistic and viable option.

The current economic climate means that budget cuts are affecting all forms of educational institution, formal and informal. This will make implementing HRE into the method of learning even more challenging. A further challenge lies in the increasingly results-focused agenda that dominates formal education, and its equivalent 'impact assessment' agenda currently driving academic, third sector and policy-related research and community development practice. These external pressures raise additional challenges in fostering a rights-based approach that may be viewed as 'straying' from formal curricula, and can be viewed by practitioners, as well as directors of education and of services, as adding the strain of further costs and resources to already stretched budgets.

f) HRE and AC must finely balance rights *and* responsibilities.

An important issue that presents a separate set of challenges is about the concept of rights and responsibilities. This was mentioned many times throughout the day in the presentations, workshops and discussions. A number of issues were raised: do rights and responsibilities go in hand in hand? Can one only have rights if one demonstrates responsibilities? What about when responsibilities are invoked in a carrot/stick approach?

A particular concern for policy and practice is how to achieve the balance between rights and responsibilities. Linked to this is the importance of emphasising that the government is responsible for ensuring that rights are respected. As well as highlighting the progression of international agreements on HRE up to the current bill before the Scottish Parliament, it is important to underline that there is ample protection (or justification) for raising issues around HRE for anyone who might feel concerned about what can be understood as the 'political' nature of the subject matter. International frameworks can be used to support the development of an HRE ethos in all areas of formal and informal education, and in underpinning the practice of service providers including local authorities and the police.

g) We need a language and safe place to talk about HRE

Talking about difference often results in an improvement in attitudes to different social groups. But talking about difference is not always easy. This raised an important recurrent question in presentations and workshop discussions about developing the language and finding a safe place to talk about diversity and equality. From a practical perspective; it is about remembering human beings sometimes create social difference as if these are fixed and static. This is done through ignorance, and a lack of knowledge and language. However, the alternative HRE approach of promoting intercultural learning and connections can be highly effective in raising awareness of where people are, in fact, the same.

Intercultural learning by design takes us beyond our comfort zone and for this reason it is hard work. However, it has to be meaningful, not just in terms of outcomes or results but in day-to-day life. AC, HRE, rights, democracy, are terms belonging to a vocabulary that can have very different meanings depending on the target audience, context and culture. This creates in fact contested spaces, where as was suggested, people are very frightened of causing offence. Out of goodness and respect and understandings of tolerance, people fear to act in a context where they might offend others values. There needs to be space and support for diverse views to exist and for difficult questions to be asked. This is especially pertinent where certain vocabularies have become so unstable and where meaning is changing in public discourses under the complexities of modern society. In response to the challenge of finding the right language, educators spoke about the need for greater support for adopting a rights-based language in their practice. This exposed a limitation of the current national approach, in that the rights-based approach is not explicit enough, despite that it is a requirement of Curriculum for Excellence, and so teaching HR falls under the duty of class teachers. Addressing this limitation using policy frameworks provides one example of how language can help in laying the foundations for discussion.

Finding the language to speak about HRE is not an easy task. Whilst there is no obvious language, there is absolutely a need to move beyond a yes/no debate about rights to one that involves talking and listening. One example of

how people engage and become engaged through talk is when spaces are made available to transform or transcend conflict. The simple answers are not sufficient, but as educators and learners across civil and civic society, we need to be practiced at answering and asking difficult questions, and also at addressing those things that hurt or cause offence. These need to be discussed in a space that is created as safe, and schools are one place where these spaces exist. Censoring issues can only create an impression that education (formal and informal) does not deal with the 'real world' and the lived concerns of people, thereby devaluing the whole education and learning process.

h) HRE needs to be more explicitly linked to AC

HRE is about transformative thinking, and can be seen as a process by which the progressive awakening of individuals' awareness of their rights, and the rights of others, can be achieved. In this sense it is an important tool for progressing the development of active citizens, who are conscious not only of inequality but also as themselves as the subjects of rights they may claim on the basis of human rights and social justice. Active citizens are engaged at a local, national and global level. But they also hold state actors and authorities to account. This aspect of AC may seem contentious or uncomfortable for leaders across society, whether they are in local authorities, schools or informal education settings. However, a political awareness of civic responsibility is required to overcome vulnerability, to address inequality and to create a fairer society.

The link between HRE and AC is acknowledged at the UN level, but at the national level, it would seem, it is still missing. This is despite the reality at a grass-roots level, and across a range of formal and informal education settings, that a HRE approach is indeed acting as a stimulator for inclusive AC. A final point relates to the role of organisations and service providers as active citizens, and the conference spoke to this directly. Led by BEMIS, this conference has started the debate about HRE and AC in formal and informal education settings with a range of organisations who are keen to take this forward. As such, BEMIS is stimulating others to think, developing horizontal ties that are essential to bridge the gap between individuals and civil society. In identifying gaps in the support of HRE, BEMIS is also developing vertical ties by engaging with the policy sector. These ties can be understood as providing a transformational response to local level struggles and as enabling the Scottish government to fulfil its obligations in relation to the UN. BEMIS is providing a way for Scotland to add its voice to debates at a local, national and international level. In this way, BEMIS demonstrates best practice of HRE and AC in action.

6. Workshop outputs

The workshops covered three main themes:

- HRE and civil society;
- HRE and formal education particularly of young people;
- HRE and informal education, how to put principles into practice.

Each of the workshops provided opportunities for learning from each other's practice through interactive discussion, knowledge exchange and sharing of ideas. The workshops also highlighted that partners are keen to take HRE forward. Although these themes are presented as 'discrete' there was significant overlap and connectedness across the challenges and issues raised by participants, as the following highlights.

HRE and civil society

The key themes and challenges facing civil society in deploying HRE and AC in everyday practice relate to: empowerment and participation; challenging non-rights respecting behaviour; finding the language to speak about HRE and AC; and extending HRE across the wide variety of learning environments in informal education settings and with service providers.

More specifically, the following questions were raised and discussed:

- How to empower people who do not have voices? A need was identified to involve excluded groups, for strong leadership and coordination, and for an integrated top-down *and* grass-roots approach.
- How to target embedded racism and non-rights respecting behaviour generally? How to engage media in discourse of HRE and in debate around this area? Practitioners (in formal and informal sectors) have a role to play in encouraging media to think beyond stereotypes and skewed perspectives on HRE and to think positively about diversity.
- How to overcome the fear of talking about rights? A general concern was raised in different workshops relating to the spectre of political correctness. Participants described a lack of space or platform to share good practice, but also to ask questions, share dilemmas and express these freely. Issues seem to be censored and this can have a devaluing effect on formal and informal education where learners may feel excluded from the learning process.
- How to have rights and responsibilities at the same time? Both were acknowledged as underpinning the HRE approach, but the management of both was less clear.
- How to make HRE meaningful and how to move beyond rhetoric? From some of the workshops, a clearly identified challenge identified was that with any attempt at consultation involving young people, or indeed other populations, it is important the consultation leads to action. This makes

HRE meaningful and avoids preparing individuals for cynicism. This also requires recognition of the diversity of perspectives and the complexity of issues around HRE and AC.

- Finally, it is the responsibility of the government to ensure that the legal rights of all citizens are respected. For those concerned this meant that education and service provision might stray into the political arena. However, there are UK and international conventions that provide a legal rationale for taking this into the curriculum and into informal education settings. HRE can also be engaged with at different levels, and at a level of knowledge educators and service providers are comfortable with.

HRE and formal education particularly of young people

The main themes discussed in workshops focusing on HRE and formal education settings related to the resources and training required to develop an HRE ethos in formal education settings; CPD and teacher confidence in developing the language to promote and talk about HRE in the prescribed curricula; and making HRE meaningful within and beyond the classroom in order to really stimulate AC.

More specifically, workshop discussions raised the following issues:

- HRE is about hearts and minds and schools, pupils, staff and management all have to be fully on board with the HRE ethos.
- HRE is also about transformative learning and is a long-term process. The example of Rights Respecting Schools (RRS) illustrated the need for a long-term commitment, where it was suggested that educators plan a 5-10 year journey to see the transformative effect of adopting a rights-based approach to formal education.
- What are the implications for teachers and educators in developing an HRE approach and who need to fight for resources? The question of available resources presents a challenge, particularly in the current economic climate where budgets are being cut.
- Training is related to this point: there is a need for teacher/educator training and for more resources for teachers and others in civil society. Training should not only relate to practice but also address teacher/educator confidence in dealing with contentious issues (again this relates to language and training), despite constraints on staff in terms of child safety and legal responsibilities.
- Understandings of HRE have to be developed and discussed and learning should have a context-specific focus. Moreover, the debate about what actually constitutes HR and HRE has to extend beyond schools and children learning about their rights, to include the full range of formal and informal education learning environments.
- A final practical challenge related to how to actually get HRE into classrooms and to develop it beyond? Best practice was shared that was children led, and these were presented as enterprise projects,

involving children, and the school community, in taking ownership of the project.

HRE and informal education: how to put principles into practice

The main challenges and debates in the workshops addressed the following:

- identification of overlap over key issues and concerns related to challenging stereotypes and discrimination;
- developing awareness that HRE and AC programmes are often focusing on other parts of the world, when issues are just as pertinent locally as elsewhere e.g. poverty.
- Non-formal education settings are a particularly good example of how such issues of poverty, discrimination, and inequalities can be addressed.
- HRE has to become part of the working language of informal education
- There is a need for more explicit links to be made between HRE and lifelong learning
- Finally the increasingly challenging funding context, which is undermining the sustainability of projects. This is not only related to the development of resources, but also to the uncertain employment context of informal educators and community development workers.

Educators in informal and formal settings must accept that they are not only the experts but also the learners. Adopting such an approach allows both educators and learners to learn in parallel, and across the conference papers, workshops and discussions, this approach was emphasised as critical to moving HRE forward across all settings.

7. Moving forward: challenges and recommendations

- The link between HRE and AC must be made explicit at a local and national level. Ways in which this approach may be developed and AC enacted has to also extend beyond a focus on the individual to include the work of organisations.
- HRE must be emphasised as a lifelong learning process: it needs to underpin early years learning, and extend beyond the class room into informal education settings and service provision. Government supported bridging work is necessary to bring these learning fields together and close the gaps between them. This will require integrated learning on how to put principles into practice – formal education informing informal education and vice versa – to identify areas of complementary practice and use this to inform HRE and AC debates. This is essential to developing HRE as foundational to a single lifelong learning project.
- HRE in non-formal settings continues to be overlooked and this requires a refocus and more partnership working. A key challenge is working with public bodies, policy departments, service providers, community development programmes, academic institutions and so forth to foster and promote HRE. There needs to be better engagement with both discourse and practice, and HRE needs to be made more explicit in both policy and practice as it relates to non-formal education.
- Further research with informal educators and early years learning is recommended to explore understandings of HRE and promote this approach to practice. This is critical if these two integral learning environments are to provide important bridges between civil society and the state. The knowledge, learning and expertise in delivering HRE in these two overlooked fields have to be supported by rigorous and robust academic research.
- Guidelines and resources are essential for educator training. Educators in both formal and informal settings feel under-resourced and under pressure from externally driven targets that are focussed on results, outcomes and impacts. Whilst recognising this assessment climate is unlikely to change, educators need support from policy makers in the form of frameworks for developing the necessary language to promote a HRE approach. They also need support to access and develop essential training and awareness raising activities that are centred on the significance, values and potential of HRE.
- Better partnership working and multi-agency work across the public, third and policy sectors is necessary to provide learning opportunities for best practice, and for developing resources and training. More work is required to assist grass-roots organisations and projects work

collaboratively with non-state and state actors in meaningful ways that move beyond tokenism. Partnership working in this sense moves HRE from know-what towards real know-how.

- Leadership and accountability has to be clearly identified. In a culture where formal and informal educators face growing pressures to deliver measurable outcomes and demonstrate the value of services through impact assessment, leaders face a specific set of challenges relating to accountability and justification of approach. This is exacerbated by the current climate of budget cuts and austerity measures. The conference emphasised that leadership is not necessarily limited to head teachers, directors of education or of community services. Leadership was also found in individuals within schools adopting a rights respecting approach. Finally, effective HRE requires that learners be made aware of the need to hold governments to account, and this relationship to the state must be emphasised as integral to stimulating AC.
- Ways to integrate bottom-up and top-down approaches should be explored further. Collaborative working has to be identified and greater, more active engagement of grass-roots actors must be developed in supporting HRE across both formal and informal education settings. This must also be made more explicit at a policy level and facilitated by the State.
- The transformative potential of HRE must be made explicit. There is a real opportunity for policy makers and practitioners to capitalise upon HRE to support organisational aims of creating a more inclusive Scotland.
- Sustainable funding and political commitment are critical to ensuring HRE. The Scottish government has to be more proactive in raising awareness and making HRE explicit in policy and practice. We are at the beginning of the second phase of the UNWPHRE and this represents a unique and timely opportunity for Scotland to pioneer HRE, and contribute significantly to the implementation of the UNWPHRE. The will is there but political and financial support is essential for this will be to be translated into action and change.
- Finally, and to this end, a national strategy is required that draws together formal and informal education within a HRE framework.

Appendix 1: Workshops

Morning workshops

Workshop 1: Human Rights Education and Civil Society
<i>Tanveer Parnez</i> (Director of National Development, BEMIS); <i>Scottish Refugee Council</i>
<ul style="list-style-type: none">· 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
<i>Jun Morohashi</i> (UNESCO); <i>Isabelle Uny</i> (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)
<i>Klaus Mayer</i> (Development Officer, Developing Global Citizens, Education Scotland); <i>Sally Peel</i> (Deputy Head Teacher, St Ninian's Primary School, Gourock, Inverclyde Council); <i>Claire Coggins</i> (Teacher, 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, Deputy Head Teacher of St Ninian's Primary School in Inverclyde and her colleague Mrs Claire Coggins, Teacher of St Andrew's Primary School, 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
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<i>Cathy Begley</i> (Head of Participation and Education (Acting), Scotland's Commissioner for Children and Young People) <i>Emma Laverie</i> (Participation and Education Officer, Scotland's Commissioner for Children and Young People)
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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.

Afternoon Workshops

Workshop 1: Bringing Human Rights to Life with Curriculum for Excellence

<i>Julie Hepburn</i> (Amnesty International)
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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
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<i>Anne Kane</i> (Curriculum Adviser, Oxfam Scotland); <i>Diana Ellis</i> (Global Education Worker, WOSDEC); <i>Elaine Watts</i> (BEMIS)
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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
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<i>Dr Nick Higgins</i> (the University of Edinburgh)
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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: ' <i>Learning Through Film: Human Rights in Scotland</i> ' 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.

Appendix 2: Evaluation

Evaluation carried out by Tanveer Parneez

Pre-conference evaluation results

Conference delegates represented a wide range of sector, disciplines and professions: there was representation from the voluntary sector, public sector, Teachers/Education, civic society, Equality and Human Rights Groups and from other institutions (see Figure 1). At the end the conference, participants were asked to fill in a pre-evaluation form and a post evaluation form to judge what individual's knowledge pre-conference was of Human Rights Education & Active Citizenship and ways in which the conference had helped developed this awareness.

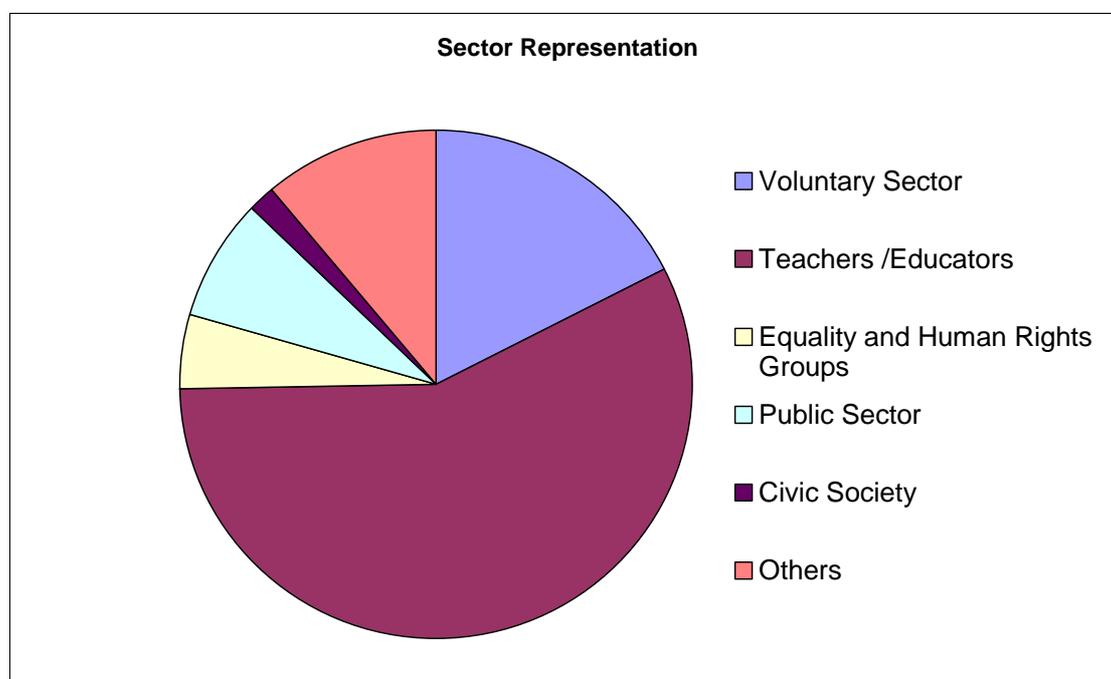


Figure 1: Sector representation

Prior to attending the conference, knowledge of the UN World Programme for Human Rights Education mainly came from the teachers/Education sector represented. This was a direct consequence of the curriculum for excellence being taught at schools across Scotland. However, whilst not all teachers were aware of the UN World Programme, some of them could relate to the declaration of human rights and the UN convention of the rights of the child. In terms of the voluntary sector, some delegates had some knowledge but not to the extent one might have anticipated. Delegates from the public sector also voiced a lack of knowledge and awareness of the programme, as did the equality and human rights groups (see figure 2). This evaluation of pre-conference knowledge is a clear indication that there is a need for knowledge

and awareness raising of HRE & Active Citizenship. Some of the delegates who stated they did have some knowledge of the HRE wanted to learn more about how HRE is incorporated into policy.

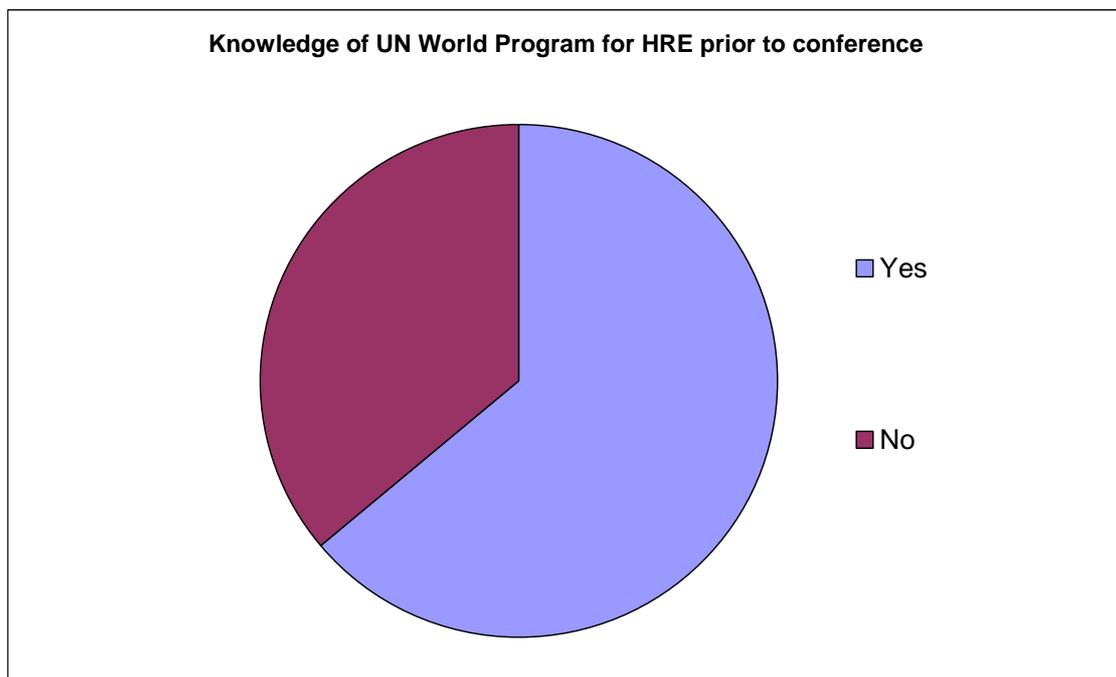


Figure 2: Pre-conference knowledge of HRE

The pre-conference evaluation results also revealed few people working in those organisations/sectors represented on the day had attended many HRE conferences, with the exception of representatives from formal education establishments who had moderate or very little knowledge and awareness of the HRE & Active Citizenship.

Post-conference evaluation results

A key question asked in the post-conference evaluation was:

Has this conference helped to raise the understanding of Human Rights Education?

Participants felt they gained a lot of knowledge. The conference had been very helpful in distinguishing between what human rights mean for everyone and specific rights applied to children and young people. Comments were made that the discussions in the workshops had stimulated “**an internal thinking**”, and provided delegates with a space to consider the issues around human rights. Some delegates, and specifically teachers, stated they had learned a lot through the conference. **It had definitely made them think about the kind of education the schools offer children, what education should really be about and how it should impact on their professional practices.**

Some delegate teachers felt that what they had learned from the conference will help them to **apply an HRE focus in their teaching strategies**. Participants from across the sectors felt there needs to be specific HRE education in schools, within service provision, and other institutions depending on the context, as well as on going training programmes.

Majority of delegates felt that Human Rights Education can be modelled by other organisations / sectors. This would require organisations implementing such ethos to share and showcase their work with other organisations in order to raise awareness, spread knowledge and work collectively towards a common agenda. In addition, there was a consensus **that there is a definite need to extend HRE education beyond the classroom setting and into policy and decision making processes and HRE should be embedded in all sectors and policy areas**.

There needs to be more CPD training in relation to HRE within voluntary, public, equality and human rights, civic society and education sector for staff. People working within these sectors felt there are no 'routes in' to HRE through their organisations. This was because HRE courses are difficult to finance due to high fees, and this can deter organisations to train their staff. Many stated if organisations can share expertise and information around HRE and Active Citizenship, this may help to raise awareness in the sector and embed HRE within their organisational policies. Continual CPD for staff in the voluntary, statutory and other sectors was identified as essential in order to provide a human rights based approach to services to civic society. In addition many teachers reported they would like to have CPD in HRE to equip them with skills to develop their classroom practice in relation to curriculum for excellence and active citizenship.

There was also a **discussion around Early Years and delegates felt there was no development on HRE in the early years**.

Evaluation conclusion

The pre-evaluation and post evaluation forms from the conference highlight a greater need for HRE learning opportunities for teachers, voluntary sector and public sector and communities. The evaluations showed delegates had a better understanding post evaluation of the United Nations World Programme for Human Rights Education (UNWPHRE). A principal conclusion emerging from the evaluation is that, in order to address inequalities and empower civil society, there is a need not only for HRE education, but also for strategies to embedded such learning into everyday practice. The evaluation emphasised the need for a partnership approach with public sector, voluntary and civic society and HRE.