

# Curriculum Development and Review for Democratic Citizenship and Human Rights Education



Prepared by Felisa Tibbitts  
for UNESCO,  
the Council of Europe,  
the OSCE Office for Democratic  
Institutions and Human Rights and  
the Organization of American States



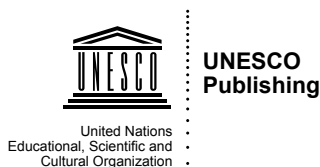
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# Abbreviations

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|        |   |
|--------|---|
| ACARA  | Australian Curriculum, Assessment and Reporting Authority               |
| DoE    | Department of Education   |
| EDC    | Education for democratic citizenship                                    |
| EU     | European Union  |
| HRE    | Human rights education  |
| ICCS   | International Civic and Citizenship Education Study                     |
| IEA    | International Association for the Evaluation of Educational Achievement |
| IEP    | Institutional Educational Project                                       |
| ISCED  | International Standard Classification of Education                      |
| NGO    | Non-governmental organisation   |
| OAS    | Organization of American States   |
| OECD   | Organisation for Economic Co-operation and Development                  |
| ODIHR  | OSCE Office for Democratic Institutions and Human Rights                |
| OHCHR  | Office of the United Nations High Commissioner for Human Rights         |
| OSCE   | Organization for Security and Co-operation in Europe                    |
| SAHRC  | South African Human Rights Commission                                   |
| UDHR   | Universal Declaration of Human Rights                                   |
| UN     | United Nations  |
| UNDP   | United Nations Development Programme                                    |
| UNESCO | United Nations Educational, Scientific and Cultural Organization        |
| UNICEF | United Nations Children’s Fund  |
| WGHRI  | Working Group on Human Rights and Inclusivity                           |

## Foreword

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**E**ducation for democratic citizenship and human rights education are vital for the achievement of peaceful, sustainable and inclusive societies based on respect for the human rights of every person. The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the work of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support their member and participating states' commitment to fostering citizenship and human rights education and improving access to quality education for all. Moreover, this publication is a contribution to the Global Education First Initiative of the United Nations Secretary-General, Mr Ban Ki-moon, launched in 2012. This initiative made fostering global citizenship one of its three overarching priorities for education, providing an additional impetus for action in this area and sending a strong message of support to education professionals throughout the world.

Effective teaching and learning processes require well-trained teachers, positive learning environments and high-quality learning materials. Education policy underpins each of these dimensions, including through curriculum development and review, which is the main focus of this resource. This publication aims to explore current trends, facilitate an exchange of experiences and improve access to expertise in advancing curriculum development and reform in the fields of democratic citizenship and human rights education. While there are many different ways of doing this, due to the diversity of contexts in member states, there are also a number of commonalities. Thus, it is possible to identify key steps in the development of curriculum and planning for implementation. There are also fundamental processes that reflect the very principles of democratic citizenship and respect for human rights, including active consultation with all those concerned and efforts at transparency. Inclusive processes for developing curricula in this area help to ensure the legitimacy and effectiveness of the policies adopted.

We hope that this publication will provide valuable insights and inspiration to education decision makers and curriculum developers, and more generally to those interested in the strengthening of democratic citizenship and human rights. Each individual who plays a role in education processes – a student, a parent, a teacher, a school director, a policy maker, a curriculum developer, a planner or other – makes a vital contribution by translating the curriculum and aims of democratic citizenship and human rights into everyday experiences. We therefore hope that this publication will reach many readers, and that it will prove to be a useful support for numerous endeavours in this area.

## Part I

# Phases of EDC/HRE curriculum development and review

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Source: ©UNESCO/ Petrut Calinescu

## INTRODUCTION

Most young people grow up learning the life lessons of care, solidarity, responsibility and justice through daily engagement with families, friends, schools and community institutions. Education for democratic citizenship and human rights education (EDC/HRE) are educational areas that contribute fundamentally to our ability to live together in communities, in countries and as neighbours across national borders. They also help to enable a flourishing global community. The wider aim of EDC/HRE is the establishment of sustainable and participative forms of democracy based on respect for human rights and good governance. As such, EDC/HRE is a public good and an ongoing investment for producing societies characterised by human rights principles such as non-discrimination, inclusion and participation, and the rule of law.



The central purpose of this resource is to support the development of education policies and curricula in schools that support and promote young people’s participation in democratic life. As such, EDC/HRE is inevitably in an ongoing state of development and review. This resource aims to support the work of education leaders and curriculum developers in integrating EDC/HRE within curriculum systems and to encourage the engagement of stakeholders in supporting such efforts.

“Education for democratic citizenship” focuses on educational practices and activities designed to prepare young people and adults to play an active part in democratic life and exercise their rights and responsibilities in society. “Human Rights Education” has been defined as education, training and information aimed at building a universal culture of human rights.<sup>1</sup> 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.<sup>2</sup> Other fields that are related to and supportive of education for democratic citizenship and human rights education are global citizenship education, education for mutual respect and understanding, peace education, education for sustainable development and intercultural/multicultural education. These areas can be viewed as interconnected in their educational aims and approaches, and essential within education systems in order to prepare young people to be active, responsible and caring participants in their communities, as well as at national and global levels.

Efforts to promote EDC/HRE involve the development of dispositions, extending beyond knowledge and skills to include values and attitudes that underpin certain behaviours and actions. Research has shown that such dispositions are fostered through participatory and learner-centred teaching and learning processes in the classroom as well as through democratic practices in the classroom and democratic governance in the school environment, experiential learning in the community, and interaction with family, friends and the media. This resource is not focused on all the ways in which schooling systems might foster EDC/HRE, but specifically on the curriculum development process as a key mechanism for supporting high-quality and sustained EDC/ HRE efforts.

Member states and participating states of the Council of Europe, the Organization for Security and Co-operation in Europe (OSCE), the Organization of American States (OAS) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) have committed themselves to promoting a culture of democracy and human rights through numerous instruments, such as the United Nations Declaration on Human Rights Education and Training (2011), the first, second and third phases of the United Nations World Programme for Human Rights Education (2005-2019), the Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education (2010), the Inter-American Democratic Charter (2001), the Document of the Moscow Meeting of the Conference on the Human Dimension of the CSCE (Moscow, 3 October 1991) and the Additional Protocol to the American Convention

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1. Council of Europe (2010), *Charter on Education for Democratic Citizenship and Human Rights Education*, Recommendation CM/Rec (2010)7 of the Committee of Ministers, section I, para. 2.
  2. The UN Declaration on Human Rights Education and Training presents HRE as being education about, through and for human rights (Article 2, para. 2, 2011).

on Human Rights in the Area of Economic, Social and Cultural Rights (Protocol of San Salvador). The Council of Europe, the OSCE Office for Democratic Institutions and Human Rights (OSCE/ODIHR), the OAS and UNESCO have co-sponsored this publication as part of their commitment.

Amidst the many pressures of schooling, EDC/HRE needs to find a sure footing in the curriculum and to continue to improve in its strength, vitality and relevance within our societies. This publication presents key tools and processes for developing curriculum policies for EDC/HRE, drawing on practices from across different regions of the world. EDC/HRE curriculum strategies have evolved across a range of historical, political and cultural contexts. Collecting some of these practices within a single resource illustrates the varied ways in which analysis, curriculum frameworks and participatory processes have been organised in different settings. These renderings will hopefully be inspiring and instructive.

This publication draws on experiences and resources from ministries and departments of education in different countries and continents that were available to partners during the writing period. Thus, examples used are not based on a comprehensive review of all EDC/HRE curricula and not all of the examples used are currently in use in the countries concerned. Nevertheless, the practices included help to illustrate curriculum development for EDC/HRE and relevant review processes. Comparative research has shown that there can be a gap between the intended curriculum and what actually takes place in classrooms and schools. This resource is intended to strengthen the quality of EDC/HRE curricula through the sharing of key steps and examples of curriculum policy development. The publication also emphasises the integration of key stakeholders at all stages of curriculum policy development and writing in order to increase shared ownership and the motivation to implement.

This guide, focused on the specific curriculum planning elements of EDC/HRE, complements other resources that have been developed by the partner institutions. These complementary materials, referenced in Appendix A, strengthen efforts to carry out EDC/HRE within schooling systems by providing guidance on other discrete aspects of such efforts, such as educational objectives, teaching methodologies, teacher training, textbook writing and school development. None of these resources provides a formula for how to undertake such processes but, rather, each offers a road map for navigating key decisions.

### ***The curriculum system***

EDC/HRE curriculum development typically focuses first on curriculum policy, including frameworks, learning areas, associated syllabi and learner outcomes to be assessed. The three common curriculum strategies that are practised include separate courses, the integration of key EDC/HRE themes within other (“carrier”) subjects and a transversal integration of EDC/HRE themes across all subjects.

In order to implement these curriculum policies, additional support, such as textbooks and learning resources, teacher guides and assessment tools are developed. Outside of the ministry/secretariat of education, many other governmental and

non-governmental actors might be engaged in offering technical support, including teacher-training institutions, textbook publishers and testing companies.

In decentralised systems, educational authorities at the sub-national level are involved in curriculum development and schools have freedom to build portions of their learning programme. In the daily life of schools, curriculum presents itself in lesson plans and activities. If we take a broader view of curriculum, then we can also see other aspects of school life that influence students and educators. Extracurricular activities, links with the local community, school culture, participation in school governance and welcoming and safe school environments for all members of the school community provide additional opportunity for EDC/HRE.

These informal or “hidden curriculum” dimensions of schooling can work for or against EDC/HRE values. For example, experiential learning and links with the community can help to reinforce participatory behaviours, but interactions between pupils may end up reinforcing stereotypes. Information about existing EDC/HRE experiences in schools around aspects of the “hidden” curriculum might influence design strategies for formal curriculum frameworks.

### ***Aims of EDC/HRE: curricula and competences***

A shared understanding about the main aims of EDC/HRE and the associated learner outcomes will be the basis for organised programmes of study, known as curricula. The content of curricula can be organised through learning areas and subjects as well as activities and tasks.

A curriculum system’s overall goal for learners will be defined in formal curriculum policies and standards, also known as the intended curriculum. Documents reflecting this include curriculum frameworks and subject curricula/syllabi, along with support such as instructional materials and tools for learner assessment. This resource is focused on the planning and design of such a curriculum.

The written/intended curriculum (what is supposed to be taught and learned) can be distinguished from the implemented curriculum (what is actually taught) and even further from the learned curriculum (what is actually learned). Information about the implemented and learned curriculum – gathered during a review stage – may influence strategies for the revision of the curriculum. For example, research might show that teachers did not implement human rights-related lessons because they did not feel confident about their knowledge in such areas, leading to a further investment in teacher development in the next phase of the EDC/HRE curriculum system. Systematic inclusion of EDC/HRE competences in teacher-training curricula can help to address this issue effectively<sup>3</sup> (see Appendix B, Tool 8 for an example of educator competences in EDC/HRE).

There is no single model of curriculum development and over time there have been different approaches. Traditional curricula are usually content driven and are

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3. Brett P., Mompoin-Gaillard P. and Salema M. H. (2009), *How all teachers can support citizenship and human rights education: a framework for the development of competences*, Council of Europe, Strasbourg.

textbook based. An objectives-driven curriculum (influenced by Bloom's taxonomy<sup>4</sup>) is focused on learning processes and skills, and not usually on values or socio-emotional learning. A process-based curriculum is oriented towards methodologies of instruction that reflect interactive pedagogies, such as collaborative learning. A competence-based curriculum takes a "whole child" approach, with learner outcomes including knowledge, attitudes and skills as influenced by values and motivation. A key perspective of the competence-based approach is that learner outcomes are not just knowledge-based, but include the development of dispositions, which is highly relevant for EDC/HRE.

For this reason, this resource is oriented towards a competence-based approach to EDC/HRE, reflecting the notion that knowledge, skills and attitudes are all important aspects of learning and necessary for young people to develop capacities to apply EDC/HRE principles in their lives. Even if a national system does not consider itself to be competence-based, as long as learner outcomes fall across this range of domains, then this resource will be relevant.

A distinction can be made between key, transversal or generic competences, such as communicative competences, and those more specific to a content or subject (such as citizenship competences). Competence is understood as an aptitude that comprises distinct and interlinking knowledge, skills and attitudes. A focus on only one piece of knowledge or one skill would not allow us to see something of greater substance, which is captured in the term competence. Examples of competences are presented in the "visioning" section.

However, there is no singular definition of "competences" that is accepted everywhere. One can say that it refers to a broad capacity to apply knowledge, skills and attitudes (underpinned by values) in an independent and effective way. The European Parliament identified key competences as those necessary for "personal fulfilment and development, active citizenship, social inclusion and employment".<sup>5</sup> In Colombia, competences associated with the "good citizen" are grouped into the areas of peaceful coexistence; democratic participation and responsibility; and plurality, identity and enrichment with differences.<sup>6</sup> In Andorra, social and democratic citizenship competences are one of the seven overarching competences envisioned for students graduating from secondary school. The first rationale provided stated that "social and democratic citizenship competences relate to active and responsible participation in 21st century Andorran society".<sup>7</sup>

In recent years, international institutions have contributed to the development of relevant frameworks in order to respond to the growing interest and support from their member states. The pedagogical guidance entitled "Global citizenship

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4. Bloom B. S. et al. (1956), *Taxonomy of educational objectives: the classification of educational goals*, Handbook I: Cognitive domain., David McKay Company, New York.
  5. European Parliament (2006), *Key Competences for Lifelong Learning*, Recommendation 2006/962/EC. [http://europa.eu/legislation\\_summaries/education\\_training\\_youth/lifelong\\_learning/c11090\\_en.htm](http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_en.htm), accessed 15 July 2015.
  6. *Ministerio de Educación Nacional* (2003), Colombia, [translation by Jaramillo R. and Mesa J. A.].
  7. Andorra Ministry of Education (2014), *Profiling of school leavers at the end of their compulsory secondary schooling in Andorra*.

education: topics and learning objectives” produced by UNESCO (2015) aims to serve as the basis for defining global citizenship education goals, learning objectives and competences, as well as priorities for assessing and evaluating learning. In May 2015 foreign ministers from across Europe called for the adoption of the key elements of the Council of Europe’s new competence framework for the exercise of democratic citizenship.<sup>8</sup> The OSCE/ODIHR elaborated learner competences in 2012 as part of broader guidance to assist in planning, implementing and evaluating human rights education in secondary schools.<sup>9</sup>

**Figure 1: Phases of curriculum development and review**



Prior to the initiation of a curriculum development or review process, educational authorities will have agreed that there is a need to reform EDC/HRE curriculum policy. The rationale for such an effort can vary. It may be that EDC/HRE syllabi and textbooks are reviewed as part of a normal cycle organised by educational authorities. There may be “triggering events” such as low-quality performances of students in comparative citizenship education studies, such as the International Association for the Evaluation of Educational Achievement (IEA) or International Civic and Citizenship Education Study (ICCS),<sup>10</sup> or other studies that show a low level of civic knowledge, attitudes and behaviours. It can also be that events external to the education sector, such as socio-economic contexts, new political leadership or a cross-sector action plan on children and young people, may warrant revisiting not only the EDC/HRE-related syllabi, but their broader framework and aims. Other local factors that will

8. Final Declaration of the Committee of Ministers of the Council of Europe “United around our principles against violent extremism and radicalisation leading to terrorism” (CM(2015)74).
9. OSCE/ODIHR (2012), “Guidelines on Human Rights Education for Secondary School Systems”, Warsaw.
10. See [www.iea.nl/](http://www.iea.nl/) and [www.iea.nl/iccs\\_2016.html](http://www.iea.nl/iccs_2016.html), accessed 15 July 2015.

influence curriculum processes include where the leadership for current EDC/HRE efforts is coming from, the political and educational contexts of such efforts and the history of EDC/HRE to date. Each of these conditions will undoubtedly influence the depth of the scrutiny and possibly also the focus of any EDC/HRE changes that are ultimately recommended.

This resource is organised according to the key phases associated with curriculum policy planning and design: review/analysis, visioning, writing and planning for implementation.

For each of the phases, key questions and actions are included in order to highlight decisions and processes that may be undertaken by educational leaders and curriculum developers through the curriculum development infrastructures, such as a task force, working group and committees. Communication with stakeholders, including the dissemination of key plans and documents and opportunities to provide input, takes place at all planning stages.

**Table 1: Communication, dissemination, consultation with stakeholders**

| Planning phase             | Key questions  | Actions   |
|----------------------------|--|---|
| <b>Review and analysis</b> | What are the existing EDC/HRE-related legislation and general education policies?<br>How is EDC/HRE reflected in the intended curriculum?<br>How is EDC/HRE being implemented, supported and achieved?<br>What are some promising practices from the field (national and international)? | Review of existing policies, performance of the schooling sector, promising new practices, views of the public and key stakeholders, and the contexts influencing EDC/HRE in schools.   |
| <b>Visioning</b>           | How can EDC/HRE be linked with the general goals of education?<br>What will be the specific EDC/HRE learner outcomes and competences used in curriculum planning?<br>What will be the strategies and approaches used to integrate EDC/HRE within the curriculum?                         | Determine which new or revised policies and practices are needed, and identify priorities and goals. Develop or revise an EDC/HRE curriculum strategy, including aims, competences/learner outcomes, curriculum targets and strategies. |

| Planning phase                             | Key questions   | Actions   |
|--|---|---|
| <b>Writing and planning system support</b> | What are the general plans for curriculum development and consultation?<br>Which specific processes will be used for writing the curriculum and having it reviewed and approved?<br>How will curriculum implementation and its support be organised?<br>How will implementation be monitored and evaluated? | Formulate strategies and work plans for curriculum writing, resource development, teacher training, monitoring and evaluation and associated communication strategies. Finalise the curriculum, including associated subject syllabi. |

In the review and analysis stage, existing information is used to revisit the existing policy environment for EDC/HRE and any evidence in relation to the implementation of these policies and related results. In this phase of the work, curriculum developers and educational leaders try to understand what is working well in terms of EDC/HRE practices and what areas should be strengthened, taking into account any relevant changes within the educational environment or society as a whole.

In the visioning stage, overarching goals are established for new or renewed approaches to EDC/HRE in the schools. Actors may revisit or rewrite a broad curriculum framework related to EDC/HRE. This framework will be clearly defined in its purpose, key learner competences or learner outcomes, and general strategies for the curriculum. The curriculum may include new strategies for encouraging EDC/HRE practices in the schools, both through the formal curriculum and through school-wide approaches, extracurricular activities and links with the community.

In the curriculum writing and planning stage, the curriculum is conceptualised and written, along with associated syllabi and guidelines. These efforts will reflect the specific strategies laid out in the “visioning” phase, such as transversal integration of EDC/HRE values, the expansion of citizenship education to a new grade, the addition of a new optional subject on children’s rights and/or focus on “child-friendly schools” and school culture. In the visioning stage clear plans will be developed for tasks related to curriculum writing and related support, such as teaching and learning resources, teacher guides and assessment tools.

The planning stage will also anticipate the implementation, monitoring and evaluation of the curriculum. These finalised documents are disseminated so that educational actors and other stakeholders are aware of the EDC/HRE plans. Under ideal circumstances, teachers are provided with the necessary support to carry out EDC/HRE activities, including teaching materials and professional development. Schooling systems will set up ways to monitor the implementation of EDC/HRE curricula, consistent with ways of working with other subject areas and will

analyse this data regularly in order to ensure quality implementation and organise additional support as necessary.

At some point down the road, this cycle will be repeated, and processes for EDC/HRE curriculum development and review will take place once again. A successful effort therefore requires ongoing attention from educational authorities. This is facilitated in some countries by having one person or office dedicated to EDC/HRE, working with other educational actors in an ongoing series of cycles of curriculum review, development/revision, implementation and monitoring.



Source: HRE USA

### ***Actors in curriculum development and review***

Efforts in curriculum development and review are naturally led and co-ordinated by the ministry/department of education or, in a decentralised system, by an educational authority at the regional or school level. Governments are engaged in curriculum development efforts in different ways: through decision making, the co-ordination of the technical work, the actual technical tasks, and public relations and communication.

Key stakeholders are those who have a vested interest in or who will be responsible for the implementation of the curriculum, usually those with direct links to schools. Educational authorities will identify who the stakeholders are, their likely perspectives and interests, who will be engaged in the curriculum reform effort and how. Numerous stakeholders may be involved, including:

- ▶ The board of education and the ministry of education (national level)
- ▶ Educational authorities at the regional and district levels
- ▶ Teachers
- ▶ Students and their families
- ▶ Curriculum developers



- ▶ School headteachers and department heads
- ▶ Higher education teacher trainers and experts
- ▶ NGOs engaged in EDC/HRE-related efforts
- ▶ Donors
- ▶ Other stakeholders

The management of a curriculum development or review process, like any curriculum policy effort, will involve a complex range of processes, actors and entities. Educational authorities leading an EDC/HRE reform effort will strive to keep key stakeholders and the public informed about the benchmarks in the curriculum development process, including the results of any consultative processes. Due to the complexity of the bodies and stakeholders involved, this leadership in many ways reflects a consensus-building process, including opportunities for participation from key stakeholders who will be responsible for supporting or implementing the curriculum.

It is a multi-year process that will ultimately result in an EDC/HRE curriculum that is ready for use. And then the implementation begins, with many local educational authorities and practitioners making their own decisions related to EDC/HRE policies.

The government body taking the lead on EDC/HRE curriculum development will organise an appropriate task force or advisory group for this effort. There may be advisory groups comprising representatives from key stakeholders, especially those who will be central to the implementation of the curriculum. Technical groups will typically comprise EDC/HRE specialists, including educational authorities, teachers, teacher trainers and curriculum developers (including international experts and those from intergovernmental agencies) who can help to develop detailed frameworks and syllabi.

Following the selection of individuals and teams for the technical work associated with the competence and curriculum review and elaboration, those leading curriculum reform efforts have often put into place a capacity-development process for the working groups. Even local and national actors well versed in these areas may benefit from training that helps to forge a common sense of “mission, objectives, tasks and expected outcomes”.<sup>11</sup> Local actors may be continuously exposed to methods and practices, both from within the country and from outside, that can inform elements of the overall effort, including not only curriculum and programming but also lesson and textbook design, new teaching techniques and use of ICTs and social media. As such, ongoing discussions between educational actors, stakeholders and those leading the EDC/HRE reform can help to create a shared understanding about which strategies are likely to be successful in the local environment.

It is common for government actors who are guiding the EDC/HRE effort to organise specific activities for sharing draft documents and getting input from key stakeholders. Such consultative processes can make use of workshops, focus groups, invitations for written comments and the completion of a survey.

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11. Georgescu D. (2013), “Zimbabwe Curriculum Review: Concept Paper”, UNESCO, Beirut, pp. 24-25.

In some country contexts, draft curriculum documents have been shared publicly for input, especially from students, families and the general public. In addition to reflecting the participatory ethos of EDC/HRE and the legal imperative of participation from a human rights perspective, this kind of outreach is practical for advertising EDC/HRE at the grassroots level and building enthusiasm and support. Comparative citizenship education studies have often shown a gap between intended curriculum and what is actually taking place in schools. Participation is a means to better understand the experience of certain groups, including patterns of exclusion and discrimination. The engagement of teachers, students, local governmental authorities, NGOs and others in the policy development stage may help to ensure inclusive and multi-stakeholder engagement once the curriculum is ready to be put into action.

The more widespread the use of stakeholders in consultative processes, the more labour intensive and time-consuming it will be to establish an EDC/HRE national curriculum strategy. However, such a process is a worthwhile investment and is necessary to prepare for effective EDC/HRE teaching and learning processes in the long term. Meaningful engagement in discussions with resulting adjustments in efforts will help to ensure that the project reflects the views and interests of a diverse set of stakeholders. This includes those at the school and community level, especially disadvantaged groups, including minorities, migrants and persons with disabilities. Moreover, these inclusive processes may help to deflect potential criticisms that the reform is being driven exclusively by the government or that the programme is imposing an ideological bias from above. Ongoing and transparent consultations will demonstrate that the EDC/HRE effort accommodates different views and reflects democratic processes.<sup>12</sup>

### **Costa Rica: on community involvement**

One of the great innovations of the curricular reform is the opportunity to involve the community in the development of the educational projects. This element is important, since it allows for various institutions (public and private) from the schools' communities to become involved in the planning of activities aimed at contributing to local development.

This contact with governmental entities, various public authorities, and even with the local private sector allows students to incorporate their educational projects into the dominant reality of their surroundings. It also offers an opportunity for other sectors to support and promote the development of activities that are beneficial for their communities.

Source: United Nations Development Programme – Costa Rica (2002), "National Curriculum Reform Process of Costa Rica. Education for Citizenship and Human Rights Education", excerpt from "Evaluation of Human Rights Education Study", p. 8.

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12. Jaramillo R. and Mesa J. A. (2009), "Citizenship education as a response to Colombia's social and political context", *Journal of Moral Education* 38(4): 467-487, p. 484.

## ***Common challenges***

The literature is filled with definitions and general concepts related to EDC/HRE. However, a successful review and reform process will require agreements on quite specific aspects of these concepts, such as what it means to promote active participation in democratic life or to encourage the capacity of students to exercise their rights and responsibilities in societies. The failure to adequately detail and agree upon these concepts may mean that they are presented only as general values. This may not be sufficient to allow proper development of learner competences. For example, a general message about the value of active participation without incorporating specifics about the areas and kinds of participation would limit the ability of this concept to drive skills development and experiential learning in the curriculum.

An insufficient elaboration of the EDC/HRE concepts will undermine the ability to assess learners and monitor the results of the curriculum in the schooling system for the purpose of assessing progress and making necessary adjustments. Thus, clarity of definitions and concepts will not only assist in the crafting of intended learner competences and supportive curricula, but also a government's ability to monitor and ensure systematic and long-term support.

Another challenge in relation to curriculum review and development is choosing which stakeholders to involve and how. Educational authorities will already be familiar with standard stakeholder groups, and invitations may naturally be extended to their leadership as well as to other experts. However, reform leaders may want to include stakeholders that have not been present in earlier curriculum consultations – for example those coming from marginalised groups, such as persons with disabilities and indigenous people. Decisions will also need to be taken about how to meaningfully inform and potentially involve members of the general public in the review process.

Such choices are of a policy nature and they are also ones that influence the amount of resources required. Moreover, the more input solicited, the greater the possibility of disagreement. One can argue, however, that it is best to invite a wide variety of input early on in the curriculum development in order to broaden the consensus and ownership of the vision and importance of EDC/HRE.

## ***Summary of key points***

- ▶ The EDC/HRE curriculum is regularly reviewed, with the potential for ongoing improvement.
- ▶ Three common strategies for the formal curriculum include separate courses, the integration of key EDC/HRE themes within other (“carrier”) subjects and a transversal integration of EDC/HRE themes across all subjects.
- ▶ Key phases of curriculum policy planning and design are review/analysis, visioning, and writing and planning for implementation.

- ▶ Communication with a diverse set of stakeholders, including the dissemination of key plans and documents and opportunities to provide input, takes place at all planning stages.
- ▶ The government body taking the lead on EDC/HRE curriculum development will organise a relevant task force or advisory group for this effort.
- ▶ While the number of stakeholders consulted is likely to increase possibilities for disagreement, a wide variety of input solicited at an early stage of the curriculum development is likely to broaden the consensus and ensure the ownership and acceptance of the vision of EDC/HRE in the long-term perspective.



Source: ©UNESCO/ Petrut Calinescu

## **A. REVIEW AND ANALYSIS: WHERE IS EDC/HRE NOW?**

### ***Key questions***

- ▶ What are the existing EDC/HRE-related legislation and general education policies?
- ▶ How are the aims and concepts of EDC/HRE reflected in the intended curriculum?
- ▶ How is EDC/HRE being implemented, supported and achieved?
- ▶ What are some promising practices from the field (national and international)?

### ***Methods for addressing questions***

During the initial phase of an EDC/HRE curriculum development effort, information about the existing environment will help to shape and steer the effort according to local realities and society-wide agendas. Educational authorities can gather data

about the legal and education policy contexts, the curriculum system and implementation of the various components, and results in learners and schools. In most countries, educational leaders will try to learn about the needs and interests of educators, young people and other stakeholders.

Information sources can include education department statistics and documents (studies, research reports, project documents) based on both qualitative and quantitative data. Consultations with education providers and other stakeholders will be needed to verify qualitative challenges, such as conditions of schooling. It would also be important to seek information on key challenges in the society in question from a human rights perspective – for instance discrimination issues – as such questions would need to be addressed by an EDC/HRE curriculum.

**1. Baseline study or situation analysis.** A baseline study or situation analysis is a comprehensive analysis that may incorporate the individual data collection processes presented later in this section: legislative and policy analysis, curriculum mapping, landscape analysis and review of results of existing programming.

Information for a baseline study can be collected using various techniques. There will often be relevant reports and statistics already available. A formal needs assessment or various studies and reports may be commissioned to address one or more of the following categories of information:

- ▶ (human rights) treaty obligations of the country and information on their implementation (including Universal Periodic Review recommendations, concluding observations by treaty bodies, reports by UN special rapporteurs);
- ▶ mandates from ministerial/regional meetings and from sub-regional integration mechanisms;
- ▶ existing educational legal and policy frameworks;
- ▶ educational practices (from within and outside the country) that inform the EDC/HRE curriculum reform;
- ▶ evaluation, such as the ICCS.

A holistic framework for a situation analysis of the status of human rights education was developed by the United Nations in accordance with the World Programme for Human Rights Education and a self-assessment checklist has been developed for governments. This situation analysis includes the following areas of investigation: a description of current results, capacity gaps among key stakeholders related to the non-realisation of HRE goals, and an assessment of the challenges to and opportunities for strengthening HRE.

Policies – education policies, national education laws and acts, education sector plans, national action plans, sub-national policy objectives (including those oriented towards the whole-school environment), national curriculum and education standards.

Policy implementation – national mechanisms to ensure implementation, government entities responsible for implementation, resources allocated (financial, human, time).

The learning environment – regulations and directives issued by the relevant education authority promote the incorporation of human rights principles (e.g. equality and

non-discrimination, fairness, transparency and accountability, participation and inclusion) in the policies, codes of conduct, disciplinary procedures, governance structures, management practices, extracurricular programmes and community-outreach efforts of primary and secondary schools.

Teaching and learning processes and tools – curriculum approaches (including separate subject, carrier subject and transversal approaches); key learning content and goals, time allotted and grades taught in; accompanying textbooks, guides and learning materials; learning methodologies; who teaches HRE and the training they have received; evaluation and research that has been carried out on teaching and learning processes and what can be learned.

Education and professional development of school staff – comprehensive training policy for school staff; HRE included in the pre-service and in-service training of teachers (noting whether voluntary or mandatory); qualifications of teacher trainers; availability of “good practice” research.<sup>13</sup>

### **Denmark: baseline human rights education study**

The Danish Institute for Human Rights conducted a study of human rights education in primary and lower secondary schools and teacher training programmes in Denmark. The study consisted of a questionnaire survey, prepared in collaboration with the Danish Union of Teachers, and 16 focus-group interviews of teachers and teacher trainers representing schools and university colleges all over Denmark. Moreover, the study reviewed Danish legislation in this area, the common objectives, as well as relevant EU and human rights obligations and recommendations for Denmark related to human rights education.

The study shows that it is arbitrary whether pupils in primary and lower secondary schools in Denmark learn about the rights of the child. The study presents a number of recommendations and ideas to support their implementation.

*Source: The Danish Institute for Human Rights (2013), Mapping of Human Rights Education in Danish Schools, p. 2.*

**2. Review of the existing laws and general education policies for EDC/HRE.** As mentioned in the introduction, intergovernmental bodies have developed a number of legal and policy documents that support the implementation of EDC/HRE within the formal and non-formal education systems, which governments have supported politically. Recalling these political commitments can help set the stage for EDC/HRE curriculum development and renewal.

With regard to human rights education, the United Nations Declaration on Human Rights Education and Training was passed by the General Assembly in 2011. The Universal Declaration of Human Rights (UDHR) and legally binding treaties such as the International Covenant on Economic, Social and Cultural Rights; the Convention on the Rights of the Child; the Convention on the Elimination of All Forms of

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13. United Nations Office of the High Commissioner for Human Rights and UNESCO (2012), *Human Rights Education in Primary and Secondary School Systems: A Self-Assessment Guide for Governments*, United Nations, New York and Geneva, pp. 8-11.

Discrimination against Women; the International Convention on the Elimination of All Forms of Racial Discrimination; the International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families; the Convention on the Rights of Persons with Disabilities; and the International Convention for the Protection of All Persons from Enforced Disappearance all refer to the importance of education and training for promoting knowledge and commitment to human rights and supporting the aims of the international frameworks. Similarly, regional human rights instruments have clauses that refer to the need to educate the public about the content of the human rights instruments and support education for democratic citizenship, human rights and fundamental freedoms.

In the early phase of an EDC/HRE curriculum reform process, educational authorities have identified national laws, regulations and policies that are directly or indirectly linked with EDC/HRE aims and practices. The review of these documents and reform efforts allows for an EDC/HRE curriculum reform effort to be situated within existing policy norms, although in periods of general reform, the broader norms of the educational system themselves may be in transition.

In Colombia, the analysis of the legal and policy frameworks for citizenship and peace education identified the presence of these aims within the General Law of Education and the mandate to include ethical education and human values within required subjects. This analysis also showed that further clarification of these guidelines was necessary, in co-operation with educational authorities, teachers and other stakeholders at the local and school levels.

### **Colombia: analysis of legal and policy frameworks**

The General Education Law requires students to be educated in “justice, peace, democracy, solidarity ...” (Article 14, d) and in “the social, ethical, moral and other values of human development” (Article 20, f). The Law establishes ethical education and human values (Article 23, 4) as mandatory subjects in basic education, but does not further elaborate on the meaning of such subjects or on the meaning of educating in moral and ethical values.

Thus, it is the responsibility of the Ministry of Education to clarify and provide guidelines to schools and teachers to make the constitutional mandate possible. The Law, however, gives ample freedom for the educational community at the local and school levels to “participate in the design, execution and evaluation of their own *Proyecto Educativo Institucional (PEI)* [*Institutional Educational Project (IEP)*] and in the assessment of the school’s proper functioning” (Article 6).

Source: Jaramillo R. and Mesa J. A. (2009), “Citizenship education as a response to Colombia’s social and political context”, *Journal of Moral Education* 38(4): 467-487, pp. 470-472.

**3. Curriculum mapping.** Regardless of whether EDC/HRE aims have been integrated within curriculum planning in the past, a study of existing curricula can be carried

out to see how they reflect EDC/HRE aims and concepts. Identifying the existence of EDC/HRE-related learner outcomes, competences and areas of study will help to validate the presence of EDC/HRE while at the same time making it eligible for improvement.

A curriculum review typically involves a review of the official, or written, curriculum which is usually laid out in documents such as curriculum frameworks, syllabi (subject-specific curricula), textbooks and other learning materials for pupils, teacher manuals, learner exercise books and assessment guides. EDC/HRE values and approaches may be embedded within existing subjects or other approaches such as education for sustainable development. Reviewers have looked for evidence of EDC/HRE competences, learner outcomes, themes such as “civic participation” as well as time allocation, any required assessment and whether students engage in EDC/HRE in obligatory or optional subjects. Appendix B contains “Tool 1: International suggestions and guidelines for curriculum development”, which includes a checklist of criteria that can be used to review curricula through the lens of human rights values.

The International Standard Classification of Education (ISCED) European study of 2010/11 showed that the majority of countries combined one or more of the following approaches to the teaching of citizenship education: as a stand-alone subject, integrated into one or more subject or curriculum areas, or cross-curricular integration.<sup>14</sup> This study showed that when it was taught as a separate subject, it was more likely to be at the secondary school level than the primary level. The number of school years in which civics was offered varied from country to country, ranging from one year to twelve years. In decentralised systems, schools decided which approach they would use to deliver citizenship education.<sup>15</sup>

Appendix B contains a tool for the kind of data collection procedures that might be carried out in relation to the kind of curriculum examined: “Tool 2: Types of curriculum and procedures for analysis”. Although curriculum mapping is typically carried out by reviewing official curricula, educators and other key stakeholders have been involved in this process, thereby making it easier to evaluate how the existing curriculum has been implemented. For example, in Armenia, a small number of focus groups were conducted with the teachers of human rights and civic education in order to determine teachers’ opinions on the overall quality of subject plans, textbooks, teacher manuals, methods, teacher training, and obstacles to human rights education in schools.

**4. Review of implementation and results of EDC/HRE.** A review of implemented curricula might also be organised in order to understand the real challenges and opportunities educators have encountered to date when teaching EDC/HRE. Research could be carried out on whether teachers are implementing EDC/HRE and how they are doing it. This can go beyond the question of whether lessons are being offered

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14. UNESCO and UNESCO Institute for Statistics (2012), *International Standard Classification of Education 2011*, UNESCO Institute for Statistics, Montreal.

15. EACEA P9 Eurydice (2012), *Citizenship Education in Europe*, Brussels, p. 22.



or not, to the methodologies that are being used in the classroom, and EDC/HRE practices across the school environment.

This review of implementation might also look at curriculum support, such as the accessibility of the curriculum, the availability of pre-service and in-service teacher training, the familiarity with and availability of instructional resources, and tools for learner assessment. The review could also consider the acceptability of the curriculum, that is, the extent to which it reflects and respects the cultural diversity of the classroom. Another aspect is the adaptability, that is, its evolution in terms of taking on board content relevant to societal challenges and issues.

Prior studies on the implementation of EDC/HRE practices at the schooling level have often revealed an “implementation gap” between EDC/HRE policy formation and policy implementation. Strategies for addressing such gaps include the identification and involvement of key actors at different levels who can be involved in the implementation process; defining clear objectives for EDC/HRE; drawing up and promoting action plans; and setting out specific curricula at the school level.<sup>16</sup> This resource has been developed with these strategies in mind.

In organising an EDC/HRE curriculum reform or revision process, educational authorities and other stakeholders can review any existing studies that identify conditions of schooling and the interests and capacities of educators that will influence the implementation process.

In many national contexts, relevant studies or evaluations will have been carried out by experts, who might be invited to participate in some way in the new reform effort. Some studies have documented teachers’ willingness to participate in existing EDC/HRE and the enthusiasm of their students for such classes, but also inadequate space in the curriculum schedule, a lack of teaching and learning materials, and a lack of educator knowledge of key concepts as well as poor training in the use of interactive methods.

Other studies of relevance may pertain to the overall condition of schooling, such as overcrowded classrooms and class schedules. As with any educational reform, understanding the genuine needs and constraints faced by teachers at the school level is the first step in organising a successful curriculum reform.

Getting to the root of any “implementation gap” will be critical to a successful renewal of EDC/HRE. Information and discussions with decision makers, practitioners, young people, community members and key stakeholders will help in documenting their understanding of the existing frameworks and the degree to which these policies are put into practice. Below is an example of how the Icelandic Ministry of Education invited teachers to share their experiences in teaching human rights.

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16. Kerr D. and Losito B. with Sanchez R. et al. (2010), *Strategic support for decision makers: Policy tool for education for democratic citizenship and human rights. Drawing upon the experiences of the Council of Europe’s EDC/HRE project*, Council of Europe, Strasbourg, pp. 21-22.

### **Iceland: school survey on implementation of EDC/HRE**

In the autumn of 2008 a short survey was carried out in compulsory (elementary and lower secondary, grades 1-10) and upper secondary schools in connection with this project. The aim was to get information about human rights education. Human rights education is not an independent subject in compulsory and upper secondary school in Iceland but could be dealt with within other subjects such as life skills and social studies. Three questions were sent to all compulsory and upper secondary schools and answers requested:

1. Is there human rights education in your school?
2. (If the answer is positive):
  - a. Within which subjects is there emphasis on human rights education?
  - b. How is the human rights education carried out?

Responses were received from 49 of the compulsory schools (about 27%) and 12 of the upper secondary schools (about 31%). The answers show that in 11 of the 12 upper secondary schools that responded, some form of human rights education took place. In the only school that gave a negative answer, there were plans to begin human rights education classes in the autumn of 2008. This education is most often integrated into social studies or history. A philosophy unit was also mentioned. The studies usually take the form of discussions but there is also project work and lectures. When teaching material was mentioned (4 out of 12), it involved references to the UN Declaration on Human Rights and the UN Convention on the Rights of the Child. Teaching materials from the Red Cross, the Anne Frank Foundation and the National Centre for Educational Materials was used, and the Icelandic penal code was mentioned as a teaching resource.

In three schools democratic values were a point of reference for all school activities and these values were generally integrated into all school work. Project work and group work were the most common methods. Other methods included direct teaching, lectures, and use of videos and the Internet.

*Source: Snævarr S. (2010), Evaluation and Assessment of EDC/HRE in the Nordic Countries and in Spain: Compendium of ways to evaluate and assess, "The Icelandic Chapter", Danish, Finnish, Icelandic, Norwegian and Spanish Ministries of Education: The Nordic Network.*

Comparative education studies in citizenship education contain data that have been used to justify an EDC/HRE curriculum initiative and to identify priorities for programming. Well-known studies are the IEA Civic Education Study and the ICSS, which have been carried out on an international as well as a regional basis. As civic and citizenship competences are now being included in comparative studies carried out in relation to OECD and EU competences, this research may also offer understanding to those designing an EDC/HRE curriculum reform effort.<sup>17</sup>

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17. Cobo E. R., Núñez-Arenas R. S. and Crespo F. J. G. (2010), *Evaluation and Assessment of EDC/HRE in the Nordic Countries and in Spain: Compendium of ways to evaluate and assess, "The Spanish Chapter", Danish, Finnish, Icelandic, Norwegian and Spanish Ministries of Education: The Nordic Network.*

**5. Landscape study of promising practices.** Experiences in and support for carrying out EDC/HRE programming continue to accumulate. Novel and effective practices may be taking place through the efforts of dedicated teachers, school management or partnership with civil society organisations. Such promising practices may be found inside the country or abroad and identified through consultation with experts, stakeholder groups and EDC/HRE-related networks. Some examples include whole-school approaches to EDC/HRE, the service-learning approach, community projects or teacher-training materials and curriculum guides.

The identification of promising practices may be accompanied by a prudent assessment of their value and relevance for other contexts. Effective practices are based not only on their design but their “fit” with a particular context. This matching includes the values and perspective of those implementing the practice, the conditions of schooling, and other cultural and social features of the local environment. For example, the use of social media in the classroom or on field trips will be related to access to technology and other support.

### ***Actions: results and priority setting***

The results of such reviews and analyses are reports that identify accomplishments as well as gaps and point to potential strategies for strengthening EDC/HRE.

**1. Legal and policy analysis.** It is possible that this analysis can reveal little legal basis for EDC/HRE. In Armenia, a baseline study on human rights education carried out by the United Nations Development Programme (UNDP) revealed no national laws or legal norms on human rights education, with the exception of the “legal block” at the secondary school level.<sup>18</sup> Under these circumstances, key stakeholders agreed that they should undertake efforts to find links between the existing school curriculum and EDC/HRE aims and approaches.

A legal and policy review can help to mobilise the development of a firmer basis for EDC/HRE. A legal and policy review in Croatia carried out by an expert revealed a long-standing engagement with EDC/HRE since the mid-1990s, beginning with references to human rights in the Croatian Constitution, and through a range of educational laws that incorporate the principles of “freedom, equality, social justice and respect for human rights and the rule of law”. Beginning in the 2000s, all major national strategic papers, including national programmes for children, the Roma, gender equality, young people and civil society, have included an EDC/HRE component.<sup>19</sup>

**2. Curriculum mapping.** Curriculum review processes can result in numerous recommendations for reform. These can include:

- ▶ formulation of EDC/HRE aims, competences and learner outcomes, if necessary;
- ▶ an increased clarity and coherence across EDC/HRE curriculum aims, competences and learner outcomes;

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18. United Nations Development Programme Armenia (2005), *Baseline Study on Human Rights Education in Armenia*, Yerevan, p. 15.

19. Croatia Ministry of Science, Education and Sports (2012), “Booklet on EDC/HRE in Croatia”, p. 1.

- ▶ teaching and learning strategies better aligned with EDC/HRE aims;
- ▶ improved harmonisation and integration of EDC/HRE across learning areas and subjects;
- ▶ the removal of curricula whose aims are antithetical to EDC/HRE;
- ▶ the alignment of assessment with curricula and teaching and learning strategies.<sup>20</sup>

Ideally, following a curriculum review exercise, measures are taken to revise/upgrade the curriculum so as to better align it with the education vision and also to facilitate the alignment of assessment and teacher training with the revised/upgraded curriculum. This phase implies redesigning the curriculum – incorporating both content and teaching methodologies – and preparing the new curriculum documents and materials on which the training of teacher trainers, teachers, headteachers, parents, etc. will be based in order to prepare schools and communities for the new curriculum. Such measures will also include monitoring and evaluation of the new curriculum solutions.<sup>21</sup>

These steps are addressed in greater detail in the visioning and planning sections of this resource.

**3. Implementation and evaluation studies of EDC/HRE.** It can be challenging to find systematic information on the implementation of EDC/HRE, particularly when the curriculum approach is one where these themes are integrated transversally across the curriculum or as part of other subjects. However, focused studies, combined with input from key stakeholders and educators, can paint a broad picture of the status of the implementation of EDC/HRE, including challenges and opportunities for improving results. These may feed into the contemporary curriculum development process and incorporate improvements in the training, technical and material support offered in the existing framework.

A review and analysis of the conditions of schooling can identify practices that undermine EDC/HRE practices and values in the school environment. Addressing these conditions will require more than curriculum development intended for classroom teaching. Whole-school approaches to EDC/HRE – which include attention to the atmosphere in the school, extracurricular activities for students, improved participation and governance and links with the community – can help to remedy such environments. The Council of Europe publication “Democratic governance of schools” (2007) provides useful guidance on a step-by-step approach in this area (see Appendix B, Tool 9). In the Republic of Korea, research on the conditions of schooling resulted in the Ministry of Education initiating several new policies, encompassing the aims of schooling, human rights education curricula and school discipline policies.

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20. Georgescu D. (2013), “Zimbabwe Curriculum Review: Concept Paper”, UNESCO, Beirut, p. 16.

21. Ibid., pp. 10-11.

### **Republic of Korea: policies for “child-friendly learning environments”**

In the Republic of Korea, research oriented towards “friendly learning environments” in relation to peace and human rights themes revealed that enthusiasm for education was high but there were problems with the learning environment, such as oversized classes and an authoritarian style of school leadership.

In light of these issues, the Korean Government undertook the following measures:

- ▶ The Gyeonggi Provincial Office of Education announced the Gyeonggi Charter of Peace Education in 2011, to create a friendly environment for peace and human rights for schools in the region.
- ▶ Physical punishment in schools was prohibited by the Elementary and Secondary Education Act, Article 31(8), which states that “Under school regulations, teachers may discipline or instruct the student based on moral education or admonition, but may not use a tool or part of his or her body to inflict pain on the student”.
- ▶ In a joint programme the Ministry of Education, Science and Technology, and the National Human Rights Commission of Korea provided three human rights courses for school counsellors. Each course lasted for two days, and the total attendance for the three courses was 104 people. The purpose of this programme was to combine the methodologies of human rights education with the existing activities of school counselling to facilitate conflict resolution at school.

*Source: UNESCO (2014), The Republic of Korea’s response to the Fifth Consultation on the implementation of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education related to human rights and fundamental freedoms.*

**4. Landscape study of promising practices.** Selecting promising approaches for possible inclusion in a curriculum reform effort requires prudence and wisdom. Previous experience in curriculum innovation has shown the importance of having a well-grounded understanding of the needs of teachers and the conditions of schooling. This assessment will assist in decision making regarding which innovations to include, at which level, and the kinds of material, training and assessment support that will be necessary.

The identification and review of promising practices may inspire new ideas or approaches for the intended curriculum, without being adopted in its entirety. In decentralised systems, innovative ideas may be provided for inspiration but it is left to teachers and schools to decide whether and how to use them.

### **Challenges**

A common challenge in reviewing EDC/HRE practices is a lack of systematic and comprehensive information about implementation. The transversal nature of EDC/HRE integration in the past may mean that no implementation documentation

has been gathered or learner assessment carried out. If EDC/HRE has been located within one key subject, it may be the case that only content knowledge has been assessed. There can be many explanations for this lack of information, but the result is that there will be less “hard data” to use in the planning process. Under these conditions, qualitative data collection through focus-group interviews and conversations with those implementing the current curriculum may help to fill in these information gaps.

The challenges in collecting data on implementation are closely related to the challenges of implementation itself. In many cases, EDC/HRE practices do not correspond to the intended curriculum and the importance that is attached to it. Teachers (and parents) may view EDC/HRE as a marginal, unimportant subject. There may be insufficient support from school management for integrating innovative teaching or insufficient support when it comes to addressing complex societal issues. The hierarchical and regulatory nature of the education sector, including schools, may work against democratic practices and opportunities for participation by students.

Obviously, there is no single solution to these challenges but they can be faced squarely in a curriculum review and development process. Processes which include stakeholders in curriculum review and design, the publicising of the effort, proper curriculum system support, and adequate space for EDC/HRE in the formal curriculum – including within compulsory subjects – can help to ensure improvements in implementation. This resource is intended to contribute to such an effort.

### ***Summary of key points***

- ▶ A review and analysis of existing EDC/HRE policies and practices will be necessary to identify accomplishments, gaps and challenges, which will help in establishing priorities and reform strategies.
- ▶ Such studies can be carried out in a comprehensive baseline study or through discrete analyses, such as curriculum mapping, a review of implementation data, and a landscape analysis of new practices.
- ▶ Processes which include stakeholders in curriculum review and design, the publicising of the effort, proper curriculum system support, and adequate space for EDC/HRE in the formal curriculum – including within compulsory subjects – can help to ensure improvements in implementation.
- ▶ As with any educational reform, understanding the genuine needs and constraints faced by teachers at the school level is the first step in organising a successful curriculum reform.



Source: Organization of American States

## **B. VISIONING: WHERE DOES EDC/HRE NEED TO GO?**

### **Key questions**

- ▶ How can EDC/HRE be linked with the general goals of education?
- ▶ What specific EDC/HRE learner outcomes and competences will be used in curriculum planning?
- ▶ What strategies and approaches will be used to integrate EDC/HRE into the curriculum?

### **Methods for addressing questions**

**1. Linking EDC/HRE competences with the general goals of education.** EDC/HRE competences have been linked with goals and outcomes established for the overall education system or for graduation from specific levels, such as primary and secondary education. These “outcome-based” results are often represented as key competences. If an educational system already has key, transversal competences, these might be reviewed using an EDC/HRE lens.

Key competences are categorised differently across educational systems. For example, they might include reasoning competences (such as problem solving and critical thinking); intrapersonal competences (e.g. self-concept); interpersonal competences (e.g. the ability to function democratically in a group) and positional competences (e.g. the ability to cope with complexity).<sup>22</sup> National goals for education may be

22. Rychen D. S. and Tiana A. (2004), *Developing key competencies in education: some lessons from international and national experience*, Geneva: UNESCO-IBE, Studies in comparative education, p. 51.

sufficiently broad (e.g. “active member of society”) for EDC/HRE to be directly related to them. EDC/HRE competences can also be connected to the right to education and general human rights standards and principles.

In educational systems where there is no mention of civic competence as a key competence, a strategy has been to argue that EDC/HRE approaches will assist the schooling system in meeting its wider competence goals. For example, EDC/HRE approaches typically incorporate critical analysis and reasoning, problem solving and active participation, which may be linked to other key competences such as “sense of initiative”. This short-term strategy might allow for EDC/HRE to be recognised as supportive of the goals of the schooling system and to be positioned for further expansion in the future.

Intergovernmental and regional organisations have developed frameworks of key competences that might be consulted and then used as a basis for explicitly linking EDC/HRE competences with the general goals of education. The European Parliament (2006), whose work has influenced curriculum development in that region, has identified eight key competences for lifelong learning, one of which is strongly associated with EDC/HRE: “interpersonal, intercultural and social competences and civic competence”.

UNESCO has developed general principles for schooling, including those for intercultural education that can be used as a standard in relation to the aims of schooling.

Principle I: Intercultural Education respects the cultural identity of the learner through the provision of culturally appropriate and responsive quality education for all.

Principle II: Intercultural Education provides every learner with the cultural knowledge, attitudes and skills necessary to achieve active and full participation in society.

Principle III: Intercultural Education provides all learners with cultural knowledge, attitudes and skills that enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations.<sup>23</sup>

These three principles are accompanied by suggestions for how they can be achieved through curricula and teaching and learning materials; teaching methods; culturally appropriate methods of assessment; choice of language of instruction; appropriate teacher training; the promotion of learning environments (respectful of cultural diversity); and interactions between the school and the community.

In some cases, national-level competences are already associated with democratic citizenship and human rights. For example, in Nepal, the curriculum reform effort for peace education was linked with the national goals that included the promotion of human values; living together; mainstreaming the disadvantaged; gender equality; and respect for diversity.<sup>24</sup> Where EDC/HRE-related competences are already formally

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23. UNESCO (2013), *Intercultural competences: conceptual and operational framework*, Paris, pp. 33-38.

24. Paudel A. (2010), “Peace Education in Nepal”, PowerPoint prepared by A. Paudel, Director of the Curriculum Development Centre, Ministry of Education, Nepal and presented at the “PE-Nepal Sharing” meeting in Nagarkot, pp. 4-5.



identified in educational policy, the question then becomes whether these have been sufficiently represented in learning areas or subjects. A mapping study would have helped to establish this.

The review of educational goals and existing key competences from an EDC/HRE perspective may provide an impetus for their revision. In Croatia, a new national curriculum framework created an opportunity for defining core educational values in 2010.

### **Croatia: national framework curriculum and EDC/HRE**

The review of educational goals and existing key competences through an EDC/HRE lens may provide an impetus for their revision. In Croatia, a national curriculum framework introduced in 2010 created an opportunity for defining core educational values, some of which were framed in an EDC/HRE manner. It defined the core educational values (knowledge, solidarity, identity and responsibility) and principles (including equal educational opportunities for all; respect for human rights and the rights of children; respect for cultural differences, inclusion and democratic decision making; the European dimension; and professional ethics), as well as general goals and the goals of each educational area.

In 2012 the Ministry of Science, Education and Sports made a decision on experimental implementation of the curriculum for citizenship education in primary and secondary schools for the school years 2012 to 2014. Based on the outcomes of this experimentation, the ministry developed the Decision on Curriculum and the Curriculum for Cross-curricular Implementation of Citizenship Education for Primary and Secondary Schools (published in the *Official Gazette*, No. 104/14 of 28 August 2014), which made the curriculum obligatory for schools.

Public discussion sessions were organised by the ministry before and after the period of experimental implementation, as well as during the development of the curriculum for cross-curricular implementation.

Source: Croatia Ministry of Science, Education and Sports (2012), *Booklet on EDC/HRE in Croatia*, pp. 1-2 and Lončarić Jelačić N., Education and Teacher Training Agency (2014), *Background and process of the development of citizenship education in the Croatian Education System*, p. 1.

**2. Developing EDC/HRE-specific competences.** In educational environments that have previously engaged in EDC/HRE-related initiatives, there may be existing EDC/HRE competences that are eligible to be reviewed and improved upon. Otherwise, EDC/HRE-specific competences may need to be established and become the basis for curriculum strategies (e.g. “carrier subjects”, school-wide approaches).

The development of overarching EDC/HRE competences will be informed by an understanding of shared values and principles, such as those related to democracy, human rights, peace and sustainable development. Within this process, a number of criteria can be applied.

- ▶ The key competences should be valued and have measurable benefits.

- ▶ The key competences should bring benefits to a wide spectrum of contexts, that is, they can be applied transversally in different social, political and economic contexts.
- ▶ The key competences should be important for all individuals, that is, something that everyone should aspire to develop and maintain.<sup>25</sup>

As EDC/HRE competences are reviewed and renewed, the process can lead to existing competences being merged, the addition of competences and a closer alignment of competences with cross-cutting themes and “carrier subjects”.

Local factors, including understanding about the specific needs related to democratic participation and human rights, have invariably influenced the ways in which EDC/HRE-related competences have been crafted. Pre-existing language and ways of clustering learner outcomes are likely to set the template for a revision process. Outside influences may include samples from other country contexts as well as regional and international experts brought into the reform process.

Consultative processes with technical groups, educators, young people and families and the general public will also have some bearing on the conceptualisation and phraseology of the competences. What is essential is that the EDC/HRE vision is easily communicated and widely accepted among stakeholders and that genuine footholds can be found in curriculum planning and implementation in the school setting.

The same process that is used for the review of EDC/HRE competences may also be used with new curriculum standards. A stakeholders meeting might be organised, with the presentation of the draft competences and the opportunity for feedback and discussion. The kinds of questions that might be addressed include the following.

- ▶ Is the concept of “competence” clear and adequate or are there other concepts or approaches that could be used instead?
- ▶ Is the list of competences aligned with the EDC/HRE vision and complete?
- ▶ Are further explanation or illustrations of the competences necessary?
- ▶ Are the competences unique and not overlapping?
- ▶ Are individual competences meaningful?
- ▶ Will teachers need support in understanding the concept of EDC/HRE competences and how it applies to their teaching?
- ▶ What are the potential challenges for applying the competences within curriculum frameworks and teaching and learning materials?
- ▶ What are the possibilities and challenges for assessing competences?
- ▶ Are there any other experiences or practices from other countries that have successfully applied a competence-based approach?

### **3. Defining general EDC/HRE curriculum strategies and approaches for schools.**

EDC/HRE strategies for schools are varied, including curriculum content and

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25. OECD (2005), “The Definition and Selection of Key Competencies, Geneva”, p. 7.

approaches as well as practices in the whole-school environment. Overcrowded curricula are very common situations in educational systems and one of the main obstacles for introducing new subjects and approaches. EDC/HRE curriculum development and renewal therefore often entails a thematic application of EDC/HRE content and approaches within other subjects, incorporating methodologies that link the students with contemporary issues in their community.

As the goals of EDC/HRE require opportunities for student engagement and the cultivation of values and practices outside the classroom situation, it is natural to look further than formal teaching and learning processes in an EDC/HRE initiative. Students have participated in extracurricular activities and engaged with local government agencies as part of formal and non-formal EDC/HRE educational processes. Community-based organisations and NGOs have provided support to classroom teaching, provided places where students can do further studies or experiential learning and supported extracurricular activities for students. As we look deeper into the challenge of EDC/HRE and its implementation in the school setting, we find examples of school-wide commitments to EDC/HRE goals reflected in programming that, for example, combats practices such as bullying or promotes participatory governance. Although this resource is oriented towards the formal curriculum, it may be that EDC/HRE statements from educational authorities will encourage other strategies in schools.

The overall EDC/HRE approaches – including both subject-specific curricula as well as broader approaches in the schools – that can be identified include:

- ▶ separate, stand-alone subjects, such as civics or citizenship (which might be compulsory or optional);
- ▶ the integration of EDC/HRE themes within key subjects (“carrier subjects”) such as history, life skills, philosophy or literature;
- ▶ a transversal integration of EDC/HRE values and methodologies (e.g. interactive and learner-centred methods) across all subjects;
- ▶ school-wide activities (such as “themed days”) and clubs;
- ▶ school-wide governance and culture (with a focus on participation, for example, or combating bullying and different forms of discrimination);
- ▶ links with the community.

Numerous examples of these approaches can be found in schooling systems worldwide. The cross-curricular approach to citizenship education in Croatia involves subject teachers, class teachers and out-of-school activities such as project-based learning and volunteerism in the community.<sup>26</sup> In the Philippines, a multifaceted strategy was adopted, incorporating the curriculum system, extracurricular activities and links with the local community.

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26. Lončarić Jelačić N. (2014), “Background and Process of the Development of Citizenship Education in Croatian Education System”, p. 3.

### **Philippines: formal and informal integration of peace education**

The Philippines has embedded the basic principles and values of peace and human rights in the curriculum. Peace education is mainstreamed in Filipino schools. Peace and human rights education are integrated in several learning areas such as social studies and values education. “The ways of peace are taught in public schools and incorporated in teacher education – part of the government’s initiative to build and nurture a climate conducive to peace through education.”

In order to strengthen the learning and knowledge of peace and human rights, they embarked on several activities such as celebrations of the National Human Rights Consciousness Week, the National Peace Consciousness month and the Nationwide Storytelling for Peace.

*Source: UNESCO (2014), The Philippine’s response to the Fifth Consultation on the implementation of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education related to human rights and fundamental freedoms.*

The remainder of this resource is devoted to the introduction of EDC/HRE in schools through the formal curriculum, that is, the teaching and learning processes related to subject-matter teaching. In other words, the adoption of a transversal, whole-institution approach is set aside for the time being in order to focus on the aspect of EDC/HRE curriculum policy that involves a clear elaboration of aims, strategies and place in the teaching programme. Referring back to an earlier list, these options include:

- ▶ separate, stand-alone subjects, such as civics or citizenship (which might be compulsory or optional);
- ▶ the integration of EDC/HRE themes within key subjects (“carrier subjects”) such as history, life skills or literature;
- ▶ a transversal integration of EDC/HRE values and methodologies (e.g. interactive and learner-centred methods) across all subjects.

Whether the EDC/HRE programme is a pre-existing one or one that is entirely new, curriculum developers will want to consider how the programme can be strengthened. Options include increasing the amount of time and curriculum space for EDC/HRE themes – especially in compulsory subjects – ensuring that these themes are related and work together to provide a holistic (not fragmented) treatment of key themes, and the use of teaching and learning methods that are more active, participatory and student-centred.<sup>27</sup>

At key stages, educational authorities will present their results in order to get feedback from key stakeholders. This sharing might be quite focused – for example, with technical or advisory groups – or widely shared. Such processes have involved in-person workshops and the opportunity to provide written comments and complete surveys.

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27. Kerr D. and Losito B. with Sanchez R. et al. (2010), *Strategic support for decision makers: Policy tool for education for democratic citizenship and human rights. Drawing upon the experiences of the Council of Europe’s EDC/HRE project*, Council of Europe, Strasbourg, pp. 25-26.

In Australia, the Ministry of Education solicited feedback on the proposed framework for the civics and citizenship curriculum through acceptance of written submissions and the use of an online feedback form.

### **Australia: prompts for reviewing the civics and citizenship curriculum**

The Ministry of Education sought broad feedback in relation to:

- ▶ the appropriateness of the context and informing principles;
- ▶ the direction provided for the development of the rationale and the aims;
- ▶ the proposed organisation and structure of the civics and citizenship curriculum;
- ▶ the appropriateness of the outline of knowledge, understanding and skills to be developed as curriculum content;
- ▶ the clarity and appropriateness of the descriptions of how the general capabilities and cross-curricular priorities can apply in the civics and citizenship curriculum.

*Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) (2012), "Curriculum Development Process, version 6", Sydney, p. 21.*

In Colombia, an inclusive process for the development of the curriculum vision and opportunities for public feedback on drafts was linked to the participatory processes that the EDC/HRE curriculum wanted to encourage in schools.

### **Colombia: participatory processes and the citizenship competences programme** (excerpt)

Those who developed the citizenship competences programme believe that everyone in the educational chain needs to understand that active participation in decision-making processes by everyone in the school community is imperative, that relationships must be openly discussed, and power relationships made transparent in order to develop lasting citizenship competences. If teachers and administrators fail to make a clear statement of the values they wish to live by and if only a few participate in the decisions that affect the school community, citizenship competences will probably only be developed by those fortunate few who intervene rather than by everyone – which is, after all, what democracy is all about!

The same principle of democracy should also apply at the administrative level, both in relationships with the Secretariats and with international agencies. This means that the Ministry of Education needs to listen, carefully examine the issues raised in creating and implementing educational policies, and then reach consensus. Many may argue that this is impossible because the latter democratic approach threatens the hierarchical structure of the school and the traditional authority of teachers which are so embedded in Colombia's culture. Changing this culture requires an additional effort. It is not enough to argue that the constitution is based on democratic ideals or that it expressly mandates that its principles be taught in schools.

*Source: Jaramillo R. and Mesa J. A. (2009), "Citizenship education as a response to Colombia's social and political context", *Journal of Moral Education* 38(4): 467-487, p. 21.*

## ***Deliverables: curriculum policies and frameworks***

The results of this visioning stage are policy documents that will set the stage for more detailed planning work. Some examples have already been provided in this section, and more are added here for further reference.

**1. General education policy documents referring to EDC/HRE.** Below is an example, taken from Andorra, of how an EDC/HRE-related competence is located within outcomes for secondary school pupils.

### **Andorra: key competences for secondary school graduates**

At the end of secondary education at an Andorran school, pupils will have developed seven key competences for life in 21st-century Andorran society and for moving on to higher education. Those competences, which will be further developed throughout their lives, are vitally necessary in order to cope with the challenges of today's Andorran and European society, characterised mainly by a variety of interacting languages and cultures.

The seven key competences developed by the end of compulsory schooling in Andorra are:

1. *Social and democratic citizenship competences* [ital. added]
2. Plurilingual communication competences
3. Mathematical, scientific and technological competences
4. Digital competences
5. Cultural and artistic competences
6. Learning competences
7. Personal independence and entrepreneurial competences

For each competence, a description of general knowledge, skills and attitudes is provided, as well as a brief guideline for teaching and learning these elements.

Source: Andorra Ministry of Education (2014), "Profiling of school leavers at the end of their compulsory secondary schooling in Andorra".

**2. Policies regarding EDC/HRE-specific competences.** Competences and learner outcomes can be developed in clusters and will often appear in the "shaping" or visioning documents upon which the written curriculum will be based. Part II of this resource includes a detailed example from Colombia on the organisation of competences for living together, democratic participation and plurality.

In the human rights education framework developed for social studies instruction in the US state of Minnesota, the social competences category developed for ages 12-18 encompassed interpersonal competence, cultural competence and peaceful conflict resolution. These competences were to be demonstrated collectively through skills and practices such as understanding other points of view, examining assumptions, critical thinking, sharing information, and community service and action.<sup>28</sup>

28. Human Rights Resource Center, University of Minnesota (2014), "This is My Home", available at <http://hrusa.org/thisismyhome/>, accessed 17 July 2015.

**3. Documents defining general EDC/HRE approaches for schools.** Written curricula based on learner outcomes and competences will lead to the development of instructional materials, training support and learner assessment tools. The curriculum frameworks will therefore be sufficiently detailed in relation to which subjects EDC/HRE will be incorporated into and – for each of these learning areas – the associated themes or concepts, modes of learning and allocated time. Ideally, EDC/HRE will be part of required subjects and also recommended for non-compulsory curriculum spaces, such as “open hours”, where teachers can undertake experimental approaches.

The example below shows how a ministry or department of education can scaffold learner outcomes, associated themes and “carrier subjects” for the key competence of “responsible citizen”.

**Table 2: Key competency: responsible citizen (sample)<sup>29</sup>**

| Learning outcomes<br>(progressive throughout<br>the curriculum)  | Intersecting themes<br>and approaches/<br>sub-competences  | Main carriers  |
|--|--|--|
| <ul style="list-style-type: none"> <li>– Values diversity and inclusion</li> <li>– Demonstrates tolerance and respects and promotes his or her human rights and those of others</li> <li>– Demonstrates participatory citizenship</li> <li>– Acts for the sustainability of the human-made and natural environments</li> <li>– Develops critical thinking</li> </ul> | <ul style="list-style-type: none"> <li>– Role of citizens in democratic societies</li> <li>– Education for, in and through human rights</li> <li>– Education for peace and tolerance</li> <li>– Gender equality</li> <li>– Intercultural education</li> <li>– Education for sustainable development</li> <li>– Education for global citizenship</li> </ul> | <ul style="list-style-type: none"> <li>– Environment and society</li> <li>– History, geography, civics/ citizenship</li> </ul> |

The Montenegro example below shows how the transversal integration of EDC/HRE took place across different curriculum development and renewal cycles between 2001 and 2008.

29. Tibbitts F. (2010), draft submitted on behalf of UNESCO to Kosovo\* Ministry of Education.  
 \*All reference to Kosovo, whether to the territory, institutions or populations, in this text shall be understood in full compliance with United Nations Security Council Resolution 1244 and without prejudice to the status of Kosovo.

### Montenegro: linking civic education to other subjects

We opted for the civic education curricula to include the contents and goals of civic education programmes, human rights education programmes and intercultural education programmes. Such an approach ensures the interdisciplinary nature of these curricula in primary and general secondary schools, illustrated by the fact that they cover contents from four main areas or dimensions of education: social (understanding relationships between people and their functioning within societal groups and institutions); economic (understanding living conditions, the world of labour and forms of economic functioning); cultural (understanding shared values and traditions within a group and among groups, including their historic perspective); the political and legal dimension (rights and duties of individuals and citizens in relation to the political system and laws).

*Source:* Task Force for Civic Education of the Bureau for Educational Services, Montenegro Ministry of Education, in co-operation with Open Society Foundation Institute-Representative Office Montenegro, the OSCE Mission to Montenegro, UNICEF and the NGO Centre for Civic Education (2007-2010), "Strategy for Civic Education in Primary and Secondary Schools in Montenegro 2007-2010", Podgorica, pp. 14-15.

Although curriculum development and reform necessarily involves the standard components of teaching and learning, an EDC/HRE approach can elevate the role of learners in such processes. In Costa Rica, a curriculum review and reform effort resulted in increased opportunities for student – student and teacher – student interactions and for students to influence topics and ways of working in the classroom.<sup>30</sup> Instructional strategies or educator roles (namely, facilitative teaching) work together in pursuit of identified learning results and learners' goals (that is, making meaning).<sup>31</sup>

**3. Diversity of approaches.** There is no standardised format for the drafting of EDC/HRE curriculum approaches and there are many ways in which these can be presented successfully. Educational authorities make decisions based on the degree of centralisation in curriculum development, prior experiences in curriculum development and taking into account the new trends and evolving priorities. In schools where specific challenges are encountered, creative strategies and additional training for educators concerned may be foreseen.

The examples of Finland, France and Ireland, taken together, demonstrate how EDC/HRE curricula can be integrated within systems that have differing degrees of centralisation and approaches to curriculum development. Finland has a decentralised education system with a national core curriculum that defines objectives, core contents and final assessment criteria for each subject, leaving schools and municipalities to decide how to implement the curriculum and carry out assessment. France has a centralised education system where the national curriculum is defined, implemented and assessed at the national level. Ireland falls between the two countries with a

30. United Nations Development Programme – Costa Rica (2002), "National Curriculum Reform Process of Costa Rica. Education for Citizenship and Human Rights Education", excerpt from Evaluation of Human Rights Education Study, pp. 10-11.

31. Wiggins G. P., McTighe J., Kiernan L. J. and Frost F. (1998), *Understanding by design*, Association for Supervision and Curriculum Development, Alexandria VA.



semi-centralised system where the curriculum is defined at the national level but centralised assessment will be replaced by continuous, school-based assessment.<sup>32</sup>

In Ireland, EDC/HRE is delivered both in a cross-curricular manner and as a stand-alone compulsory subject. In the junior cycle, the civil, social and political education programme is underpinned by the concepts of human rights and social responsibilities, human dignity, democracy, law, interdependence and stewardship. In France, EDC/HRE is mainly delivered through civic education, which is taught by history and geography teachers. The priorities are determined at the national level and implemented at the local level, with the related key competences of “social and civic competences” and “developing a humanist culture”. In Finland, EDC/HRE is an important part of the compulsory social studies discipline and is also embedded in all school activities and disciplines through cross-curricular themes such as participatory citizenship and entrepreneurship, cultural identity and internationalism and growth as a person.<sup>33</sup>

Each of these countries has also made efforts to emphasise active learning. In Ireland, learning by activity, discussion and action is a key feature in civic, social and political education. The emphasis on active learning is evident in the course documents, teachers’ in-service training, time allocation and assessment. In France, the civic education curriculum includes practical learning through case studies and the Ministry of Education encourages schools each year to consider including EDC/HRE activities in their annual action plans. In Finland, the decentralised curriculum implementation allows for methodological flexibility in reaching EDC/HRE goals and encourages teachers to be creative, experiment and share their ideas with others on a structured online platform established by the National Board of Education.

## **Challenges**

The condition of overcrowded curricula in school systems can result in the thematic application of EDC/HRE content and approaches within other subjects as a common curriculum strategy. While this can also be a way of promoting a broader vision of such education, and of involving a greater number of educators in its delivery, it is important to note that there are differing hazards if this is the sole approach to integration. One challenge is that of implementation. A transversal strategy risks being ignored unless teachers feel supported and motivated to implement the curriculum. Another is that in not being assessed as such, EDC/HRE competences may be viewed as “soft” and optional.

Another challenge is technical. Effective EDC/HRE practices depend upon educators implementing the active-learning methodological approaches in order to promote the democratic and human rights-centred cultures and practices envisioned. The

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32. Council of Europe (2014), “Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum”, p. 8.

33. *Ibid.*, p. 41.

successful implementation of these methods is even more important in achieving EDC/HRE competences in conditions in which the content itself may be offered in a fragmented manner across different subjects.

Such challenges are likely to have emerged in the analysis and research stage – problems related to EDC/HRE conceptualisation and the conditions of schooling influencing teachers’ decisions about implementing this approach will have been shared by practitioners. The curriculum review and development process will bear in mind such challenges and needs, integrating and harmonising EDC/HRE-related efforts at the school level so that these are mutually reinforcing experiences for students. Training support and materials that make it easier for teachers to carry out EDC/HRE will reduce barriers to implementation. On the positive side, the support of school leaders and teachers’ motivation for the field will also facilitate implementation. These are all mechanisms that can be built into curriculum review and development processes.

### ***Summary of key points***

- ▶ EDC/HRE is linked to goals and outcomes established for the overall education system (sometimes known as “key competences”) or for graduation from specific levels, such as primary and secondary education.
- ▶ EDC/HRE-specific competences may need to be established or revised in order to become the basis for curriculum strategies.
- ▶ The form of curriculum strategies will be influenced by the degree of centralisation of the education system.
- ▶ EDC/HRE strategies for school are varied, including written curriculum content and active-learning approaches as well as school-wide practices.
- ▶ Written curriculum strategies include transversal, cross-curricular approaches, the integration of EDC/HRE themes and approaches within key “carrier subjects” and a separate course.
- ▶ The presence of EDC/HRE within a written curriculum includes consideration of the number of classroom hours required and whether or not the subject is compulsory.



Source: ©UNESCO/ Aurora Ailincai

## **C. CURRICULUM WRITING AND PLANNING FOR SYSTEM SUPPORT: HOW DOES EDC/HRE GET THERE?**

### ***Key questions***

- ▶ What are the general plans for curriculum development and consultations?
- ▶ What specific processes will be used for writing the curriculum and having it reviewed and approved?
- ▶ How will curriculum implementation and its support be organised?
- ▶ How will implementation be monitored and evaluated?

### ***Methods for answering questions, including actions and deliverables***

**1. Planning for curriculum development and consultations.** Developing curriculum and related support is a multi-year process. Key stages of work include:

- ▶ curriculum design and writing, including review and approval processes;
- ▶ the development of associated curriculum system support, including instructional materials and teacher training; and
- ▶ implementation.

Educational agencies have established methods for organising curriculum development, which are reflected in work plans. Work plans typically incorporate key stages of work and working processes with the range of actors engaged in the curriculum development effort, including technical groups and writers. Work plans have also incorporated the use of technologies in supporting such processes. Detailed plans

are accompanied by estimates of time, human and financial resource requirements, including a cushion for unexpected delays and costs.

As with other planning documents, the ones for EDC/HRE curriculum development might include not only clear benchmarks of achievement but also processes for leadership to step back and take stock of how the EDC/HRE effort is being carried out. It is not uncommon for elements of work plans to be revised in light of new developments.

This publication is not intended to duplicate information that may be readily available to educational authorities in terms of generic curriculum development processes, but to highlight those processes and contents that are specific to EDC/HRE. This section will therefore not go into depth on such standard processes but present concepts and examples that might serve as a resource specially oriented towards EDC/HRE efforts.

The work plan examples from Montenegro (presented below) have incorporated monitoring indicators, as well as the tasks, responsible persons and deadlines. The first example is a work plan related to the cross-curricular integration of EDC within subjects. The second example addressed the development of EDC/HRE-related electives.

**Table 3: Montenegro: work plan for cross-curricular integration of EDC<sup>34</sup>**

| Goals   | Activities   | Who is responsible   | Indicators  | Deadline           |
|---|--|--|---|--------------------|
| 1. Initiate better links between education for democratic citizenship principles and content and the teaching of other subjects | 1. Analyse subject curricula to identify appropriate content (goals) to incorporate EDC principles and content | Bureau of Education Sciences (BES)<br><br>Association of Civic Education (CE) Teachers | Content within curricula of other subjects correlating to EDC principles and content identified | By the end of 2009 |
|   | 2. Develop an EDC correlation guide  | BES<br>Association of CE Teachers  | Correlation guide distributed   | By the end of 2009 |

34. Task Force for Civic Education of the Bureau for Educational Services, Montenegro Ministry of Education in co-operation with Open Society Foundation Institute-Representative Office Montenegro, the OSCE Mission to Montenegro, UNICEF and the NGO Centre for Civic Education (2007-2010), "Strategy for Civic Education in Primary and Secondary Schools in Montenegro 2007-2010", Podgorica, pp. 29-30.

**Table 4: Montenegro: work plan for development of EDC electives**

| Goals   | Activities  | Who is responsible  | Indicators   | Deadline                                |
|---|---|---|--|---|
| 1. Introduce “debate” as an elective for 2nd grade of gymnasium                         | 1. Curriculum design<br>2. Curriculum approval<br>3. Development of teaching materials<br>4. Teacher training | Curriculum authors<br>BES   | Curriculum adopted<br>No. of teaching materials developed<br>No. of trained teachers<br>No. of students electing the subject | May 2008                                |
| 2. Media literacy as an elective for 3rd or 4th grade of gymnasium                      | 1. Curriculum design<br>2. Curriculum approval<br>3. Development of teaching materials<br>4. Teacher training | Curriculum authors<br>BES   | Curriculum adopted<br>No. of teaching materials developed<br>No. of trained teachers<br>No. of students electing the subject | May 2008                                |
| 3. “Law in daily life” as an elective for 4th grade of gymnasium                        | 1. Curriculum design<br>2. Curriculum approval<br>3. Development of teaching materials<br>4. Teacher training | Curriculum authors<br>BES   | Curriculum adopted<br>No. of teaching materials developed<br>No. of trained teachers<br>No. of students electing the subject | By the beginning of school year 2009/10 |
| 4. Introduction of additional electives with EDC content not covered by CE as a subject | 1. Make a list and descriptions of subjects and the plan for their introduction                               | BES<br>Association of CE Teachers<br>Ministry of Education Sciences (MES) | A list and descriptions of electives containing EDC content and the plan for their introduction                              | By the end of 2008                      |
|   | 1. Curriculum design<br>2. Curriculum approval<br>3. Development of teaching materials<br>4. Teacher training | BES<br>Association of CE Teachers<br>NGOs                                 | Curricula adopted<br>No. of teaching materials developed<br>No. of trained teachers<br>No. of students electing the subjects | Ongoing                                 |

As with earlier stages in the curriculum review and conceptualisation process, the curriculum writing process will involve numerous opportunities for review by external stakeholders in addition to internal educational authorities. In fact, the EDC/HRE curriculum development effort may be an opportunity to place greater emphasis on consultative processes, in keeping with democratic and participatory values.

As mentioned earlier, in countries like Colombia, public outreach on the EDC/HRE effort included inviting general feedback. The Costa Rican example below describes how the citizenship education effort resulted in a new modelling of stakeholder inclusion.

### **Costa Rica: organisation of citizenship education reform effort**

In Costa Rica, the curriculum reform effort resulted in the modelling of a new form of stakeholder inclusion at all levels of program management and decision making. In the past, such efforts were managed exclusively by the Ministry of Public Education (MPE). However in the citizenship education reform effort, both the working groups and the directive committee – the highest authority responsible for the management of the project, headed by the minister of education – comprised MPE employees as well as external consultants, including both organisations and individual consultants.

The deputy director of the directive committee was actually a member of civil society and the general co-ordinator (responsible for the direct management of operations and for monitoring the progress of implementation) was an MPE staff member. The organisation of this effort was therefore seen as reflecting the principle of co-operation between the Ministry and civil society in Costa Rica allowing for “diverse and enriching perspectives to be incorporated” (González/Rodríguez, 2009: Interview).

This mixed approach, with teams of MPE employees and external consultants, was applied in the other administrative activities, as well as in the preparation of the proposed curricular model, which was an example that all the programmes followed.

Source: United Nations Development Programme – Costa Rica (2002), “National Curriculum Reform Process of Costa Rica. Education for Citizenship and Human Rights Education”, excerpt from “Evaluation of Human Rights Education Study”, pp. 11-12.

In Australia, the Ministry of Education used an online feedback form and accepted written submissions to gather feedback on the draft civics and citizenship curriculum. Broad feedback was sought in relationship to:

- ▶ rationale
- ▶ aims
- ▶ content structure
- ▶ content descriptions
- ▶ content development
- ▶ achievement of standards

- ▶ diversity of learners
- ▶ general capabilities
- ▶ cross-curricular priorities
- ▶ glossary.<sup>35</sup>

The successful implementation of EDC/HRE curricula requires the co-operation of internal stakeholders, such as teachers, students and their families. However, the curriculum also benefits from links with a range of external stakeholders who can help in its dissemination and implementation. Consultative processes present an opportunity for educational leaders to forge new partnerships and links. In Ethiopia's curriculum development effort in civic education, the Ministry of Education involved and sought the endorsement of key institutions including Parliament, the Human Rights Commission and the Ethics and Anti-Corruption Commission. In Part II of this resource, a case study is presented on the involvement of the South African Human Rights Commission in the review of curricula in the immediate post-apartheid period.

In the Philippines' effort, civil society representatives worked closely with educational authorities in providing instructional materials and carrying out teacher training. The Nepalese Ministry of Education worked in association with a range of non-formal education programmes and actors in implementing their peace education effort, including adult education, women's education, flexible schooling, open schooling and Ghrihini (a schooling programme for housewives).<sup>36</sup>

**2. Writing, review and approval of the curriculum.** Educational authorities have established processes in terms of the "who" and "how" of curriculum writing. There will be systems for recruiting and selecting writers, the kinds and series of documents to be produced and then reviewed by internal and external committees and stakeholders. In some countries, a piloting of the curriculum in a subset of classrooms or schools is organised as part of the process of reviewing and improving the curriculum. Part II of this resource includes a detailed example from Australia about curriculum development steps.

The designs for the content of the EDC/HRE curriculum have reflected both the strategies for inclusion in the schools (e.g. transversal integration, separate subject) as well as the local norms for presenting curriculum content. Curriculum documents have presented the logical framework for EDC/HRE – extending from educational aims, to key competences, to learner outcomes. EDC/HRE content and related methodologies are then incorporated into teaching programmes and subject syllabi, with associated learner assessment. Below is a more detailed description from Australia of its curricular components.

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35. Australia Curriculum, Assessment and Reporting Authority (ACARA) (2012), "Curriculum Development Process, version 6", Sydney, p. 1.

36. Paudel A. (2010), "Peace Education in Nepal", PowerPoint prepared by A. Paudel, Director of the Curriculum Development Centre, Ministry of Education, Nepal and presented at the "PE-Nepal Sharing" meeting in Nagarkot, p. 28.

### **Australia: curricular components**

The curriculum development process will result in a curriculum that includes the following elements for each learning area or subject:

- ▶ rationale and aims outlining the place and purpose of the area, how it contributes to meeting the goals in the national declaration, and the major learning that students will be able to demonstrate;
- ▶ content descriptions that detail the essential knowledge, skills and understanding that students will be taught and are to learn, including consideration of general capabilities and cross-curricular priorities as appropriate;
- ▶ content development (year groups F–10) providing examples to illustrate the content descriptions;
- ▶ achievement standards that describe the learning expected of students at certain points in their schooling, as a result of being taught the content;
- ▶ annotated student work samples that illustrate the achievement standards.

*Source: ACARA (2012), "Curriculum Development Process, version 6", Sydney, p. 5.*

Curriculum developers have used EDC/HRE resources, such as those contained in Appendix A, as references for developing learner outcomes relating to knowledge (including analytical skills) socio-emotional skills (including values, attitudes and social skills). The OSCE/ODIHR has developed competences (learner outcomes) in relation to human rights education, some of which are presented below (for the area of values and attitudes):

The learner demonstrates:

- ▶ acceptance of and respect for persons of different race, colour, gender, language, political or other opinions, religion, national or social origin, property, birth, age or other status, with awareness of his or her own inherent prejudices and biases, and a commitment to overcome these;
- ▶ confidence in claiming human rights and expecting duty bearers to protect, respect and fulfil them;
- ▶ compassion for and solidarity with those suffering from human rights violations and those who are the targets of attitudes resulting from injustice and discrimination (especially vulnerable groups).<sup>37</sup>

Educational authorities engaged in curriculum development will also have established templates for presenting aims, competences (if applicable), learner outcomes,

37. OSCE/ODIHR (2012), "Guidelines on Human Rights Education for Secondary School Systems", Warsaw, pp. 25-26.



the content and pedagogy, and allocated time. Two examples of such curriculum frameworks are presented below.

The first example, from Nepal, presents the learner outcomes for the Nepalese curriculum reform effort for peace education (broadly conceived to include citizenship education, human rights and tolerance) for each level of schooling and the associated human rights-related curriculum content.

The second example, from New York City in the USA, shows a curriculum scope and sequence for human rights education developed at the school level. This scope and sequence provided educators with ideas about key questions and themes across all subjects, and associated learner skills.

**Table 5: Nepalese curriculum reform: peace education outcomes and related human rights content for lower secondary level<sup>38</sup>**

| Learner outcomes  | Human rights-related content  |
|---|---|
| Preparation of good citizens<br>Development of positive thinking<br>Respect for labour of any kind<br>Respect for democracy<br>Self-reliance<br>International relationships | 1. Area: our traditions, social norms and values<br>Focused on: social and religious harmony, unity in diversity (among and between ethnicities, language groups, etc.), co-operation, respect for labour, etc.<br>2. Society, societal problems and malpractice<br>Focused on: social life, social interrelationships, social problems and their solutions, social malpractice and means of preventing it<br>3. Area: civic duties and responsibility<br>Focused on: the character of citizens, civil rights, family and social duties, children’s rights, the constitution and democracy, the role of citizens in social activities, non-discrimination, help and support for persons with disabilities, self-discipline, respect for religious diversity, etc.<br>4. Area: international co-operation<br>Focused on: peace and co-operation, Nepal’s role in the international community, especially with regard to peace<br>5. Area: the constitution and democracy<br>Focused on: the constitution, democracy, children’s rights, fundamental rights, the rule of law, fundamental aspects of children’s rights, the role of citizens in democracy |

38. Paudel A. (2010), “Peace Education in Nepal”, PowerPoint prepared by A. Paudel, Director of the Curriculum Development Centre, Ministry of Education, Nepal and presented at the “PE-Nepal Sharing” meeting in Nagarkot, pp. 8, 11-15.

**Table 6: School for Human Rights – New York City. Sample curriculum scope and sequence<sup>39</sup>**

|   | <b>Grades 6-8<br/>Theme:<br/>knowledge</b>   | <b>Grades 9-10<br/>Theme:<br/>participation</b>  | <b>Grades 11-12<br/>Theme:<br/>leadership<br/>and collective<br/>responsibility</b>  |
|---|--|--|--|
| <b>Focus/<br/>essential<br/>question</b>                                  | What do I need to know about myself and my world to become a society member who values human rights?   | How do I use my knowledge and understanding of myself and my world to participate in ways that help maintain the human rights of myself and others?  | How can I model collaboration and leadership to educate and motivate others to learn about preserving human rights?  |
| <b>Examples<br/>of issues<br/>addressed</b>                               | <ul style="list-style-type: none"> <li>– Individual and group identity.</li> <li>– Inclusion v. exclusion.</li> <li>– Creation of “the other”.</li> </ul>  | <ul style="list-style-type: none"> <li>– Conformity.</li> <li>– Decision making.</li> <li>– Bystander/ “Upstander” behaviour.</li> <li>– Blind obedience to authority.</li> </ul>  | <ul style="list-style-type: none"> <li>– Addressing local and global human rights violations.</li> <li>– Collective responsibility.</li> </ul>   |
| <b>Examples<br/>of skills<br/>developed<br/>across the<br/>curriculum</b> | <ul style="list-style-type: none"> <li>– Data collection and analysis.</li> <li>– Interpreting and discussing information and data.</li> <li>– Developing critical reading skills; expository and creative writing.</li> </ul> | <ul style="list-style-type: none"> <li>– Analysing and synthesising data from multiple sources</li> <li>– Evaluating human rights implications from data</li> <li>– Interpreting visual images to discern information from propaganda</li> </ul> | <ul style="list-style-type: none"> <li>– Using data to create new meaning and develop action plans</li> <li>– Exploring issues by analysing opinions</li> <li>– Developing fact-based presentations meant to inform and educate</li> </ul> |

39. School for Human Rights (2005), “Human Rights Scope and Sequence”, internal document, New York.

|  | <b>Grades 6-8<br/>Theme:<br/>knowledge</b>  | <b>Grades 9-10<br/>Theme:<br/>participation</b>  | <b>Grades 11-12<br/>Theme:<br/>leadership<br/>and collective<br/>responsibility</b>   |
|--|---|--|---|
| <b>Sample<br/>content area<br/>studies</b>   | <b>Social studies and literacy</b>  |  |   |
|  | Neighbourhood history research using reference materials, ethnography, interviews, biographical sketches, report writing, reading short stories | The development of human institutions, comparing historical codes of behaviour (10 Commandments, Code of Hammurabi, US Constitution, UDHR) | Industry vs. slave labour, using the Triangle Shirtwaist Factory Fire of 1911 as a case study; examining the power of unions to create change |
|  | <b>Mathematics</b>  |  |   |
|  | Charting immigration patterns, growth of business; organising data from surveys   | Statistical analyses of local and global labour, immigration, wealth and health data   | Examining the validity of the bell curve to justify human rights violations based upon notions of inferiority and superiority                 |
| <b>Science</b>   |   |  |   |
| Examining health, nutritional and environmental aspects of the community, past and present | Exploring the implications of social engineering through genetics, eugenics, and genetic manipulation   | Nuclear power, atomic bombs, and their social, political and world health implications   |   |

In educational systems that have elements of decentralisation, the national core curriculum is the framework in which the local curriculum is formulated. The national curriculum might contain the general objectives and key content of EDC/HRE, but specific plans – including content, time and resources, method and materials – will be developed at the school or classroom levels. In decentralised systems, it is expected that curriculum decisions will be made on the basis of an understanding of the local context and the needs of students.

**3. Curriculum implementation and system support.** In conjunction with the development of the curriculum, educational authorities have developed parallel plans for supporting its implementation. Together with the EDC/HRE curriculum itself, these constitute the curriculum system presented earlier in this resource.

The supports that typically end up in curriculum implementation plans are:

- ▶ the production and distribution of the curriculum;
- ▶ an associated communications and publicity strategy;
- ▶ the development and distribution of teaching and learning materials, including suggestions for assessment;
- ▶ the development of an in-service training programme and co-operation with higher education institutions in relation to pre-service training;
- ▶ ongoing monitoring of implementation.

Below is an example of a multi-year plan for system support from Papua New Guinea, which includes deliverables associated with key activities. As mentioned earlier, educational authorities will generally have their own templates and formats for organising such plans.

**Table 7: Papua New Guinea: outputs for curriculum development stages**

| Components                                | Sample outputs that contribute to achieving the <b>key outcomes</b>  |
|---|--|
| 1. Curriculum development                 | <ul style="list-style-type: none"> <li>– Two support handbooks for curriculum development and management are developed and approved by the Department of Education (DoE).</li> <li>– Assessment and evaluation policy for curriculum developed.</li> <li>– Guidelines developed to fund local curriculum development initiatives.</li> </ul> |
| 2. Curriculum production and distribution | Curriculum materials distribution and storage study completed.   |
| 3. Curriculum in-service                  | <ul style="list-style-type: none"> <li>– In-service management plan developed and approved by the DoE.</li> <li>– Regional workshops conducted to assist provinces in developing provincial curriculum reform in-service plans.</li> </ul>   |
| 4. Monitoring and communication           | <ul style="list-style-type: none"> <li>– Impact study 1 commenced to evaluate the impact of the curriculum reform on student outcomes.</li> <li>– A variety of awareness-raising materials developed and distributed, including newsletters and radio recordings.</li> </ul>   |
| 5. Project management                     | <ul style="list-style-type: none"> <li>– Temporary project office established and all staff are in place.</li> <li>– Monthly reports and six-month reports produced.</li> </ul>  |

Key tasks associated with the implementation of curricula are well known to educational authorities. However, certain characteristics of EDC/HRE curricula invite additional attention in the implementation stage, and have been addressed already in the curriculum development process. These principles include:

- ▶ an emphasis on inclusive and participatory processes, both in curriculum planning processes as well as in the classroom methodologies themselves;

- ▶ the modelling of transparency and accountability, through communication processes;
- ▶ support for the transversal integration of EDC/HRE content and values in teaching and learning, requiring co-ordination amongst teachers in the school and support from school leaders;
- ▶ support for whole-school approaches that extend beyond classroom teaching;
- ▶ encouraging partnerships with civil society organisations and public service agencies, especially in the local environments, in order to assist in the implementation of the EDC/HRE curriculum in relation to the community.

These principles are integrated within a brief treatment of curriculum system support below.

*Communication.* Once the curriculum has been finalised, it will then be produced and disseminated through the normal channels of distribution. This might be accompanied by publicity around the release of the EDC/HRE curriculum with key stakeholder groups. However, general awareness-raising materials might be developed and disseminated on an ongoing basis in order to help maintain interest in supporting EDC/HRE in schools. EDC/HRE awareness raising and capacity development might be arranged for non-school actors such as young people and their families, NGOs and other civil society organisations, local authorities and community representatives. At the school level, this could include external partnerships with community organisations and NGOs.

*Instructional materials.* Based on the curriculum frameworks and syllabi that are developed, teaching and learning materials will be revised or newly elaborated. The guidance provided by the curriculum will normally include competences and learner outcomes for key concepts, content areas and instructional strategies.

These materials or separate tools may offer suggestions to educators about how to assess learners in a way that is meaningful, consistent with the EDC/HRE values and promotes the development of students. Student knowledge can be assessed in traditional tests. Essays and project work can allow learners to demonstrate their knowledge, research abilities and analytical skills. Participation in group work and classroom processes can also be incorporated within grading criteria. Self-evaluation and peer evaluation are techniques that educators have used in conjunction with the EDC/HRE curriculum.

Depending upon the educational system, draft instructional materials and assessment tools may be piloted with a sample of teachers. These teachers will collectively represent diversity of teaching contexts in order for authors to understand whether the resource can be used successfully in schools representing diverse learning populations and material conditions. Piloting will usually involve collecting feedback on a number of items, including: whether specific lessons were successfully carried out; whether they appeared to meet the learning outcomes that were set; whether the instructions were written in a clear and comprehensive manner; whether lessons were used in their entirety (and if not, why); and how activities might have been adapted for learners.

In decentralised systems, responsibility for the development of student textbooks and teacher guides may rest with regional, provincial or local authorities, who can adapt content to their local situations, bearing in mind the overarching curriculum framework. Educational authorities may also want to assist educators in making use of additional EDC/HRE resources that are available, such as those produced by the sponsors of this resource. There are very likely to be local resources available in the public and civil society sector that would provide additional support for teachers in implementing EDC/HRE. Educational authorities will already have policies about how they might encourage educators to know about and make use of such support.

*Training and support for teachers and other educational personnel.* Teachers are the human link between policies, curricula and learners. If the EDC/HRE curriculum is introducing new content or methodologies, educational authorities will organise training workshops, in accordance with standard ways of working (for example, co-operation with regional training centres) and the availability of resources. These workshops involve local experts but are sometimes carried out in co-operation with non-national partners as well. Because EDC/HRE has to do with values and ways of working in general, such training events are not merely intended to transfer technical skills. They have also helped to inculcate in educators a sense of the importance of this approach and have assisted them in reflecting on their own values and assessing any biases they may have.

EDC/HRE training programmes include democratic and active-learning methods as a key component in order to help achieve the competence goals of the curriculum. Because such methods and the EDC/HRE values can be viewed as integral to teaching in general, part of the role of educational authorities is to promote training for the EDC/HRE curriculum within pre-service training courses. Educators in the early stage of their career have shown greater flexibility in being able to use new teaching techniques. Investment in integrating EDC/HRE within teacher-training institutions is not only efficient – as educators can learn techniques and approaches that can be applied throughout their classroom career – but they also help to alleviate the need for in-service training, which is invariably constrained by resource limitations.

A work plan might then incorporate activities by educational authorities to influence these actors. For example, in the Republic of Korea, in order to promote human rights education in universities and create a hub for human rights education research, the National Human Rights Commission of Korea signed a Memorandum of Understanding on human rights promotion with 10 universities across the nation. Moreover, the human rights commission conducted a survey of 433 universities and colleges throughout the nation to identify the current status of human rights education at higher education institutions in order to identify gaps that could be addressed moving forward.<sup>40</sup>

Educational authorities have also organised ongoing support for educators so that they continue to feel supported and encouraged to implement the curriculum. As there is the potential for substantial gaps between the intended curriculum and the

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40. UNESCO (2014), The Republic of Korea's response to the Fifth Consultation on the implementation of the 1974 Recommendation concerning education for international understanding, co-operation and peace and education related to human rights and fundamental freedoms.

implemented curriculum for EDC/HRE, it may be wise to incorporate such support. Educational authorities might facilitate online communities of practice, a clearing house of information, tools for self-diagnosis and ongoing technical and political support.

EDC/HRE curriculum strategies that involve transversal integration across subjects or whole-school approaches require the support of many members of the school community. In curriculum strategies that involve a transversal integration across subjects, curricular integrity may be ensured only by collaboration and joint planning between different subject teachers within a school. For this to take place the support of principals or headteachers will be essential and training and outreach activities might therefore include them.

As EDC/HRE approaches can extend beyond the implementation of the written curriculum in the classroom, professional development might take place for school-wide integration of EDC/HRE. These training sessions might involve various stakeholders in the school community and promote specific projects and activities to promote these values in the school environment. Topics for such training sessions might include whole-school reform approaches or specific strategies such as more participatory forms of governance, conflict resolution and less punitive disciplinary procedures or collaboration to address school problems that go against EDC/HRE, such as bullying.

**4. Monitoring of implementation.** This resource presents key steps and a sampling of experiences for planning and designing EDC/HRE curricula. The core question inspiring this resource is how to implement the formal curriculum in schools to prepare children and young people to take part in democratic life and exercise their rights and responsibilities.

Understanding how well the curriculum is used (implemented curriculum) requires a monitoring system. Monitoring at the school level might include attendance records of students and teachers' documentation of pupil participation in classroom activities. A systematic approach carried out by a department of education might involve the development of indicators collected annually by educational authorities together with associated periodic reviews. In Ireland, the Department of Education and Skills inspectorate produces reports on the education system on the basis of whole-school and subject inspections performed over the year. In addition, national reports on school performance in relation to civic, social and political education are periodically issued.<sup>41</sup>

Educational authorities have also set up evaluation systems in relation to learner outcomes (achieved curriculum). At the school level, teachers will be assigning grades to pupils. Some countries have instituted national assessment systems in order to gauge how well students are performing in relation to the goals of the EDC/HRE curriculum. In Ireland, a state examination (involving a written paper and practical action project) on the subject of civic, social and political education is held at the end of lower secondary education. In France, a centralised system, the final written examinations for the national lower secondary diploma include a summative test in civic education. Appendix B contains the tools "EDC/HRE reflection questions" (Tool 3) and "Evaluative

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41. Council of Europe (2014), "Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum", Strasbourg, p. 49.

indicators for EDC/HRE in classroom practice” (Tool 4) that include components that might be included in an evaluative study on EDC/HRE implementation and practices.

In Finland, which is decentralised, the Finnish National Board of Education defines the final assessment criteria for grade 9, including EDC/HRE as part of social studies. However, as teachers are given the freedom to elaborate local curricula and assessment and there are no school inspectors, the national educational authorities learn about student progress based on a sample-based national evaluation.<sup>42</sup>

This latter approach is not dissimilar to the ways in which international comparative civic education studies have been used by some countries as an indication of EDC/HRE learner outcomes. In other national environments, studies have been commissioned by educational authorities or carried out by academic researchers. Evaluative studies have documented teachers’ understanding of their practices, observed practices, students’ experiences in the classroom and learner outcomes. Ongoing discussions and dialogues with those implementing the curriculum will also contribute to an understanding of what is taking place in schools.

Regular monitoring of implementation with periodic evaluations of effectiveness will assist educational leaders and EDC/HRE supporters in revising and providing additional support for implementation. It may be that educational personnel require additional training, or that EDC/HRE concepts need to become more grounded in local realities.

In regard to the curriculum cycle, it can be said that the job is never finished! However, working within the EDC/HRE framework is intrinsically rewarding. Each individual who plays a role in education processes – a student, a parent, a teacher, a school director, a curriculum developer – makes a vital contribution by translating the stated curriculum into everyday learning experiences of real people.

## **Challenges**

A first key challenge is in relation to teacher training. Educators’ interests and skills in implementing this curriculum are fundamental to its success. Educators require very specific preparation in order to carry it out effectively. EDC/HRE is not like any other subject, as it involves a knowledge of society but also an understanding of one’s self; analytical skills but also wisdom in relation to appraising what is fair and just; participatory skills but also intercultural competences and feelings such as care for others and wanting to make a difference. Although national educational authorities have organised in-service training for educators and other personnel, teacher-training institutions will remain key providers.

Educational authorities have encouraged higher education institutions to incorporate EDC/HRE-related learning within their training programmes, and progress has been made over the past decades. Still, the need remains for more formal programmes and courses related to EDC/HRE and for the integration of EDC/HRE-type democratic methods and values in all aspects of teacher training. The development of EDC/HRE curricula provides

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42. Ibid., pp. 47–48.



a mandate for such institutions to prepare teachers to implement it. If, in addition, the schools demand that educators be prepared as such, there will be added pressure for teacher-training institutions to increase the integration of this approach.

A second challenge relates to monitoring and evaluation of the curriculum. There are certain conditions that make it more challenging to organise a systematic monitoring and evaluation process for the implemented curriculum. A transversal integration of EDC/HRE makes it difficult to monitor. When EDC/HRE is offered through a non-compulsory subject it can warrant less attention from educational authorities. Under such conditions, it may be that school-level self-monitoring may be a viable alternative, complemented by periodic reviews by higher level educational authorities. The latter approach will help to offset the limitations of self-monitoring and reporting, as experience has shown that such self-monitoring is not always carried out and cannot provide a picture of what is happening across a schooling system.

Challenges also exist when it comes to measuring the achieved curriculum. Standardised learner assessments are not able to capture the range of outcomes and dispositions that EDC/HRE fosters. There is also a tension: the inclusion of EDC/HRE knowledge items on high-stakes assessments helps to validate such content knowledge but ignores other kinds of outcomes for this field of learning. Until measurement technology for standardised assessments is able to capture this wider range of EDC/HRE dispositions, knowledge of learner outcomes across the schooling system may continue to come from a combination of national tests, comparative studies and commissioned or academic studies.

### ***Summary of key points***

- Curriculum development, consultations and related support are a multi-year process. Key stages of work include: curriculum design and writing, including review and approval processes and the development of associated curriculum system support.
- Educational authorities have established processes in terms of the “who” and “how” of curriculum writing. In some countries, a piloting of the curriculum in a subset of classrooms or schools is organised as part of the process for reviewing and improving the curriculum.
- The supports that typically end up in curriculum implementation plans are: the production and distribution of the curriculum; an associated communications and publicity strategy; the elaboration and distribution of teaching and learning materials, including suggestions for assessment; the development of an in-service training programme and co-operation with higher education institutions in relation to pre-service training; and ongoing monitoring of implementation.
- Curriculum implementation benefits from links with a range of external stakeholders who can help in its dissemination and implementation. Consultative processes present an opportunity for educational leaders to forge new partnerships and links.
- Regular monitoring of implementation with periodic evaluations of effectiveness will assist educational leaders and EDC/HRE supporters in revising and providing additional support for implementation and increasing the effectiveness of the curriculum over time.

## Part II

# Case studies of EDC/HRE curriculum development and review

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### INTRODUCTION

These cases collectively represent most regions and provide detailed examples of different aspects of the EDC/HRE curriculum process: the development phase (Australia); key competences (Colombia); EDC/HRE in decentralised education systems (Finland); and education authorities partnering with external actors (South Africa).

### AUSTRALIA: CURRICULUM DEVELOPMENT PHASES FOR CIVICS AND CITIZENSHIP<sup>43</sup>

The Australian curriculum is designed to meet the needs of students by delivering a relevant, contemporary and engaging curriculum that builds on the educational goals of the Melbourne Declaration on Educational Goals for Young Australians (Melbourne Declaration). There is a separate civics and citizenship curriculum for grades 3-10, with 20 hours allocated per grade. The aims of the curriculum are to ensure that students have the skills and values to become active and informed citizens. The Melbourne Declaration identified three key areas that need to be addressed for the benefit of both individuals and Australia as a whole, including developing knowledge, understanding and skills relating to Aboriginal and Torres Strait Islander histories and cultures; Asia and Australia's engagement with Asia; or sustainability.<sup>44</sup>

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43. Primary sources for this case: ACARA (2012), D12/13141 "Draft Shape of the Australian Curriculum: Civics and Citizenship" – consultation report and ACARA (2012), draft "Years 3-10 Australian Curriculum: Civics and Citizenship" consultation report.

44. ACARA website, "Cross-Curriculum Priorities", available at [www.acara.edu.au/curriculum/cross\\_curriculum\\_priorities.html](http://www.acara.edu.au/curriculum/cross_curriculum_priorities.html), accessed 19 July 2015.

The civics and citizenship curriculum is designed to foster students' commitment to national values of democracy, equity and justice. This curriculum develops students' appreciation of Australia's diversity and, overall, "what it means to be a citizen". Students investigate political and legal systems, and explore the nature of citizenship, diversity and identity in contemporary society. It explores ways in which students participate in Australia's civic life and make a positive contribution as local and global citizens.

The process for developing the Australian curriculum has been designed to generate broad engagement with, and discussion and feedback about, the shape and content of the Australian curriculum.

The curriculum development process involves four interrelated phases:

- ▶ curriculum shaping
- ▶ curriculum writing
- ▶ preparation for implementation
- ▶ curriculum monitoring, evaluation and review.

1. The curriculum shaping phase (9 months) produces a broad outline of the Year 1 (Foundation) to Year 12 (F–12) curriculum for a learning area, firstly as an initial advice paper and then as the "Shape of the Australian Curriculum: <Learning Area>". This paper, developed with expert advice, provides broad direction on the purpose, structure and organisation of the learning area. Along with the "Curriculum Design" paper, it is intended to guide writers of the curriculum. It also provides a reference for judging the quality of the final curriculum documents for the learning area. This phase includes key periods of consultation – open public consultation as well as targeted consultation with key stakeholders including teachers and schools, state and territory education authorities, parents and students, professional associations, teacher unions, universities and industry and community groups.

The "Draft Shape of the Australian Curriculum: Civics and Citizenship" report was available for public consultation from Monday 4 June to Friday 10 August 2012.

The draft shape paper proposed directions for the development of the national civics and citizenship curriculum from Years 3–10. Feedback on the draft was received from a range of stakeholders including parents, teachers, professional associations, community groups, academics and state territory authorities. Following analysis of this feedback the draft document was revised and was made available as the "Shape of the Australian Curriculum: Civics and Citizenship". The shape paper guides the next stage of curriculum development which is writing the civics and citizenship curriculum.<sup>45</sup>

2. The curriculum writing phase (20 months) produces an Australian curriculum for a particular learning area, that is, specifications of content and achievement standards to be used by education authorities, schools and teachers in all states and territories. This phase involves teams of writers, supported by expert advisory groups, and includes key periods of consultation – open public consultation as well as targeted consultation with key stakeholders including teachers and schools (through

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45. ACARA website, "Civics and Citizenship", available at [www.acara.edu.au/](http://www.acara.edu.au/), accessed 19 July 2015.

intensive engagement activities), state and territory education authorities, parents and students, professional associations, teacher unions, universities and industry, and community groups. The writing phase incorporates the process for validation of achievement standards and culminates in the publication of the Australian curriculum for the learning area.

The steps below outline the key phases for writing the civics and citizenship curriculum for Years 3-10.

### ***Advisory group and writers for civics and citizenship (writing phase)***

The civics and citizenship advisory group (writing phase) was established to provide a balance of informed views in the development of the draft civics and citizenship curriculum. Members from around the country included curriculum experts, stage of schooling specialists and others with extensive research and practical experience in this domain. The selection process for the writers and the advisory group (writing phase) involved the evaluation of applications from teachers, professional associations, education authorities, academics and industry professionals from all states and territories.

### ***Draft civics and citizenship curriculum for consultation***

ACARA consulted on the draft “Australian Curriculum: Civics and Citizenship” from 6 May to 19 July 2013. More than 350 responses to the online survey and 81 written submissions were received. Feedback from the consultation informed revision to the draft curriculum in preparation for validation of the achievement standards.

### ***Draft “Years 3-10 Australian Curriculum: civics and citizenship”***

The draft “Years 3-10 Australian Curriculum: Civics and Citizenship” was open for public consultation from 6 May to 19 July 2013. This consultation period provided an opportunity to provide feedback on the draft civics and citizenship curriculum and ACARA encouraged participation from all stakeholders with an interest in civics and citizenship education.

### ***Validation of achievement standards***

Validation of the draft “Years 3-10 Australian Curriculum: Civics and Citizenship” achievement standards commenced on 14 August 2013. The purpose of validation is to ensure that the achievement standards provide a clear progression of achievement across the year levels. As part of this process, ACARA hosted workshops with teachers and curriculum experts from across the country to receive critique and feedback about the pitch, progression and clarity of the draft achievement standards. The revised curriculum prepared for the validation of achievement standards is available for viewing on the ACARA website. This draft work in progress was not a formal consultation document. Additional refinements were made in response to feedback from participants in the validation process.

3. The preparation for implementation phase (12 months) involves delivery of the curriculum to school authorities and to schools in an online environment in time for school authorities, schools and teachers to prepare for implementation. Implementation and implementation support are the responsibility of state and territory school and curriculum authorities. ACARA works with state and territory curriculum and school authorities to support their ongoing implementation planning by providing briefings, introductory information materials and national facilitation for planning.

4. The curriculum monitoring, evaluation and review of the Foundation to Year 10 Australian curriculum will be ongoing, with annual reports to the ACARA board detailing any issues identified. Analysis of the issues and any recommended actions, including any that might include further investigation, will be included. Monitoring will be co-ordinated by ACARA and, where relevant data gathering is required, will include partnerships with state and territory curriculum and school authorities. This might include data about areas for which teachers require ongoing support in order to teach the curriculum. Specific monitoring mechanisms will be negotiated with state and territory curriculum and school authorities for the provision of relevant local data about the Australian curriculum. ACARA will provide a monitoring framework, including research questions and associated data gathering, which can be used by state and territory education authorities as part of their own monitoring strategies, to assist in their collection and provision of state and territory data about the Australian curriculum to ACARA. The evaluation process may result in minor changes to, or a revision of, the curriculum.

The “Australian Curriculum: Civics and Citizenship” will contribute to the general educational aims set out in “The Shape of the Australian Curriculum v 3.0”. Its principal task is to assist students in developing civic knowledge, understanding and skills to enable them to engage purposefully as citizens at local, state, national, regional and global levels now and in the future.

The “Australian Curriculum: Civics and Citizenship” will:

- a) develop the knowledge, understanding and skills that will facilitate the development of the attitudes, values and dispositions students need to fully participate in civic life as active citizens in their communities, the nation, regionally and globally;
- b) develop knowledge and understanding of Australia’s liberal, representative democracy, legal system and civic life, including reference to Australia’s democratic heritage;
- c) develop a critical appreciation of the rights and responsibilities of citizenship and civic life nationally and globally, including the capacity to act as informed and responsible citizens and to critically examine values and principles that underpin Australia’s liberal democracy;
- d) build an understanding and critical appreciation of Australia as a multicultural and multifaith society and a commitment to human rights and intercultural understanding, with particular consideration of Aboriginal peoples’ and Torres Strait Islander peoples’ experience.

The curriculum framework also links the civics and citizenship learning area with the general capabilities of: creative and critical thinking; personal and social capability; ethical behaviour; intercultural understanding; literacy; numeracy; and information and communication technology (ICT) competence.

## **COLOMBIA: ORGANISATION OF COMPETENCES FOR LIVING TOGETHER, DEMOCRATIC PARTICIPATION AND PLURALITY<sup>46</sup>**

Before developing citizenship standards, many regional and institutional initiatives had already been carried out in Colombia and in programmes in other parts of the world (such as Facing History and Ourselves, École de la Paix, Dilemma Discussion, the Culture of Lawfulness, Peace Games, etc.) on peace education, human rights, conflict resolution, youth leadership, based on various educational models that emphasised different components or dimensions of citizenship education that were adapted to each school's Institutional Educational Project (IEP). The scope of the ministry's proposal was sufficiently ample to allow for the inclusion of these kinds of initiatives. Given their diversity and the unrestricted nature of the programme, it was important to develop programme evaluation and to follow up on students' progress.

The need to make the successful programmes and teachers' good practices visible, led to the implementation of national citizenship forums where teachers from different regions of the country get together to share their experiences in teaching with researchers and programme leaders. This exchange or *diálogo de saberes* [dialogue on knowledge] was conceived as a very fruitful and enriching experience for all involved.

Upon analysis of the factors that influence the formation of a "good" citizen, it was concluded that the competences should be organised into three "groups": peaceful coexistence; democratic participation and responsibility; and plurality, identity and enrichment with differences – which are at the core of Colombia's challenges. Each of these groups represents a fundamental dimension for the exercise of citizenship and contributes to the promotion, respect and defence of human rights present in the constitution.

"Peaceful coexistence" means the capacity to establish good social relationships based on justice, empathy, tolerance, solidarity and respect for others.

"Democratic participation and responsibility" means the full exercise of citizenship, that is, the capacity and willingness to lead and take part in collective and participative decision-making processes; it is oriented towards decision making in different contexts considering that these decisions must respect the fundamental rights of people as much as the norms, laws and the constitution that organise life in the community.

"Plurality, identity and enrichment with differences" means the recognition of equal dignity in all human beings, valuing the characteristics of gender, ethnicity, religion, culture and social class, among others.

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46. Primary sources for this case: Jaramillo R. and Mesa J. A. (2009), "Citizenship education as a response to Colombia's social and political context", *Journal of Moral Education* 38(4): 467-487; Ministerio de Educación Nacional (2003), Colombia, [translation by Jaramillo R. and Mesa J. A.].

Below are three matrices representing in different ways the Colombia citizenship competences for grades 6 and 7.

**Table 8: Citizenship competences for grades 6 and 7 – Overview**

| <b>Groups</b>               | <b>Living together and peace</b>                                    | <b>Democratic participation and responsibility</b> | <b>Plurality, identity and enrichment with differences</b> |
|-----------------------------|---|--|--|
| <b>Types of competences</b> |   |  |  |
| <b>Cognitive</b>            | <b>Human rights</b><br><b>Search for common good</b><br><b>Care</b> |  |  |
| <b>Emotional</b>            |   |  |  |
| <b>Communicative</b>        |   |  |  |
| <b>Knowledge</b>            |   |  |  |
| <b>Integrative</b>          |   |  |  |

**Table 9: Citizenship competences for grades 6 and 7: Learners' outcomes**

| <b>Groups</b>               | <b>Living together and peace</b>           | <b>Democratic participation and responsibility</b>                         | <b>Plurality, identity and enrichment with differences</b>        |
|-----------------------------|--|--|---|
| <b>Types of competences</b> |  |  |   |
| <b>Cognitive</b>            | Perspective taking, systemic understanding | Deliberation   | Multi-perspectivity   |
| <b>Emotional</b>            | Empathy and emotion control                | Disposition to dialogue with others  | Disposition to put yourself in other person's shoes               |
| <b>Communicative</b>        | Capacity to listen without distortion      | Capacity to work with different groups and political opinions              | Acceptance of ethnic, gender, social, political, etc. differences |
| <b>Knowledge</b>            | Knowledge of human rights                  | Knowledge of the state, constitution, law, democracy, etc.                 | Knowledge of human rights   |
| <b>Integrative</b>          | Trust, cheating and pirating               | Citizenship attitudes, democratic climate in family, school, neighbourhood | Anti-bullying   |

**Table 10: Citizenship competences for grades 6 and 7 – Descriptors**

| <p><b>Groups</b></p> <p><b>Types of competences</b></p> | <p><b>Peaceful coexistence</b></p> <p>Standard: I contribute to peaceful relationships both in the school and in the nearby community.</p>   | <p><b>Democratic participation and responsibility</b></p> <p>Standard: I reject situations in which human rights are being violated and I use forms and mechanisms of democratic participation at my school.</p>     | <p><b>Plurality, identity and enrichment with differences</b></p> <p>Standard: I identify and reject different forms of discrimination in my school and community and critically analyse the reason why this occurs.</p> |
|---|--|--|--|
| <p><b>Cognitive</b></p>                                 | <p>I identify the needs and points of view of people or groups in situations of conflict in which I am not involved.</p>   | <p>I identify collective decisions in which the interests of different people are in conflict and propose alternative solutions that take them into consideration. This also involves communicative competences.</p> | <p>I critically analyse my thoughts and actions in situations of discrimination, and determine if I am supporting or impeding such situations with my actions or omissions.</p>  |
| <p><b>Emotional</b></p>                                 | <p>I understand that deceit affects trust between people, and I acknowledge the importance of regaining trust when it has been lost. (This is an example of an integrative competency with a clear presence of emotional competences.)</p> | <p>I express indignation (rejection, pain, anger) when the liberties of my peers or others I know are violated and I ask for help from appropriate authorities.</p>  | <p>I identify my emotions regarding people or groups that have interests and preferences different to mine, and reflect on how this influences how I treat them.</p>   |
| <p><b>Communicative</b></p>                             | <p>I reflect on the use of power and authority in my context and peacefully express my disagreement when I believe there are injustices. (It also involves cognitive competences.)</p>   | <p>I listen and express in my own words the reasons that my peers express during group discussion, even when I disagree with what they are saying.</p>   | <p>I understand that there are diverse ways of expressing our identities and I respect them.</p>   |



|                    |   |   |  |
|--------------------|---|---|--|
| <b>Knowledge</b>   | I understand that all families have a right to work, health, housing, property, education and recreation.       | I am familiar with the Universal Declaration of Human Rights and its connection with the fundamental rights stipulated in the constitution. | I recognise that rights are based on the equality between human beings regardless of the way they live, act or express themselves. |
| <b>Integrative</b> | I serve as conflict mediator between peers, and when they authorise me, I encourage dialogue and understanding. | I demand that authorities, peers and I myself keep rules and agreements.  | I understand that when people are discriminated against, self-worth and their relations with others are affected.                  |

Though distinguished here, in practice most of the competences are necessarily combined. In particular, integrative competences are combined with action. In order to achieve the standards students need to develop all the competences.

“Cognitive competences” refer to individuals’ mental processes when organising actions and their representations. In the case of citizenship, cognitive competences refer to such capacities as decentring from one’s own position and understanding the position of others, being able to co-ordinate different perspectives and develop systemic thinking. It is also the capacity to critically analyse and foresee an intention, a given situation or predict the consequences of a given action. For example, to understand that when someone hits me, it could be unintentional.

“Emotional competences” refer to recognising one’s feelings and emotions and feeling those of others. For example, controlling anger or feeling empathy towards someone being hurt.

“Communicative competences” refer to the capacities needed to establish fruitful relationships, understanding the idea of the common good and the disposition to engage in conversations that consider the interests, needs and desires of others, irrespective of one’s place in society. For example, understanding and showing respect for the ideas of others and graciously maintaining one’s own point of view even if it is not shared by many.

“Knowledge competences” refer to being informed about facts, norms, concepts, etc. necessary for the exercise of citizenship.

“Integrative competences” are those that articulate all the other competences in a given action. For example, solving a conflict in a peaceful manner requires knowledge about conflict dynamics, being able to come up with creative ideas or options, controlling one’s emotions, and assertively presenting one’s ideas and interests.

## **FINLAND: EDC/HRE IN CONDITIONS OF LOCAL CHOICE<sup>47</sup>**

The Finnish curriculum is decentralised: the state, municipalities and schools together contribute to the overall shape of the curriculum. The national core curriculum is the national framework on the basis of which the local curriculum is formulated. The goals and criteria for good performance are expressed mainly as competences, not as detailed knowledge. Schools determine how the goals of the curriculum are achieved. The teachers have pedagogical autonomy and they decide themselves the methods of teaching as well as learning materials used. Teachers are encouraged to take into account the various needs of their students and to emphasise good basic competences.

Democracy, civics and human rights education are included in the core curriculum. The tasks and objectives of the cross-curricular themes are included in the subject-specific sections of the national core curriculum. The national core curricula (2004) express the broad goals and criteria for good performance (at the end of the 6th grade) and final assessment criteria for 8th grade in terms of competences. Education providers (municipalities) and schools decide on the localisation and conceptualisation of the curricula, allowing significant autonomy and creativity for teachers. While the decentralised process is likely to produce variations in the conceptualisation of the curriculum, the system relies on the deeply rooted democratic values that ensure that EDC/HRE is expressed in the curriculum and students have a say in matters that affect them.

EDC/HRE is included in the general part of the core curricula for all grades and in specific cross-curricular themes, which are complemented, updated and established within the local curriculum. In lower and upper secondary education, EDC/HRE is included in all school activities and subjects. EDC/HRE-related issues are mainly dealt with in compulsory social studies as well as in history, geography, religion and ethics, home economics and health education. For example, the core curriculum in history aims to strengthen students' own identity and to familiarise them with other cultures, while social studies support the students' growth as tolerant, democratic citizens with experience of social action and democratic participation. Human rights education was strengthened in history and ethics in the national core curriculum by law in August 2010, and in practice, the provision of human rights education varies widely.

EDC/HRE are implemented in general education through cross-curricular themes such as "growth as a person", "cultural identity and internationalism", "participatory citizenship and entrepreneurship" and "media skills and communication". These cross-curricular themes are included in all school subjects, as appropriate for each subject, and should be reflected in the school's methods and operational culture. The aim is to embed active participation in all learning and other activities in the school environment.

The Finnish national core curriculum is formulated on the basis of a notion of learning as an individual and communal process of building knowledge and skills. Learning

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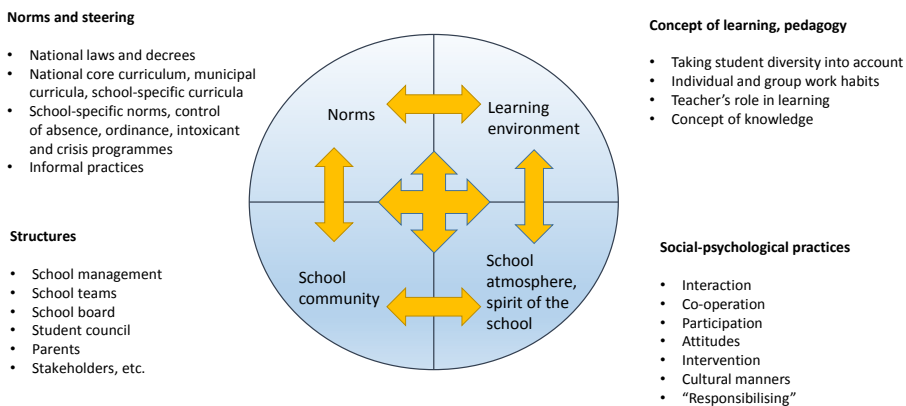
47. Source: Council of Europe (2014), "Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum", pp. 9-10, 15-21, 41, 47-48, 57, 74.

is perceived as a result of the student’s purposeful activity, in which the student processes and interprets the learning material. The learning environment, diverse pedagogical methods, such as learning by doing and participatory learning, and collaboration with external stakeholders support student engagement.

The operational culture of the school plays an important role in creating a supportive atmosphere, a spirit of community, dialogue and opportunities for students to be heard and exert influence. School councils became mandatory in all basic schools (primary and lower secondary schools) from 1st January 2014. Before that all schools were encouraged to establish a student council, and every municipality was required to create local and regional structures for participation. School councils are compulsory in upper secondary schools. Municipal youth forums are encouraged by legislation. A 2011 survey of children’s views on their experience of participation in student councils shows that the large majority of the children (70%) believe that school councils make a significant or a very significant effort to ensure that their voices are heard and taken seriously.

Schools work in close collaboration with the parents. Schools usually have parents’ associations that co-operate with the teaching staff and the student council. Parents are also represented on school boards. Parents participate in curriculum design: schools organise discussion and communication events for parents and seek their opinion through questionnaires related to the school’s values and activities.

**Figure 2: The operational culture of Finnish schools**



Finland applies no central assessment of skills, with the exception of the matriculation examination at the end of upper secondary education (grade 9). Teachers carry out assessment in their respective subjects based on the objectives written in the curriculum. The Finnish National Board of Education defines the final assessment criteria for grade 9, including EDC/HRE as part of social studies in terms of the acquisition of theoretical knowledge, skills and understanding of students along with their work at school in general. Behavioural assessment is directed at how the student takes other people and the environment into consideration and complies with regulations. Finnish teachers are encouraged to take into account

the diverse needs of their students. Supportive evaluation and student assessment are development-oriented and aim to promote learning and learning-to-learn abilities. Instead of multiple-choice tests, Finnish teachers require students to produce something that reflects their learning. There are no school inspections, ranking lists or final examinations – only a sample-based national evaluation of learning outcomes.

EDC/HRE-related training is included in the teacher training in history and social sciences, religion and ethics, whereas school principals and other teachers acquire the related competences through continuing professional development. All teachers are obliged to attend annually from one to five days of government-funded in-service training, which is organised by universities and NGOs. The Ministry of Education and Culture defines the priorities of the teacher in-service training and provides resources in co-operation with the National Board of Education for EDC/HRE-related in-service training.

The Ministry of Education and Culture works in close collaboration with a range of intergovernmental organisations and NGOs relevant to EDC/HRE, including UNICEF, the UN Association of Finland, the Mannerheim League for Child Welfare, the Finnish Youth Co-operation – Allianssi and the National Organisation of Finnish Youth Councils. The national core curriculum development involves broad-based co-operation with stakeholders and experts nationally and locally. Stakeholders include relevant ministries and national institutions (education, social affairs and health), parents, teachers, school principals, teacher-training schools, minority groups and ethnic relations (Swedish-speaking teachers, Sami, Roma), local and regional authorities, trade unions and industry associations.

The Finnish Ministry of Education and Culture in collaboration with other ministries has developed the Child and Youth Policy Development Programme 2012-2015 according to the Youth Act (2006) under which the government shall adopt a youth policy development programme every four years. The aim is to set up a cross-sector youth policy action. The programme enhances participation and social inclusion and promotes non-discrimination, among other goals.

## **SOUTH AFRICA: EXTERNAL ACTORS AND CROSS-CURRICULAR REFORM – APPLYING A HUMAN RIGHTS PERSPECTIVE<sup>48</sup>**

Transforming the education system has been an integral element of this commitment to human rights in a society reeling from the effects of apartheid, high levels of unemployment and poverty, violence, discrimination and abuse as well as a lack of socio-economic and environmental justice. The emerging educational policy and legislative framework in the 1990s conveys the centrality of human rights standards and the intention to employ the education system to both deliver on educational rights and act as an agent of human rights promotion and protection. The South

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48. Source: Keet A. and Tibbitts F. (2015), "Curriculum Reform in Transitional Justice Environments: the South African Human Rights Commission, human rights education and the schooling sector. New York: International Center for Transitional Justice and UNICEF.

African Constitution, whose moral fibre was rooted in international human rights standards, was the beacon for HRE-related curriculum reform. This reform process did not begin in a vacuum but drew on actors and reform efforts consistent with HRE aims that had been in motion in the late-apartheid period.

The bedrock of the post-1994 education policy architecture was the 1995 White Paper on education and training<sup>49</sup> which called for “the transformation of the school curriculum and formation of democratic structures to develop this curriculum”. Paragraph 59 of the white paper states:

It needs to be emphasised that the two objectives of the exercise are extremely serious. They are: to enable the charter of fundamental rights to become a vital element in the lives of every student, educator, manager and support worker in the education system; and to ensure that no education department or institution impairs or denies the rights of any person through ignorance of its responsibilities.

The white paper envisaged an action plan for human rights education (paragraphs 57-61) and set out the parameters of a gender equity unit (paragraphs 62-68). The legislation and policies that followed attempted to give expression to these commitments with a firm understanding that human rights considerations in education straddle the whole range of educational processes: policy, access, curriculum, management, budgeting, provisioning and teaching and learning. The white paper envisioned the transformation of the education system to provide for expanded and equal learning opportunities based on the principles of redress and equity. It was also about the teaching and learning of human rights that can contribute to the development of a critical citizenry able to sustain constitutional democracy and playing a part in the attainment of their own rights.

In the aftermath of the 1995 election, the DoE issued syllabi purged of the most gross and evident apartheid, racial and ethnic stereotypes.<sup>50</sup> This purging of the syllabi can be seen as the first movement towards a human rights-reflecting curriculum, an initial response carried out in most transitional justice environments as a form of necessity.

The South African Human Rights Commission (SAHRC) had HRE as a central mandate, and was ready to promote HRE in schools and engage with the DoE in this endeavour. Although the SAHRC drew on some of the Truth and Reconciliation Commission recommendations, the institutions worked autonomously.

The SAHRC began crafting its HRE role soon after its inception. By the end of 1995 and with a skeleton staff, the Commission started advising the DoE on its engagement with processes associated with the United Nations Decade for Human Rights Education (1995-2004) and the Guidelines for National Plans of Action for Human Rights Education (1997). The Commission made explicit links to UN-led activities surrounding the UN Decade for Human Rights Education. The SAHRC’s authority

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49. Department of Education (1995), “White paper on education and training, notice 196 of 1995”, Pretoria. Available at [www.education.gov.za/](http://www.education.gov.za/), accessed on 19 July 2015.

50. Jansen J. (1999), “A Very Noisy OBE: The implementation of OBE in Grade 1 Classrooms”, in Jansen J. and Christie P. (eds), *Changing Curriculum: Studies on Outcomes-Based Education in South Africa*, Juta & Co. Ltd, Cape Town, pp. 203-217.

and its organisational attention to HRE derive from the national constitution and the country's Bill of Rights, but the SAHRC recognised that these documents draw on both the Universal Declaration of Human Rights and the African Charter on Human and People's Rights (SAHRC 1997) (Cardenas 2005: 371).

The Commission sought to co-ordinate the work of all domestic actors engaged with HRE. Together with civil society actors such as Lawyers for Human Rights, the Electoral Institute of Southern Africa, the Institute for a Democratic Alternative for South Africa and the Centre for Socio-Legal Studies which housed the Street Law programme, the SAHRC built up productive HRE networks that collaborated to see the incorporation of HRE into the curriculum. These actors, in collaboration with constitutional structures such as the Independent Electoral Commission, constituted itself as an HRE lobby called the Forum for Democracy and Human Rights Education (FDHRE). The members of the forum were drawn from statutory bodies, non-governmental organisations, civil society organisations, community-based organisations, faith-based organisations, state departments, academic institutions, government departments (national, provincial and local), training providers and other structures within the education sector. Many of the participating civil society organisations came from a pre-1994 history of educational struggles for "People's Education".<sup>51</sup>

The mission of the FDHRE was to strive towards the institutionalisation of democracy and human rights education in South Africa at all levels of the formal education system and through non-formal education channels. In 1996 an FDHRE consultative conference was jointly organised by the SAHRC and Street Law. This forum resulted in the development of guidelines, frameworks and learning programme exemplars for the incorporation of human rights into the national curriculum. During this same period, the Department of Education was undertaking a major curriculum restructuring effort that was oriented towards outcome-based education. This effort would ultimately yield a framework called Curriculum 2005 (C2005).<sup>52</sup> This reform was controversial, as it was driven by what were viewed as neoliberal values: modernisation, rationalisation and improved efficiency. The primary objective of the FDHRE coalition was to ensure the institutionalisation of HRE in the curriculum which required the translation of human rights principles into outcomes and assessment standards.

The SAHRC was given authority as of 2000 to review all proposed curriculum reforms in learning areas and to try to influence these reforms in the first place through HRE-oriented working groups that operated alongside those that the DoE had set up in order to review and revise the curriculum so that it was outcomes-oriented.

In 2000 a Working Group on Human Rights and Inclusivity (WGHRl) was set up with a focus on curriculum at the primary and junior secondary levels (grades 1-9). Over the next three years, from 2000 to 2003, high levels of energy and time were invested in human rights and curriculum development processes. By February 2001, the WGHRl

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51. Keet A. and Carrim N. (2006), "Human rights education and curricular reform in South Africa", *Journal of Social Science Education* (1), available at [www.jsse.org/index.php/jsse/article/view/1003](http://www.jsse.org/index.php/jsse/article/view/1003), accessed on 19 July 2015.

52. Department of Education (1997), "Curriculum 2005: Lifelong Learning for the Twenty-first Century", Pretoria.

(working with curricula in grades 1-9) had submitted a comprehensive guidebook with checklists and strategies for infusing human rights into the following learning areas: language, literacy and communication; human and social sciences; technology; mathematics; natural sciences; arts and culture; economic and management sciences; and life orientation. By June 2002, a similar set of guidelines had been set up for the secondary level education fields.<sup>53</sup>

An excerpt from the social sciences curriculum for grade 9 is presented below. As you can see, the guidelines included a checklist related to both curriculum content and learner outcomes (the latter consistent with the requirements of C2005).

### **Human rights and inclusivity checklist for social sciences (grade 9) (excerpt)**

*Has the (revised) national curriculum statement for the social sciences taken the following into account?*

- 1) a balanced portrayal of historical events;
- 2) the evolution of human rights in South Africa and elsewhere;
- 3) the history of humankind as a history for the struggle for human rights;
- ...
- 13) minority groups, indigenous people and other vulnerable groups (children and child labour);
- 14) refugees and non-nationals;
- 15) history and *herstory*: history, women and gender;
- 16) challenging myths, stereotypes and discrimination.

*Do the statement and performance and assessment exemplars require learners to:*

- ▶ Develop the social, civic, constructive and critical thinking skills necessary to effectively participate in civic life;
- ▶ Obtain the knowledge and understanding that will enable them to respect the rights and responsibilities of all citizens, refugees and non-nationals;
- ▶ Understand history as the struggle for justice, peace and human rights;
- ▶ Develop understanding and respect for different cultures and traditions around the world;
- ▶ Demonstrate the use of personal responsibility.

Based on this work with the curriculum standards, the working groups for both school levels were able to develop holistic “exit-level outcomes” for key graduation points

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53. The fields at the secondary school level were: communication studies and languages; arts and culture; services; physical, mathematical and life sciences; information technology and computer sciences; manufacturing, engineering and technology; business, commerce and management; human and social sciences; and agriculture and nature conservation.

in the schooling system – the 9th and 12th grades. These exit-level outcomes were organised according to the themes of “human rights and responsibilities”, “principles, values and attitudes” and “participatory citizenship, civics and governance”.

The curriculum reform efforts of the SAHRC and the working groups were normatively influenced by the Vienna Declaration of 1993 and the call for a national plan of action for HRE was issued by the UN Office of the High Commissioner for Human Rights in conjunction with the Decade for HRE (1995-2004). Technical aspects of the HRE infusion were also influenced by the guidelines prepared by the United Nations for elaborating national plans of action for HRE and resources developed in conjunction with HRE curriculum reform efforts in post-communist Europe.

Human rights values and associated themes made their way into the curriculum with a range of minimal and maximum infusion. By minimum infusion the SAHRC meant “referring to human rights in tangential and indirect ways, usually with emphasis on applications of knowledge and access to it”. In contrast, maximum infusion “includes the holistic coverage of skills, values, development and attitudes”, as well as coverage of the necessary human rights content.<sup>54</sup>

HRE was distributed differentially on the spectrum of minimum and maximum infusion across the eight learning areas: language, literacy and communication; human and social sciences; technology; mathematics; natural sciences; arts and culture; economic and management sciences; and life orientation. The conclusion of those in the WGHRI was that mathematics represented the extreme of minimum infusion whereas life orientation represented maximum infusion. The other learning areas were distributed in different positions between these extremes. Following up with the results of the 9th grade social sciences, the learning area statement for social sciences suggested at the time that it “aims at contributing to the development of informed, critical and responsible citizens who are able to participate constructively in a culturally diverse and changing society. It also equips learners to contribute to the development of a just and democratic society” (Department of Education 2002: 19-26).<sup>55</sup> The SAHRC thus regarded the outcomes of the WGHRI and WGHRIHA as both an achievement and a compromise.

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54. Keet A. and Carrim N. (2006), “Human rights education and curricular reform in South Africa”, *Journal of Social Science Education* (1), p. 103, available at [www.jsse.org/index.php/jsse/article/view/1003](http://www.jsse.org/index.php/jsse/article/view/1003), accessed on 19 July 2015.

55. Department of Education (2002), *The Revised National Curriculum Statement*. Available at: [www.education.gov.za/LinkClick.aspx?fileticket=WJoXaOgvys4%3D&tabid=266&mid=720](http://www.education.gov.za/LinkClick.aspx?fileticket=WJoXaOgvys4%3D&tabid=266&mid=720).



# Appendices

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## **APPENDIX A – RESOURCES SUPPORTING EDC/HRE CURRICULUM DEVELOPMENT AND REVIEW**

### ***Council of Europe human rights and democracy in action – EU/Council of Europe’s pilot projects scheme***

The “Three country audit of the lower secondary citizenship and human rights education curriculum” (2014) aims to determine to what extent the lower secondary education curricula in Finland, France and Ireland share the key principles of the Council of Europe’s Charter on Education for Democratic Citizenship and Human Rights Education. During the time of the audit the three countries were each reforming their curricula and the process and the results of the audit are likely to influence policy development and implementation. This audit also highlights sustainable and potentially transferable mechanisms and good practice examples that promote citizenship and human rights education.

Available at <http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/outcomes-publications>, accessed 20 July 2015

“Living with controversy – Teaching controversial issues through education for democratic citizenship and human rights: training pack for teachers” (2015). Learning how to engage in dialogue with people whose values are different from one’s own is central to the democratic process and essential for the protection and strengthening of democracy and for fostering a culture of human rights. The pack aims to support effective professional development for teachers with respect to the teaching of controversial issues at school.

### ***EDC/HRE pack***

*Strategic support for decision makers – Policy tool for education for democratic citizenship and human rights* (tool 1, 2010) offers strategic support to those making decisions about policy and encourages more effective policy making in EDC/HRE, within and across member states and international organisations. The tool explains what EDC/HRE is and what it means in terms of policy making, that is, in different education and training phases from general education to vocational training and higher education to adult education. It sets out a policy cycle for EDC/HRE involving policy formation, policy implementation and policy review and sustainability.

Available at <http://bookshop.coe.int>

*Democratic governance of schools* (tool 2, 2007) describes the importance of a whole-school approach to democracy and human rights. This includes a broad range of measures, such as establishing and supporting participatory decision making, promoting interactive teaching methodology and developing a culture of ownership and inclusion. The tool provides advice and guidance, mainly aimed at school directors and teachers, but also useful for all those interested in the topic.

Available at <https://book.coe.int>

*How all teachers can support citizenship and human rights education: a framework for the development of competences* (tool 3, 2009) sets out the core competences needed by teachers to put democratic citizenship and human rights into practice in the classroom, throughout the school and in the wider community. The tool 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.

Available at <https://book.coe.int>

*Tool for quality assurance of education for democratic citizenship in schools* (tool 4, 2005), published jointly by UNESCO, the Council of Europe and the Centre for Educational Policies, addresses the link between quality education and citizenship education, examines how democracy and human rights can be promoted by means of school development based on self-assessment and evaluation and provides methodological guidance. The tool is addressed primarily to policy makers, curriculum developers, school inspectors and school directors.

Available at <http://unesdoc.unesco.org/images/0014/001408/140827e.pdf>, accessed 20 July 2015

*Learning and living democracy: introducing quality assurance of education for democratic citizenship in schools – Comparative study of 10 countries* (2009) presents an overview, from international perspectives, of the applicability and relevance of the Tool for Quality Assurance of Education for Democratic Citizenship in Schools, published jointly by UNESCO, the Council of Europe and the Centre for Educational Policies. Based on 10 country reports, it examines quality assurance requirements in the field of education for democratic citizenship (EDC) and compares the specific evaluation systems in those countries. It also provides a feasibility study on relevant conditions for implementing the tool and aims to serve as a set of orientation guidelines for policy makers, a case study on implementation for researchers and a source book for education practitioners.

Available at <https://book.coe.int>

## ***Intercultural diversity***

*Signposts – Policy and practice for teaching about religions and non-religious world views in intercultural education* (2014). How can the study of religions and non-religious world views contribute to intercultural education in schools in Europe? Following the recommendation from the Committee of Ministers of the Council of Europe (Recommendation CM/Rec(2008)12 on the dimension of religions and non-religious convictions within intercultural education) *Signposts* provides advice

to policy makers, schools and teacher trainers on tackling issues arising from the recommendation. Signposts gives advice, for example, on clarifying the terms used in this form of education; developing competences for teaching and learning, and working with different didactical approaches; creating “safe space” for moderated student-to-student dialogue in the classroom; helping students to analyse media representations of religions; discussing non-religious world views alongside religious perspectives; handling human rights issues relating to religion and belief; and linking schools (including schools of different types) to one another and to wider communities and organisations.

*Policies and practices for teaching sociocultural diversity – Diversity and inclusion: challenges for teacher education* (2010). This fourth and final volume in the series of publications from the Council of Europe project “Policies and practices for teaching sociocultural diversity” (2006-09) includes case studies presented at the final conference held in Oslo (Norway) from 26 to 28 October 2009. These concrete examples illustrate the conditions of implementation and adaptation to national contexts of the “Framework of teacher competences for engaging with diversity”, which is one of the final products of the project. The competences, which break down into three main groups, namely “knowledge and understanding”, “communication and relationships” and “management and teaching”, encourage future teachers to reflect on and identify their own personal positions, in various environments, in order to develop a clearer sense of their ethnic and cultural identities and to examine their attitudes vis-à-vis different groups of students.

*Intercultural competence for all – Preparation for living in a heterogeneous world (Pestalozzi series n°2)* (2012). Education which helps citizens live together in our diverse societies is a matter of urgency. We all need to develop the ability to understand each other across all types of cultural barriers; this is a fundamental prerequisite for making our diverse democratic societies work. This publication looks at the development of intercultural competence as a key element of mainstream education. It stresses the need firstly for an appropriate education policy which puts intercultural competence at the heart of all education and, above all, for the development, on an everyday basis, of the necessary attitudes, skills and knowledge needed for mutual understanding. Without these, no sustainable societal change is possible.

“Guide for the development and implementation of curricula for plurilingual and intercultural education” (2010) is intended to facilitate improved implementation of the values and principles of plurilingual and intercultural education in the teaching of all languages – foreign, regional or minority, classical, and languages of schooling.

“A platform of resources and references for plurilingual and intercultural education” aims to offer reference tools that can be used to analyse and construct curricula for languages of schooling. The platform offers an open and dynamic resource, with a system of definitions, points of reference, descriptions and descriptors, studies and good practices which member states are invited to consult and use in support of their policy to promote equal access to quality education according to their needs, resources and educational culture.

Available at [www.coe.int/t/dg4/linguistic/langeduc/le\\_platformintro\\_EN.asp](http://www.coe.int/t/dg4/linguistic/langeduc/le_platformintro_EN.asp), accessed 20 July 2015

*School-community-university partnerships for a sustainable democracy: education for democratic citizenship in Europe and the United States* (tool 5) introduces and critically examines the EDC/HRE partnership model. Responding effectively to complex interrelated problems requires an understanding of the entire social environment. It entails the active participation of many partners, often from a wide variety of organisations and groups. The guide provides a rationale for social partnerships and delineates the key elements of such partnerships. It explores the mechanics of EDC/HRE partnerships – how are they built and how do they work? And finally, it examines partnerships in practice.

Available at <https://book.coe.int>

## **Organization of American States – Inter-American programme on education for democratic values and practices**

### **Online bulletins**

- ▶ “Gender and citizen education: how to promote greater gender equity amongst women and men participating in public decision processes?”, prepared in collaboration with Vital Voices and the Inter-American Commission of Women (2011).
- ▶ “Human rights education”, prepared in collaboration with the Inter-American Institute of Human Rights and the Division of Human Rights and Citizenship Education of the Council of Europe, (2012).
- ▶ “Sport and citizenship education: how can democratic values and practices be taught through sport?”, (2013).
- ▶ “Students’ participation at schools”, (2013).

### **Policy briefs**

- ▶ “Violence prevention through early childhood interventions”, (2011).
- ▶ “The importance of human rights education for living together in democracy”, (2012).
- ▶ “Evaluation of policies and programmes in Education for Democratic Citizenship”, (2012).
- ▶ “The role of civil society organizations in promoting education for democratic citizenship, in collaboration with the Center for Civic Education”, (2013).
- ▶ “Education and critical thinking for the construction of citizenship: an investment toward strengthening democracy in the Americas”, (2013).

### **Portfolio**

“Portfolio of programmes, policies and initiatives on the role of arts and communications media in education for a democratic citizenship”.

### **Blogs**

- ▶ Spanish: [www.portafolioartesymedios.blogspot.com](http://www.portafolioartesymedios.blogspot.com), accessed 20 July 2015
- ▶ English: [www.portfolioartsandmedia.blogspot.co.uk](http://www.portfolioartsandmedia.blogspot.co.uk), accessed 20 July 2015

See: [www.educadem.oas.org](http://www.educadem.oas.org)

## UNESCO

### Global citizenship education

*Global citizenship education: preparing learners for the challenges of the 21st century*

Being prepared for education policy makers, practitioners, civil society organisations and youth leaders, based on the conclusions of two international conferences dedicated to GCED, this publication aims to: improve understanding of GCED as an educational approach and its implications for education content and teaching methods; identify innovative approaches and good practice in GCED; and share lessons learned and ways to further promote GCED.

<http://unesdoc.unesco.org/images/0022/002277/227729E.pdf>, accessed 20 July 2015

“Global citizenship education: an emerging perspective”

Drawn from the discussion during the technical consultation on global citizenship education organised by UNESCO and the Republic of Korea in September 2013, the document aims to present common perspectives emerging from the consultation on the following questions:

1. Why global citizenship and global citizenship education now?
2. What is global citizenship education?
3. What needs to be done at the global level to support and promote global citizenship education?

<http://unesdoc.unesco.org/images/0022/002241/224115E.pdf>

“Education for ‘global citizenship’: a framework for discussion, education research and foresight, Working Papers, No. 7”

[www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/PaperN7EducforGlobalCitizenship.pdf](http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/PaperN7EducforGlobalCitizenship.pdf)

*Global citizenship education: topics and learning objectives*

Developed through extensive consultation with education experts from different parts of the world, this document offers guidance on translating the concept of global citizenship education into topics and learning objectives by age and level of education. It is intended primarily for educators, curriculum developers and trainers as well as policy makers, but it will also be useful for other education stakeholders in formal, non-formal or informal settings.

<http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>

### Mutual understanding and respect

*Teaching Respect for All implementation guide*

The *Teaching Respect for All* implementation guide comprises a set of policy guidelines, questions for self-reflection, ideas and examples of learning activities to integrate Teaching Respect for All into all aspects of upper primary and lower secondary education in an effort to counteract discrimination in and through education. It mainly targets policy

makers, administrators/headteachers and formal and non-formal educators. The implementation guide also includes support materials for engaging with children and youth. The material aims to provide all concerned stakeholders with the skills, background and knowledge to build respect, tolerance and critical thinking among learners.

<http://unesdoc.unesco.org/images/0022/002279/227983E.pdf>

*“Learning to Live Together: Education Policies and Realities in the Asia-Pacific”*

The report examined the ways in which the concept of learning to live together is reflected in the education systems of 10 selected countries: Afghanistan, Australia, Indonesia, Malaysia, Myanmar, Nepal, The Philippines, Republic of Korea, Sri Lanka and Thailand. By mapping practical examples, conducting comparative analysis and suggesting new directions for education, it sheds light on how “Learning to live together” can be implemented and become a reality in the classroom.

<http://unesdoc.unesco.org/images/0022/002272/227208e.pdf>

*UNESCO guidelines on intercultural education*

Targeting policy makers and aiming to promote a better understanding of 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 which may be used to guide future activities and policy making.

<http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>

*Learning to live together: an intercultural and interfaith programme for ethics education*

This toolkit was developed by the Arigatou Foundation, UNESCO and UNICEF to enable educators to teach 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 aim is to ultimately shape attitudes for building peace through teaching tolerance and mutual understanding.

<http://unesdoc.unesco.org/images/0016/001610/161059E.pdf>

## Human rights-based approach

*A human rights-based approach to education for all*

A framework jointly developed by UNESCO and UNICEF bringing 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.

## Gender

*Promoting gender equality through textbooks: a methodological guide*

This guide is intended for all those engaged in the textbook production chain and was developed to offer support to member states to analyse how gender inequality

is constructed in textbooks. It provides key stakeholders in the textbook environment with the tools to revise textbooks or use existing ones critically.

<http://unesdoc.unesco.org/images/0015/001588/158897E.pdf>

## **OSCE/ODIHR**

### *Guidelines on human rights education for secondary school systems*

The guidelines aim to support systemic and effective human rights learning for all young people. The document presents approaches to be adopted when planning or implementing human rights education for secondary schools related to six key structural areas: the human rights-based approach to human rights education; core competences; curricula; teaching and learning processes; evaluation; and professional development and support of educational personnel. The guidelines also offer a list of key materials to assist in planning, implementing and evaluating human rights education in schools.

[www.osce.org/odihr/93969](http://www.osce.org/odihr/93969), accessed 20 July 2015

### *Teaching materials to combat anti-Semitism, for secondary schools*

ODIHR and the Anne Frank House in Amsterdam developed, in co-operation with national experts from 14 OSCE participating states, teaching materials to combat anti-Semitism that deal with a variety of aspects of this phenomenon.

<http://tandis.odihr.pl/?p=ki-as,tm>, accessed 20 July 2015

### *Addressing anti-Semitism: why and how? A guide for educators*

These guidelines provide suggestions for teachers and other educators who feel the need to address issues pertaining to contemporary anti-Semitism. Recognising that the context may vary in every country, or even in individual classrooms, this document provides educators with a general overview of common manifestations of contemporary anti-Semitism, as well as with some key educational principles and strategies for addressing this complex and challenging subject.

[www.osce.org/odihr/29890](http://www.osce.org/odihr/29890), accessed 20 July 2015

### *Education on the Holocaust and on anti-Semitism: an overview and analysis of educational approaches*

The book provides an overview of current teaching on the Holocaust in the OSCE participating states, highlighting good practice and recommending areas for strengthening and improving teaching about the Holocaust. It also presents an analysis of the challenges posed by contemporary forms of anti-Semitism and suggests ways of tackling this subject in education.

[www.osce.org/odihr/18818](http://www.osce.org/odihr/18818), accessed 20 July 2015

### *Preparing Holocaust memorial days: suggestions for educators*

These guidelines on preparing Holocaust memorial days have been developed for educators teaching high-school age students in the OSCE participating states and

highlight suggestions on how to plan commemoration activities connected with annual Holocaust remembrance days.

[www.osce.org/odihr/17827](http://www.osce.org/odihr/17827), accessed 20 July 2015

“Holocaust memorial days in the OSCE region”

An overview of Holocaust memorial days in OSCE participating states.

<http://tandis.odihr.pl/hmd/>, accessed 20 July 2015

## **Joint publications**

### **Council of Europe, OHCHR, OSCE/ODIHR and UNESCO**

*Human rights education in the school systems of Europe, Central Asia and North America: a compendium of good practice*

This is a joint initiative by the OSCE/ODIHR, the Council of Europe, the OHCHR and UNESCO. Designed for primary and secondary schools, teacher-training institutions and other learning settings, this publication includes 101 exemplary practices related to: 1) laws, guidelines and standards; 2) the learning environment; 3) teaching and learning tools; 4) professional development for educators; and 5) evaluation.

<http://tandis.odihr.pl/documents/hre-compendium/en/index.html>, accessed 20 July 2015

*Guidelines for educators on countering intolerance and discrimination against Muslims: addressing Islamophobia through education*

This is a joint initiative by the OSCE/ODIHR, the Council of Europe and UNESCO.

These guidelines have been developed to support educators in countering intolerance and discrimination against Muslims. They are intended for a wide audience, including education policy makers and officials, teacher trainers, teachers, principals and headteachers, staff in teacher unions and professional associations, and members of NGOs. The guidelines are relevant for both primary and secondary education and can also be used in informal education settings.

[www.osce.org/odihr/84495](http://www.osce.org/odihr/84495), accessed 20 July 2015

## **APPENDIX B – TOOLS**

### ***Tool 1: International suggestions and guidelines for curriculum development***<sup>56</sup>

Curricula should encompass all elements of human rights, freedom and equality in order to achieve the objectives of *Teaching Respect for All*.

- ▶ Knowledge and understanding, values, attitudes and skills should be developed to a high degree.

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56. UNESCO (2014), *Teaching Respect for All implementation guide*, Paris, pp. 56-57.



- ▶ There should be explicit links between national and international legal documents, and philosophical, historical and political considerations.
- ▶ There should be a balance between theoretical and practical elements which are mutually explanatory.

The applied learning methods, programmes and activities should be embedded in a broader curriculum.

- ▶ Learners should be encouraged to think about their own attitudes towards diversity and their values.

Several international documents and conventions further elaborate what a curriculum in a respect-based 4 As (available, accessible, acceptable, adaptable) situation should and should not include.

- ▶ The International Convention to Eliminate All Forms of Racial Discrimination (ICERD) requires that all people have access to education and that “race” cannot be used to counter this right.
- ▶ The Convention on the Rights of the Child (CRC) requires that education be accessible to all, including free primary education.
- ▶ The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) requires a setting where no difference between curricula is made and stereotyped concepts of women and men will be eliminated.
- ▶ The Convention on the Rights of Persons with Disabilities (CRPD) requires the integration of disabled people into the mainstream education system.
- ▶ The CRPD requires, in accordance with the acceptability and adaptability of education, the use of Braille and sign language. It particularly recommends the employment of appropriately trained teachers.
- ▶ Article 19 of the International Covenant on Civil and Political Rights (ICCPR) prohibits propaganda for war and advocacy of national, religious or racist hatred that constitutes incitement to discrimination, hostility or violence.
- ▶ Article 14 of the UN Declaration on the Rights of Indigenous Peoples (UNDRIP) states that indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- ▶ Article 5 of UNESCO’s Convention Against Discrimination in Education (CADE) requires the potential for minorities to maintain their own education.
- ▶ The UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities states that maintaining language is key to maintaining cultural minority identity.
- ▶ The UNESCO documents CADE, Recommendation on Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms, 1974, and the Declaration on Race and Racial Prejudice, 1978 provide further recommendations on education for peace.

- ▶ Education should be directed towards furthering intellectual and emotional development in order to develop a sense of social responsibility and solidarity.
- ▶ Education should lead to observance of the principles of equality in everyday conduct.
- ▶ Education should help to develop qualities, aptitudes and abilities which enable the individual to acquire a critical understanding of problems.
- ▶ Education should go beyond teaching in the classroom. It should be an active civil training which enables every person to learn how public institutions function, whether on a local, national, or even an international basis.
- ▶ It is recommended that education be interdisciplinary, with content aimed at problem solving and adapted to the complexity of the issues involved.

### ***Tool 2: Types of curriculum and procedures for analysis<sup>57</sup>***

| <b>Type of curriculum examined</b>                        | <b>Procedures</b>   | <b>Tools</b>   |
|---|---|--|
| <b>Written/intended/official curriculum</b>               | Desk review (i.e. text analysis of curriculum documents and learning materials; inquiring stakeholders, including expert opinion) | <ul style="list-style-type: none"> <li>– Analytical frameworks.</li> <li>– Coding schemes (i.e. for text analysis: associating numeric descriptors to content units that are defined in compliance with certain analytical criteria).</li> <li>– Questionnaires (could be different for experts and other stakeholders, such as parents or business representatives).</li> <li>– Focus-group guides.</li> <li>– Interview guides.</li> </ul> |
| <b>Implemented/interactive/classroom-based curriculum</b> | <ul style="list-style-type: none"> <li>– School and classroom observation</li> <li>– Inquiring stakeholder opinions</li> </ul>    | <ul style="list-style-type: none"> <li>– Observation protocols.</li> <li>– Questionnaires (could be different for experts and other stakeholders, such as parents or business representatives).</li> <li>– Focus-group guides.</li> <li>– Interview guides.</li> </ul>   |

57. Georgescu D. (2013), "Zimbabwe Curriculum Review: Concept Paper", UNESCO, Beirut, pp. 28-29.

| Type of curriculum examined                           | Procedures  | Tools  |
|---|---|--|
| <b>Effective/realised/learned/achieved curriculum</b> | Analysis of student outcomes and results (i.e. student work, results of examinations and tests, longitudinal analysis, assessment of student progress). | <ul style="list-style-type: none"> <li>– Analytical frameworks</li> <li>– Statistical analysis</li> <li>– Coding schemes (i.e. to quantify aspects in student’s work)</li> </ul>   |
| <b>Hidden curriculum</b>                              | Analysis of media messages<br>Inquiring stakeholder opinions.   | <ul style="list-style-type: none"> <li>– Analytical frameworks.</li> <li>– Coding schemes (i.e. to analyse media messages that may or not support the written curriculum).</li> <li>– Questionnaires and interview guides.</li> <li>– Focus-group guides.</li> </ul> |

### **Tool 3: EDC/HRE reflection questions for formal education<sup>58</sup>**

**Self-evaluation and planning tool**

**Date** \_\_\_\_\_

| Development Priority articles <sup>59</sup>                    | Current status | Evidence | Targeted action | Target group | Time-scale | Lead responsibility | Success criteria |
|--|----------------|----------|-----------------|--------------|------------|---------------------|------------------|
| <b>Formal education</b><br>(see enabling questions below)      |                |          |                 |              |            |                     |                  |
| <b>Democratic governance</b><br>(see enabling questions below) |                |          |                 |              |            |                     |                  |
| <b>Training</b><br>(see enabling questions below)              |                |          |                 |              |            |                     |                  |

58. Council of Europe (2014), “Three Country Audit of the Lower Secondary Citizenship and Human Rights Education Curriculum”, Strasbourg, pp. 80-81.

59. See “Details on development priorities”, below.

| <b>Development Priority articles<sup>59</sup></b>              | <b>Current status</b> | <b>Evidence</b> | <b>Targeted action</b> | <b>Target group</b> | <b>Time-scale</b> | <b>Lead responsibility</b> | <b>Success criteria</b> |
|--|-----------------------|-----------------|------------------------|---------------------|-------------------|----------------------------|-------------------------|
| <b>Role of NGOs</b><br>(see enabling questions below)          |                       |                 |                        |                     |                   |                            |                         |
| <b>Research</b><br>(see enabling questions below)              |                       |                 |                        |                     |                   |                            |                         |
| <b>Social cohesion</b><br>(see enabling questions below)       |                       |                 |                        |                     |                   |                            |                         |
| <b>Evaluation and review</b><br>(see enabling questions below) |                       |                 |                        |                     |                   |                            |                         |
| <b>Follow-up activities</b><br>(see enabling questions below)  |                       |                 |                        |                     |                   |                            |                         |

## How to use the self-evaluation and planning tool

Column **1** refers to eight of the articles referenced in the Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (EDC/HRE). These articles are detailed below. The “Sample enabling question bank” below contains questions that may be associated with the different articles. In the initial use of the tool no more than one or two of these enabling questions should be used under each article.

Column **2** refers to the current level of development of the article and the activity referred to in the associated enabling question. The current status may have one of the following statements: not implemented, in the planning phase, low level, medium level, high level or outstanding. In the case where outstanding is assigned it would mean that the article is so completely embedded within the system that little further development is required and only that maintenance and renewal are required.

Column **3** refers to evidence in the form of a brief statement of fact that backs up the statement on the current status in column 2.

Column **4** Targeted action refers to a specific activity that will be developed and implemented by a future date that will further embed the article within the education community. In the initial use of the tool only a small number of targeted actions should be undertaken.

Column **5** refers to a target group, e.g. science teachers, lower secondary students, NGOs, etc.

Column **6**, the timescale, will include the proposed start date and the end date of the target action outlined in column 3.

Column **7** will include the name of the person/s who will take the lead responsibility for implementing the targeted action.

Column **8**, success criteria, refers to activities that demonstrate the effective implementation of the targeted action, e.g. under the article Training, with a targeted action of providing continuous professional development in Education for Democratic Citizenship and Human Rights Education (EDC/HRE), the success criteria could be “increased number of teachers introducing EDC/HRE practices in their classroom”.

## Details on development priorities

|   |
|---|
| <p><b>Article 6. Formal education</b></p> <p>To what extent is EDC/HRE included in the curricula for formal education? What steps are taken to support, review and update EDC/HRE in curricula?</p>   |
| <p><b>Article 8. Democratic governance</b></p> <p>How is democratic governance in educational institutions supported? What steps have been taken to encourage and facilitate participation of learners and other educational staff and stakeholders, including parents?</p>   |
| <p><b>Article 9. Training</b></p> <p>To what extent are teachers, educational staff, youth leaders and trainers offered initial and ongoing training and development in EDC/HRE, covering knowledge and understanding of EDC/HRE objectives and principles; teaching and learning methods; other key skills?</p>  |
| <p><b>Article 10. Role of NGOs, youth organisations and other stakeholders</b></p> <p>How is the role of NGOs and youth organisations fostered in EDC/HRE, especially in non-formal education? Are these organisations and their activities recognised as a valued part of the educational system? Are they provided with support? Is full use made of their expertise?</p>   |
| <p><b>Article 12. Research</b></p> <p>What research on EDC/HRE has been initiated and promoted to take stock of the current situation and to provide comparative information to help measure and increase effectiveness and efficiency and improve practices? Possible research areas include: research on curricula; innovative practices; teaching methods; development of evaluation systems. Share the results with member states and stakeholders.</p> |

**Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict**

To what extent do educational approaches and methods promote the following?

- Learning to live together in a democratic and multicultural society.
- Acquisition of knowledge and skills to promote social cohesion, value diversity and equality, appreciate differences (faith and ethnic groups) and settle disagreements and conflicts in a non-violent manner.

How are discrimination and violence, especially bullying and harassment, combatted?

**Article 14. Evaluation and review**

Evaluate the strategies and policies with respect to the EDC/HRE Charter and adapt these strategies and policies (co-operation with other member states and assistance from the Council of Europe).

**Article 15. Co-operation in follow-up activities**

Member states should, where appropriate, co-operate with each other and through the Council of Europe in pursuing the aims and principles of the EDC/HRE Charter by:

- a. pursuing the topics of common interest and priorities identified;
- b. fostering multilateral and cross-border activities, including the existing network of co-ordinators on education for democratic citizenship and human rights education;
- c. exchanging, developing, codifying and assuring the dissemination of good practices;
- d. informing all stakeholders, including the public, about the aims and implementation of the EDC/HRE Charter;
- e. supporting European networks of non-governmental organisations, youth organisations and education professionals and co-operation among them.

**Sample enabling question bank**

(Additional questions should be entered here to meaningfully reflect the education system and culture of the country.)

**Article 6. Formal education**

1. To what degree are the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global interdependence) visible in the overarching aims of the various education sectors, for example the ministry in charge of lower-secondary education, curriculum developers, teacher-training providers, etc?

2. To what extent are the schools guided to increase opportunities for active participation? Give some examples.

3. To what extent is funding made available to the various actors in the education system (e.g. networks of schools/individual schools, teacher-education providers, curriculum developers, etc.) to enable them to integrate the concepts of active participation, equality and inclusion and/or global citizenship into their work? Give examples.

4. To what degree is there a relationship between the school's ethos/culture and the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global citizenship)? To what extent are democratic values promoted?
5. To what extent does the school mission statement/school plan reflect the issues of active participation, equality and inclusion and/or global citizenship?
6. To what extent does the allocation of the school budget support activities addressing issues of democratic citizenship and human rights, active participation, equality and inclusion and/or global development?
7. To what extent do the concepts of active participation, equality and inclusion and/or global citizenship feature in the subjects offered to lower-secondary learners? In what way?
8. To what extent are lower-secondary learners encouraged to participate in classroom discussions (including pedagogical discussions as a learning method and discussions to foster democratic participation)? Give concrete examples of measures.
9. To what extent are lower-secondary learners encouraged to participate in projects that address issues around active participation, equality and inclusion and/or global citizenship?
10. To what extent do I (the teacher) address the concepts underpinning the EDC/HRE Charter (i.e. active participation, equality and inclusion and global citizenship) in my subject area?
11. To what extent do the textbooks and/or materials I (the teacher) currently use support me to teach about participation, equality and inclusion and/or global citizenship?
12. To what extent can learners influence what they learn and the way things are studied?
13. To what extent do I (the teacher) use active teaching and learning methods? For example, problem-based learning, experiential learning and learner-centred learning, participatory methods. To what extent does my pedagogy promote learner participation? Give examples.
14. To what extent can I (the student) influence teaching content or methods? Give examples.

#### **Article 8. Democratic governance**

1. Is the process of developing the national, regional, local or school curricula transparent and inclusive of key stakeholders (i.e. students, parents, teachers, employers, employees)? To what extent is the process democratic/collegial?
2. To what extent is student participation encouraged in the school? What mechanisms are available for student participation (student councils or other school structures)? Do students' views or initiatives have a genuine impact on the school?
3. To what extent are the members of the school board/*conseil de l'école*/school leadership encouraged to see the value of subjects and school activities focusing on issues of active participation, equality and inclusion and/or global citizenship? What measures/actions are taken?

4. To what extent are student representatives involved in planning the school year?
5. To what extent does my school community encourage students to speak up on local and/or international issues? How?
6. To what extent are students heard when employing teachers?
7. To what extent do I (the teacher) encourage student participation and action in my classroom? For example, do students take part in planning courses or lessons? Give some examples. Do students suggest themes for courses/lessons? Do I discuss course assessment together with students and if yes, in what way?
8. To what extent do I (the teacher) encourage learners to become active members of their school community? Give examples.
9. To what extent do students take part in *i.* the planning of the school year, *ii.* staff meetings, *iii.* working groups that work for the development of the school? Give examples.
10. To what extent can I (the student) contribute to the planning of courses/classes? Give examples.
11. In the school/city/municipality, to what extent can children and young people participate and have their say in decision making? Give examples.

### **Article 9. Training**

1. To what degree are teacher-education providers encouraged to integrate the concepts of active participation, equality and inclusion and/or global citizenship into their programmes of initial teacher education and continuing professional development? For example, are teachers offered in-service training on how to develop student council activity? What form does this support take: financial or other? How is this organised?
2. To what extent are teachers supported by the school leadership (school principal, school management team, etc.) in addressing the concepts of active participation, equality and inclusion and/or global citizenship at lower-secondary level?
3. To what extent are teachers encouraged to take part in continuing professional development activities addressing issues around active participation, equality and inclusion and global citizenship?
4. To what extent is my school developing a work culture that encourages participation in our school? What are the measures?
5. Are there regular information and discussion meetings for the entire school community?
6. To what extent do I (the teacher) take advantage of continuing professional development opportunities in relation to issues of participation, equality and inclusion and/or global citizenship? What are the constraints or encouraging factors?
7. To what extent do I (the teacher) take advantage of the curriculum development opportunities in relation to issues of active participation, equality and inclusion and/or global citizenship?



8. To what extent do I (the teacher) talk to my colleagues and school management about the value of my subject areas in encouraging learners' interest in issues relating to active participation, equality and inclusion and/or global citizenship?

#### **Article 10. Role of NGOs, youth organisations and other stakeholders**

1. Is the municipality/department/ministry aware of school initiatives dealing with the concepts of active participation, equality and inclusion and/or global citizenship coming from the non-governmental sector or from other department/ministries, etc.? How is this information collected (e.g. a platform/website, database for good practice for EDC/HRE in the public domain)?

2. To what extent is the school open to outside agencies/local community initiatives focusing on issues of active participation, equality and inclusion and/or global citizenship?

3. To what extent are parents encouraged to see the value of subjects and school activities focusing on issues of active participation, equality and inclusion and/or global citizenship? In what way?

4. Does my school have student tutors?

5. To what extent do I (the teacher) encourage learners to become active members of their local community? Give examples.

6. To what extent do I (the teacher) talk to parents about the value of my subject area in encouraging learners' interest in issues relating to active participation, equality and inclusion and/or global citizenship?

#### **Article 12. Research**

1. To what degree does the school planning take into consideration active participation, equality and inclusion and/or global citizenship? How are these things taken into consideration when planning for the new school year?

2. Is there a systematic approach to researching the effectiveness of action linked to democratic citizenship and human rights education (EDC/HRE)?

3. Is there a robust mechanism for collecting quality evidence that can be analysed?

#### **Article 13. Skills for promoting social cohesion, valuing diversity and handling differences and conflict**

1. When reforming national-level curricula, to what extent is attention given to the integration of the concepts of active participation, equality and inclusion and/or global citizenship?

2. What type of guidelines are available to schools to encourage inclusion of the concepts of active participation, equality and inclusion and/or global citizenship (e.g. subject-specific guidelines, whole-school planning documents, self-evaluation documents or materials supporting student councils, guidelines on bullying and/or discrimination)? Are these guidelines integrated? Give examples.

3. To what extent does the school take advantage of curriculum development to integrate issues of active participation, equality and inclusion and/or global interdependence into the curricula? To what degree is the school participating in campaigns supporting these ideas or developing its own campaigns?

4. To what extent am I (the teacher) involved in increasing a sense of community/ good atmosphere at school? Give examples.

5. Does the school organise events that bring together students and staff? What kind?

**Article 14. Evaluation and review**

1. To what extent are students requested to give feedback about the school activities, for example, as part of the self-assessment process of the school?

2. To what extent is it possible to give quality continuous feedback, e.g. through feedback boxes, discussions, etc.? Give examples.

3. Do teachers discuss evaluation with students? Give examples.

**Article 15: Co-operation in follow-up activities**

1. Is the school linked to any local or regional networks that promote the values of democratic citizenship and human rights education (EDC/HRE)?

2. Is the school linked to any national networks that promote the values of EDC/HRE?

3. Is the school linked to any Europe-wide networks that promote the values of EDC/HRE?

4. Is the school linked to any international networks that promote the values of EDC/HRE?

5. Is the school linked to any national or international networks promoting issues related to democracy and human rights?

**Tool 4: Evaluative indicators for EDC/HRE in classroom practice<sup>60</sup>**

| No. | Grade 1   | Grade 2  | Grade 3  | Grade 4   | Grade 5  |
|-----|---|--|--|---|--|
| 1   | The practice is purely knowledge based (learning of facts).                             | Only some of the dimensions of HRE are addressed, and these are not very well developed.                       | Only some of the dimensions of HRE are addressed, but these are well developed.                        | Knowledge and understanding, values, attitudes and skills are fostered to a certain degree.                     | Knowledge and understanding, values, attitudes and skills are developed to a high degree.                                      |
| 2   | Neither the legal nor the philosophical/historical/political understanding is fostered. | Only the legal or the philosophical/historical/political element is considered.                                | Either the legal or the philosophical/historical/political aspect is much stronger than the other one. | There is a balance between legal and philosophical/historical/political elements, but the links are not strong. | There are explicit links between national/international legal documents and philosophical/historical/political considerations. |
| 3   | The topic is analysed from a purely theoretical point of view.                          | Practical or practical and theoretical elements are present to a certain degree, but they are not well linked. | Both practical and theoretical elements are present, but one of them is stronger than the other.       | Both practical and theoretical elements are present and linked, but there is only a low degree of reciprocity.  | There is a balance between the practical and theoretical two elements, and they are reciprocally explanatory.                  |
| 4   | The practice is a one-off exercise.   | The practice is a one-off exercise, but can be built upon.   | The practice is a one-off exercise, but concrete suggestions for follow-up activities are provided.    | The practice stretches over several months with different activities at regular intervals.                      | The practice is embedded in a broader curriculum.  |

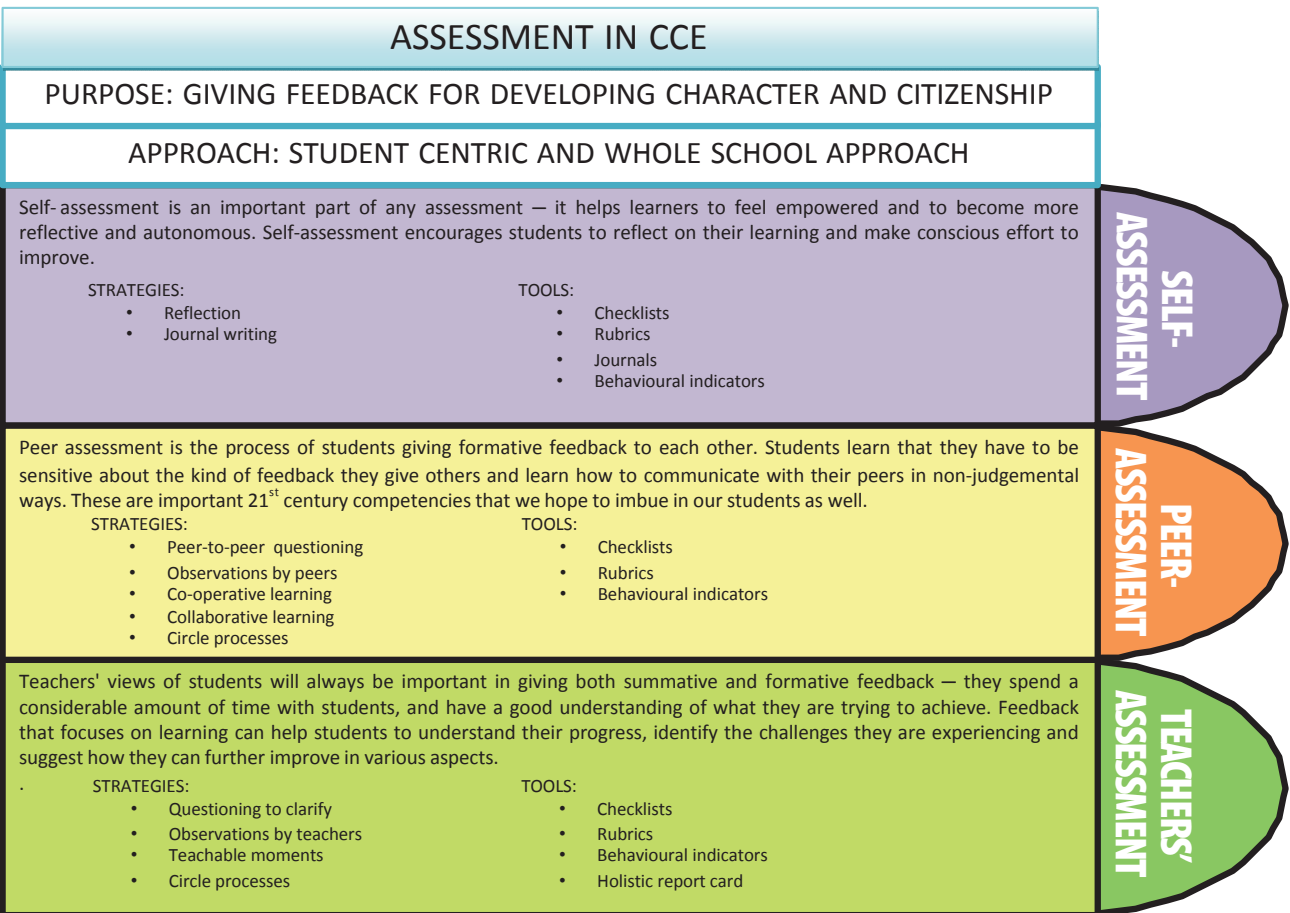
60. UNESCO (2014), *Teaching Respect for All implementation guide*, Paris, pp. 53-55.

| No. | Grade 1   | Grade 2  | Grade 3  | Grade 4   | Grade 5   |
|-----|---|--|--|---|---|
| 5   | Learners' own behaviour is not addressed; learners are not encouraged to think about diversity. | Encourages learners to think about differences in general.                                 | Activities implicitly foster understanding and respect for diversity.  | Activities explicitly foster understanding and respect for diversity.                     | Encourages learners to think about their own attitudes towards diversity and their values.                                      |
| 6   | Activities are exclusively individual.  | Most activities are individual; results are discussed in the plenary.                      | Some activities are individual; some group or whole-class work is required.                                      | There is extensive group and whole-class, as well as some individual work.                | There is a good balance between individual, group and whole-class work; students are required to co-operate to achieve results. |
| 7   | Methods and approaches do not foster a sense of solidarity, creativity, dignity or self-esteem. | A sense of solidarity, creativity, dignity or self-esteem is fostered to a certain degree. | A sense of solidarity, creativity, dignity and self-esteem is fostered to a certain degree.                      | A sense of solidarity, creativity, dignity and self-esteem is fostered to a high degree.  | Specific activities help ensure that self-esteem and dignity are fostered.  |
| 8   | Methods are not appropriate for the specified target group.                                     | Methods are appropriate for the specified target group.                                    | Methods are appropriate for the specified target group; adaptation is possible but requires considerable effort. | Methods can be easily adapted to suit other age groups, learning styles or special needs. | Alternative activities/ adaptations are suggested.  |

| No. | Grade 1                                     | Grade 2  | Grade 3  | Grade 4  | Grade 5   |
|-----|---|--|--|--|---|
| 9   | Inclusion is not considered.                | Instructions and learning processes implicitly facilitate the inclusion of all students. | Inclusion is explicitly addressed.   | Students belonging to the group on which the practice focuses are paid special attention.          | Teacher's notes or a teacher's guide provides special guidance on inclusion.                |
| 10  | There is no practical orientation.          | There is some degree of practical orientation.   | Methodologies and content are in relation to the real- life experience in the specific cultural context. | There are some general guidelines on practical application of human rights education competencies. | Human rights education competencies are applied at school and/ or community level.          |
| 11  | There is no reference to prior knowledge.   | Prior knowledge and experiences are implicitly used as a base.                           | There is some explicit solicitation of prior knowledge and experiences.                                  | There is extended explicit solicitation of prior knowledge and experiences.                        | There is solicitation of prior knowledge and experiences, and this knowledge is challenged. |
| 12  | There is no comparison of knowledge at all. | There is some element of comparison of knowledge.  | There is comparison with fellow students.  | There is comparison with independent sources.  | There is comparison with fellow students and independent sources.                           |
| 13  | Things are taken as given (no analysis).    | Some analysis of certain (often historical) individual events.                           | Analysis of certain elements.  | Detailed analysis of certain elements.   | Analysis is central to the approach.  |

| No. | Grade 1  | Grade 2  | Grade 3  | Grade 4  | Grade 5  |
|-----|--|--|--|--|--|
| 14  | No goals are defined and there is no room for development of goals.                          | Goals are pre-set and not discussed with students.   | Goals are pre-set but discussed with students.   | Goals are preset; learners are encouraged to think of strategic ways of achieving them.                  | Learners are encouraged to set their own goals and to think of strategic ways of achieving them.                               |
| 15  | Learners do not have any opportunity to plan or organise actions in relation to their goals. | There is some room for learners to develop some ideas for possible actions; however, this element is not explicit. | There are some suggestions for planning and organising actions.  | The practice encourages learners to plan action in relation to their goals; actions are not implemented. | The practice encourages learners to plan and organise actions in relation to their goals.                                      |
| 16  | Method and materials are not in conformity with human rights values.                         | Some elements of the method and materials are not in conformity with human rights values.                          | Materials are in conformity with human rights values; methods might risk leading to some students feeling singled out. | Method and materials are in conformity with human rights values.   | A teacher's guide/ notes provide guidance on how to ensure that teaching practices are in conformity with human rights values. |
| 17  | Students have no influence on the learning process.  | Students have limited influence on the learning process.   | Students have some influence on the learning process.  | Students have considerable influence on parts of the learning process.                                   | Students have influence on the entire learning process.  |
| 18  | The approach is not specific to the subject.   | Conventional approaches have been adapted to reflect the subject.  | Some elements of the approach are specific to the subject.   | Most elements are specific to the subject.   | Unique approach specific to the human right(s) elements of the subject.  |

| No. | Grade 1   | Grade 2   | Grade 3  | Grade 4  | Grade 5   |
|-----|---|---|--|--|---|
| 19  | Only conventional methods are used.   | Conventional methods are adapted.                           | Some new methods are used.   | A variety of new methods are used.   | A variety of very innovative methods are used.  |
| 20  | Not clearly structured; important details or pieces of information are missing. | Clearly structured; most necessary information is provided. | Clearly structured and detailed; some background information or worksheets are provided. | Clearly structured and detailed, background information and worksheets are provided. | Organised and detailed, background information, work sheets and practical guidance for teachers are provided. |
| 21  | Content and method are very difficult to adapt.                                 | Content and method are difficult to adapt.                  | Content is difficult to adapt, but method can be used in different contexts .            | Some adaptation is necessary.  | Can be used in a variety of contexts.   |
| 22  | There is no mention of assessment/evaluation.                                   | Some instructions for assessment/evaluation are provided.   | Detailed instructions for assessment/ evaluation are provided.                           | Concrete assessment/ evaluation tools are provided.                                  | There is evidence that the method is effective; assessment tools for teachers are provided.                   |



61. Ministry of Education, Singapore, 2014 Syllabus, *Character and citizenship education, primary*, p. 35.



## Tool 6: Overview of EDC/HRE teacher competences<sup>62</sup>

| <b>Cluster A</b><br><b>EDC/HRE knowledge and understanding</b>   | <b>Cluster B</b><br><b>Planning, classroom management, teaching and assessment</b>   | <b>Cluster C</b><br><b>EDC/HRE in action – Partnerships and community involvement</b>   | <b>Cluster D</b><br><b>Implementing and evaluating participatory approaches</b>  |
|--|--|---|--|
| <b>Competence No. 1</b><br>The aims and purposes of EDC/HRE; value-oriented knowledge, action-based skills, and change-centred competences | <b>Competence No. 5</b><br>The planning of approaches to incorporate EDC/HRE knowledge, skills, dispositions, attitudes and values, in which active learning and student engagement play a major part  | <b>Competence No. 10</b><br>The learning environment that enables students to analyse topical political, ethical, social and cultural issues or events in a critical way, using information from different sources, including the media, statistics and ICT-based resources                             | <b>Competence No. 13</b><br>The evaluation of the extent to which students have a say in things that affect them and the provision of opportunities for students to participate in decision making   |
| <b>Competence No. 2</b><br>The key international frameworks and principles that relate to EDC/HRE, and key concepts of EDC/HRE             | <b>Competence No. 6</b><br>The incorporation of EDC/HRE principles and practices within specialist subjects (cross-curricular EDC/HRE) to enhance knowledge, skills and participation and contribute to the empowerment of young citizens in a democracy | <b>Competence No. 11</b><br>The collaborative work with appropriate partners (such as families, civil society organisations, and community and political representatives) to plan and implement a range of opportunities for students to engage with democratic citizenship issues in their communities | <b>Competence No. 14</b><br>The modelling of positive EDC/HRE values, attitudes and dispositions that are expected from young people; and a democratic style of teaching, involving students in the planning and ownership of educational activities |

62. Council of Europe (2009), *How all teachers can support citizenship and human rights education: a framework for the development of competences*, p. 19.

| <b>Cluster A</b><br><b>EDC/HRE knowledge and understanding</b>   | <b>Cluster B</b><br><b>Planning, classroom management, teaching and assessment</b>   | <b>Cluster C</b><br><b>EDC/HRE in action – Partnerships and community involvement</b>  | <b>Cluster D</b><br><b>Implementing and evaluating participatory approaches</b>  |
|--|--|--|--|
| <b>Competence No. 3</b><br>The content of EDC/HRE curricula, encompassing the political and legal; social and cultural; economic; and European and global dimensions | <b>Competence No. 7</b><br>The establishment of clear ground rules and a sustained climate of trust, openness and mutual respect. Classroom and behaviour management recognise EDC/HRE principles in order to ensure positive school ethos | <b>Competence No. 12</b><br>The strategies to challenge all forms of prejudice and discrimination, and promotion of anti-racism. | <b>Competence No. 15</b><br>The opportunity and will to review, monitor and evaluate teaching methods and students' learning and use of this assessment to inform future planning and professional development |
| <b>Competence No. 4</b><br>The contexts of EDC/HRE implementation: cross-curricular approaches; whole-school culture; and community involvement                      | <b>Competence No. 8</b><br>A range of teaching strategies and methodologies – including quality whole-class questioning – to develop student discussion skills, in particular of sensitive, controversial issues                           |  |  |
|  | <b>Competence No. 9</b><br>The use of a range of approaches to assessment (including student self and peer assessment) in order to inform and celebrate students' progress and achievements in EDC/HRE                                     |  |  |

## Tool 7: Planning grid for democratic governance of school<sup>63</sup>

| EDC Key Area<br>– or your own<br>chosen area: | What stage do you estimate<br>your school is at in relation<br>to the three EDC Principles? | EDC Principles                                       |   |  |
|---|---|--|---|--|
|   |   | Rights and responsibilities<br>(Stage 1, 2, 3 or 4?) | Active participation<br>(Stage 1, 2, 3 or 4?) | Valuing diversity<br>(Stage 1, 2, 3 or 4?) |
| From the point of view of:<br>Leadership      | Stage   | Stage  | Stage   | Stage                                      |
|   | <i>(briefly describe features)</i>  | <i>(features)</i>                                    | <i>(features)</i>                             | <i>(features)</i>                          |
| Students                                      | Stage   | Stage  | Stage   | Stage                                      |
|   | <i>(features)</i>   | <i>(features)</i>                                    | <i>(features)</i>                             | <i>(features)</i>                          |
| Teachers                                      | Stage   | Stage  | Stage   | Stage                                      |
|   | <i>(features)</i>   | <i>(features)</i>                                    | <i>(features)</i>                             | <i>(features)</i>                          |
| Parents                                       | Stage   | Stage  | Stage   | Stage                                      |
|   | <i>(features)</i>   | <i>(features)</i>                                    | <i>(features)</i>                             | <i>(features)</i>                          |
| Community                                     | Stage   | Stage  | Stage   | Stage                                      |
|   | <i>(features)</i>   | <i>(features)</i>                                    | <i>(features)</i>                             | <i>(features)</i>                          |

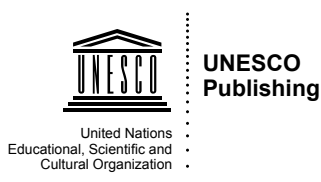
63. Council of Europe (2007), *Democratic governance of schools*, pp. 87-88.

|                                       | <b>Rights and responsibilities</b> | <b>Active participation</b> | <b>Valuing diversity</b> |
|---------------------------------------|------------------------------------|-----------------------------|--------------------------|
| <b>Action to take for next stage</b>  |                                    |                             |                          |
| <b>Who takes it?</b>                  |                                    |                             |                          |
| <b>Measures/indicators of success</b> |                                    |                             |                          |
| <b>To be reviewed when?</b>           |                                    |                             |                          |
| <b>Who reviews it?</b>                |                                    |                             |                          |
| <b>Result of review</b>               |                                    |                             |                          |

**E**ducation for democratic citizenship and human rights education are vital for peaceful, sustainable and inclusive societies based on respect for the human rights of every person. Effective teaching and learning processes require well-trained teachers, positive learning environments and high-quality learning materials. This is underpinned by education policy, including curriculum development and review, which is the main focus of this book.

The strengthening of education policies in the fields of education for democratic citizenship and human rights lies at the very heart of the efforts of the Council of Europe, the United Nations Educational, Scientific and Cultural Organization, the Office for Democratic Institutions and Human Rights of the Organization for Security and Co-operation in Europe, and the Organization of American States. These organisations have jointly produced this publication in order to support states' commitment to fostering citizenship and human rights education and improving access to quality education for all.

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