



# Human rights education

## Key success factors

---

## UNESCO – a global leader in education

Education is UNESCO's top priority because it is a basic human right and the foundation for peace and sustainable development. UNESCO is the United Nations' specialized agency for education, providing global and regional leadership to drive progress, strengthening the resilience and capacity of national systems to serve all learners. UNESCO also leads efforts to respond to contemporary global challenges through transformative learning, with special focus on gender equality and Africa across all actions.



## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



---

Published in 2023 by the United Nations Educational, Scientific and Cultural Organization,  
7, place de Fontenoy, 75352 Paris 07 SP, France

© UNESCO 2023

ISBN 978-92-3-100647-0



This publication is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>). By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<https://www.unesco.org/en/open-access/cc-sa>).

Images marked with an asterisk (\*) do not fall under the CC-BY-SA license and may not be used or reproduced without the prior permission of the copyright holders.

The designations employed and the presentation of material throughout this publication do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this publication are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

Cover design: Anna Mortreux

Graphic design: Shanshan Xu

Icons credit: cibly\_cutes/Shutterstock\*; Standard Studio/Shutterstock\*; Oksana Pecherskih/Shutterstock\*; Editable line icons/Shutterstock\*; M-vector/Shutterstock\*; Maryambibi1994/Shutterstock\*; Mr.Creative/Shutterstock\*; kosmofish/Shutterstock\*; AAVAA/Shutterstock\*; Robbiya/Shutterstock\*; daddy.icon/Shutterstock\*; tmicons/Shutterstock\*

Printed by UNESCO

Printed in Paris

# Why human rights education matters

Despite significant progress, human rights and fundamental freedoms are violated every day around the world. These violations range from barriers to educational access, discrimination based on gender, race, and religion, to racism, hate speech and violent conflicts. For example, 2023 marked the 13th time peacefulness has deteriorated in the last 15 years, and 79 countries witnessed increased levels of conflict.

Human rights violations are an affront to just, peaceful and inclusive societies and require urgent, collective and sustained efforts at all levels. Education lies at the centre of these efforts to achieve human rights. Effective human rights education inculcates knowledge, skills, values, beliefs and attitudes that encourage all individuals to uphold their own rights and those of others.

This joint study by UNESCO and United Nations Office of the High Commissioner for Human Rights reviews the impact and best practices of Human Rights Education at primary and secondary levels in formal education settings. Utilizing a data-driven approach, the study underscores the significant role of HRE in strengthening the competencies to affirm, safeguard and promote human rights. It also identifies key factors for successful HRE and offers recommendations towards a more impactful HRE essential for shaping peaceful and sustainable societies.

The number of **out-of-school children and youth** has risen by

**6 million**  
since 2021



**unesco**

*"Since wars begin in the minds of men and women it is in the minds of men and women that the defences of peace must be constructed"*



unesco

# Human rights education

## Key success factors

## Foreword

Human rights education (HRE) is more important than ever today as we face a range of global challenges that threaten to undermine the fundamental rights and dignity of all people. Challenges like climate change and environmental degradation, economic inequality and discrimination, violence and conflict, require us to come together and take action to protect and promote the human rights of all.

HRE is a fundamental component of the right to education as recognized in international human rights law. It helps individuals understand their rights and responsibilities and empowers them to take action to promote and protect their rights and those of others. Through HRE, we can foster a culture of respect for human rights and build the knowledge, skills and attitudes necessary to create a more just, equitable, peaceful and sustainable world for all.

The World Programme for Human Rights Education provides a framework for governments, educators, young people, civil society organizations and other key stakeholders to promote HRE at all levels of society. It also recognizes that HRE is a lifelong process that should be integrated into all areas of education, from early childhood development to higher education and beyond – and in formal, non-formal and informal settings.

There is a growing understanding that HRE is not divisible from the rest of education; it should not be thought of as a specialist subject that makes up one small part of the curriculum. However, strengthening HRE requires the redesigning and reconceptualization of education systems everywhere with attention to renewed pedagogies, curricula and teacher training so that teachers are confident about bringing human rights issues into learning environments.

Young people are key actors of change in the field of HRE. They are the protagonists of today and the leaders of tomorrow, and have a vital role to play in shaping the future of our world. By investing in HRE for youth, we can empower them to become active and engaged citizens and help them develop the skills and knowledge they need to create a better future for all.

This study, commissioned by UNESCO in cooperation with the United Nations Office of the High Commissioner for Human Rights, provides valuable insights into the impact of HRE pedagogies and good practices worldwide. It highlights the positive impact of HRE, inter alia, on learners' knowledge and understanding of human rights, as well as on their attitudes and behaviours related to human rights. It also identifies key success factors for impactful HRE, and provides recommendations for future research and practice. We hope that this study will serve as a useful resource for education stakeholders and a meaningful support to guide the development and implementation of HRE in the years to come.



**Stefania Giannini**

Assistant Director-General  
for Education, UNESCO



**Farida Shaheed**

United Nations Special Rapporteur  
on the right to education

# Acknowledgements

This impact study was undertaken by the UNESCO with the support of the Office of the High Commissioner for Human Rights as a direct contribution to the United Nations human rights efforts including the World Programme on Human Rights Education. The research and drafting efforts were led by Kristi Rudelius-Palmer, a Human Rights Education Consultant and former Co-Director of the University of Minnesota Human Rights Center, under the supervision of Cecilia Barbieri, and coordinated by Hamdi Addow, UNESCO's Section for Global Citizenship and Peace Education (ED/PSD/GCP).

The guide was written over the course of many months with extensive reviews. We would like to also thank the following members their expert contributions:

- ✉ Elena Ippoliti, Coordinator, Human Rights Education and Training Unit, Office of the United Nations High Commissioner for Human Rights (OHCHR).
- ✉ Paulina Tandiono, Methodology, Education and Training Section, Office of the United Nations High Commissioner for Human Rights (OHCHR).

We wish to thank Christopher Caster, Director of the Division for Peace and Sustainable Development, Education Sector, for his guidance and support. We also extend our thanks to the following UNESCO colleagues who contributed in different ways (from drafting and review to design and layout): Elodie Beth Seo, Karel Fracapane, Hoda Jaberian, Kuany Kiir Kuany, Tariq Talal Mosaad and Lydia Ruprecht.

UNESCO would like to thank the Office of the High Commissioner for Human Rights for their overall technical support. Finally, we would like to thank everyone who like to express gratitude to colleagues and partners that contributed to making this study a possibility.

# Table of contents

<b>Executive summary</b>	<b>9</b>		
<hr/>			
<b>I. Introduction</b>	<b>15</b>	<b>III. Analysis and synthesis of major findings</b>	<b>39</b>
A. Background	15	A. Synthesis of major themes	39
B. Scope and purpose	16	Theme 1: Not all HRE is the same	39
<hr/>		Theme 2: What we do is what we measure	39
<b>II. Study design and methodology</b>	<b>18</b>	Theme 3: Mainstream HRE	40
A. Data analysis methods	18	Theme 4: Organizational internalization	40
B. Study limitations	19	Theme 5: Strategy matters	41
C. Literature review	20	Theme 6: Many ingredients to success	41
1. HRE research and evaluation	20	Theme 7: Quality HRE needs to be transformative, experiential and contextual	42
2. HRE policy, vision, strategy, and implementation	21	Theme 8: Translating knowledge into action	43
3. Teachers: Personal transformation, pre-service and in-service training and professional development	23	B. Summary of key success factors	43
4. HRE instruction, practice, and materials	25	<hr/>	
5. Students	27	<b>IV. Findings and recommendations</b>	<b>46</b>
D. Interview and survey data from key informants	29	<hr/>	
1. Understanding key informant HRE context	29	<b>V. Annexes</b>	<b>51</b>
2. Impact, evaluation, and research of HRE good practices	30	Annex 1: Definitions of HRE, HRE pedagogies, and criteria for identifying HRE good practice	51
3. Key impacts sought in HRE	34	Annex 2. Key informant questions	52
4. Success factors for impactful HRE pedagogy	35	Annex 3. Key success factors and impacts of HRE programmes	53
		Annex 4: Bibliography	54
		Annex 5: Further Reading	59

## Executive summary

The study was commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in cooperation with the United Nations Office of the High Commissioner for Human Rights (OHCHR), to examine the impact of human rights education (HRE) pedagogies and good practice at the primary and secondary levels in formal education. The study used a data-driven approach that included a literature review of existing impact and evaluation studies, research papers, and other documents, as well as surveys and interviews with informants in the field of HRE.

The main objectives of the study were to determine the impact of HRE pedagogies and identify key success factors of impactful HRE good practice, with the aim of providing useful information for education stakeholders such as policy-makers, educators, and HRE practitioners.

The study found that HRE can have, *inter alia*, a range of positive outcomes for learners, including improved academic performance, increased knowledge and understanding of human rights, decreased violence and bullying, increased engagement and empathy, and improved transversal skills. Key success factors for impactful HRE included clear goals and objectives, teacher training and support, and the use of interactive and experiential learning methods. The study also identified some challenges and limitations in evaluating the impact of HRE, and provided recommendations for future research and practice.

The first section provides the background and context for this study and outlines the scope and purpose. The second section lays out the research design and methodology and study limitations, and presents findings from the literature review and the interviews and surveys conducted with key informants in the field. These findings are synthesized into themes and analysed in the third part. This part also contains a summary of a combination of key success factors. The fourth part provides a summary of recommendations based on findings organized into three areas:

- 1) policy and government;
- 2) schools;
- 3) non-governmental organizations (NGOs) and civil society.

## Key emerging themes



### Theme 1:

#### Not all HRE is the same

The study found that HRE is a diverse field, with different conceptualizations and approaches being used by practitioners. It can be integrated into a wide range of subjects and frameworks, and is often delivered by a variety of stakeholders.



### Theme 2:

#### What we do is what we measure

The study identified a lack of empirical research and consistent measuring frameworks, indicators, and criteria for evaluating the impact of HRE. To effectively measure the impact of HRE, it is necessary to create the right conditions for implementation, understand the context and baseline data, and have clear intended outcomes.



### Theme 3:

#### Mainstreaming HRE

The study found that HRE is often integrated into social studies subjects, such as civics and history, but is rarely integrated across the entire curriculum. It is often implemented by individual teachers rather than being integrated into the overall education system.



### Theme 4:

#### Organizational internalization

The study found that it is important to internalize the human rights-based approach to HRE within educational institutions, and to train all education stakeholders, from policy-makers to educators, in HRE. When educators actively practice HRE in their classrooms, it can be more effective in translating knowledge into attitudes and skills for learners.



### Theme 5:

#### Strategy matters

The study found that effective HRE interventions require a clear strategy and goals and the engagement of diverse stakeholders. They also require ongoing training and secure funding.



### Theme 6:

#### Many ingredients to success

The study found that a combination of factors contribute to the success of HRE programmes, rather than a single element. Successful HRE programmes often focus on global, systemic, and relational shifts in learners and other educational stakeholders, and aim to build capacity and create social-emotional learning outcomes.



### Theme 7:

#### Quality HRE need to be transformative, experiential, and contextual

To be effective, HRE should be adapted to learners' contexts and experiences, and should be delivered by teachers who have received training in HRE content and methodology. The incorporation of narratives and collaboration with human rights practitioners, activists, and survivors can also be beneficial in HRE programmes, as well as engaging with controversial issues and community challenges to connect personal experiences to civic engagement and change.



### Theme 8:

#### Translating knowledge into action

Refers to the effectiveness of different approaches in helping learners apply their knowledge of human rights to real-world situations. Measuring civic engagement and participation can be a useful way to assess how HRE knowledge has been translated into action. However, the study also identified a challenge in that students may learn about HRE theoretically but not always act or participate in related activities.

## Key success factors in HRE programming



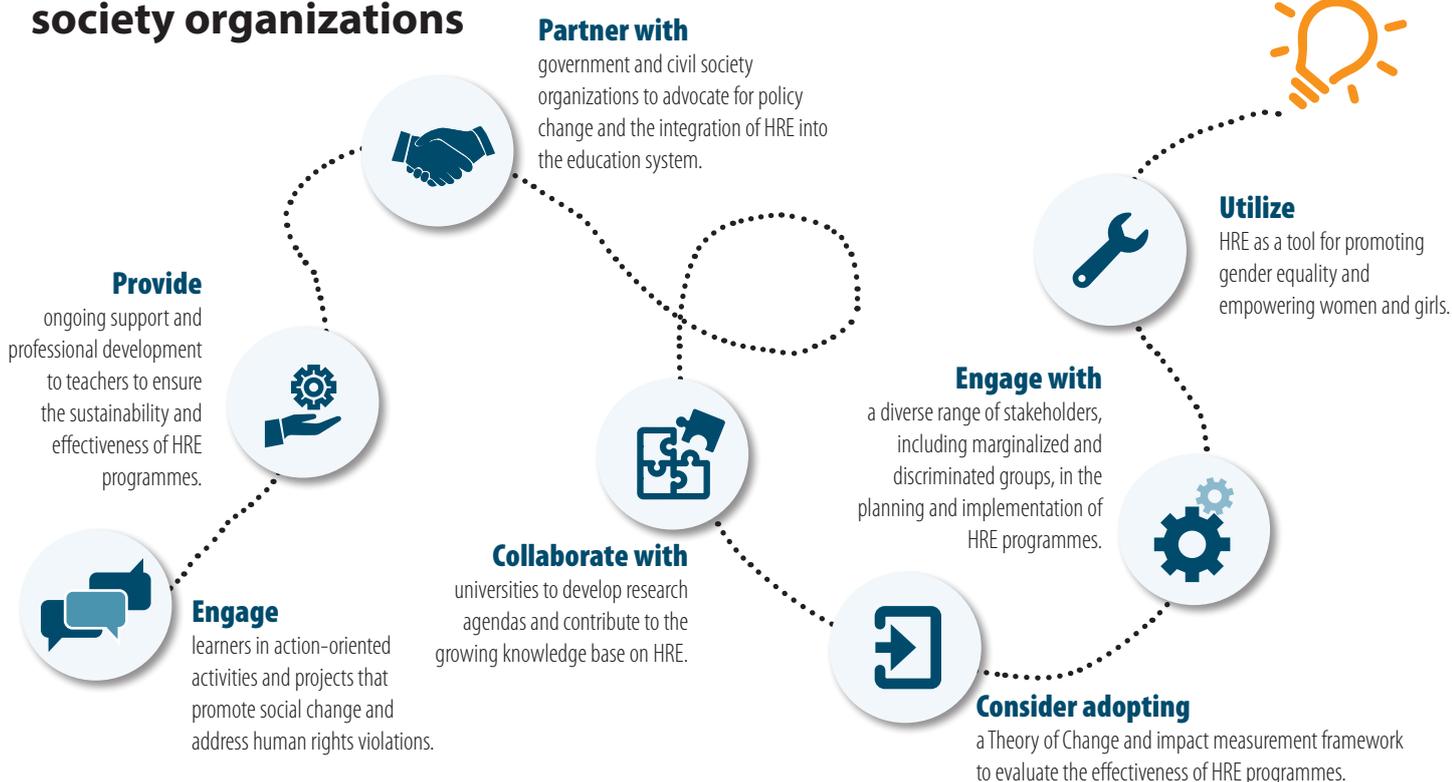
## Highlights of key recommendations aimed at policy-makers and governments



## Summary of key recommendations aimed at policy-makers



## Overview of key recommendations aimed at NGOs and civil society organizations



# I. Introduction



# I. Introduction

## A. Background

The study on the impact of HRE pedagogies and good practice worldwide was commissioned by UNESCO, in cooperation with OHCHR, in the context and on the basis of existing studies and the methodological frameworks on HRE good practice criteria within the following background:

- ✎ Within the context of UNESCO's work in support of Target 4.7 of the Sustainable Development Goal 4 (SDG 4) on education and the Education 2030 Agenda as a whole, UNESCO is leading the UN agenda on Education for Sustainable Development (ESD) and Global Citizenship Education (GCED).
- ✎ Target 4.7 of the SDG 4 monitoring framework includes global indicator 4.7.1 that measures the *"extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment."*
- ✎ UNESCO has developed a methodology for the measurement and reporting of the global indicator which is based on reports submitted by countries to UNESCO as part of the monitoring process already in place for *the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. Reporting occurs every four years.
- ✎ Concerning HRE, in particular, a separate thematic indicator is included under Target 4.7: *"Extent to which the framework on the World Programme on Human Rights Education is implemented nationally"*. OHCHR provides global coordination of the World Programme (2005-ongoing) through periodic consultations based on reports submitted by States, National Human Rights Institutions (NHRIs), civil society and other stakeholders. Although various reports of the World Programme are extremely informative, they do not provide the possibility of measuring progress and conducting data analysis over time to assess HRE impact, notably because the World Programme is divided into different thematic phases.

The definitions of HRE, HRE pedagogies, and criteria for identifying HRE good practice are included in Annex 1.

The extent to which  
 (i) global citizenship education and  
 (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in:  
 (a) national education policies,  
 (b) curricula,  
 (c) teacher education and  
 (d) student assessment.

Extent to which the framework on the World Programme on Human Rights Education is implemented nationally.

## B. Scope and purpose

The project scope includes review and analysis of existing impact and evaluation studies of HRE with a focus on primary and secondary levels in formal education. The study findings are supplemented with interviews and survey responses of key informants. The study objectives are:

1. To determine the impact of HRE pedagogies and good practice through analysis of existing HRE impact studies, data, and resources, and

2. To identify key success factors of impactful HRE good practice.

The study is designed for use by education stakeholders, such as policy-makers, educators, researchers at both national and local levels, as well as HRE practitioners from civil society.



# **II. Study design and methodology**



## II. Study design and methodology

### A. Data analysis methods

The study applied a data-driven approach and consisted of two concurrent phases. A literature review was conducted of impact and evaluation studies, research papers, and other documents focused on HRE in the formal school system. The literature review created a foundation of available knowledge, found gaps in research, and identified patterns and major themes. Key informants in the field of HRE completed surveys and were interviewed. They provided additional studies for the review and shared personal insights about lessons learned, future trends, and recommendations.

The literature review focused on responding to some key questions: what is the evidence of the impact of HRE at the primary and secondary levels in the formal school system? What are the key factors that contribute to making an HRE practice a success? While the focus was on impact and evaluation studies, additional documents from researchers and practitioners around the world were reviewed that investigate the relevant topics of success factors, evaluation and research, challenges, trends, and recommendations in the field of HRE.

A literature review framework was developed to organize the data based on different aspects of the research question and types of impact. The documents were analyzed by the open coding process where relevant data was coded by themes and key words, developing a preliminary coding spreadsheet. The spreadsheet was revised in the process as the review process uncovered additional data that needed to be extracted. The patterns in the data were arranged into categories and subcategories until data saturation was achieved.

A similar open coding process was applied for the key informant surveys and interviews. The

surveys and interview transcripts were reviewed and coded to extract data and organized into major categories based on the literature review as well as new themes as needed. These themes were organized into preliminary anticipated findings and further synthesized as key informant interviews and surveys were completed, coded, and analyzed. Major themes emerged from the synthesis of the data from the reviewed documents, interviews, and survey responses.

Given the limited availability of relevant impact and evaluation studies, the relative newness of the HRE field, and evolving international mandates, the review was not limited by time period. Each study was analyzed to document and categorize the type of impact, success factors, and recommendations. The review consisted of 79 documents with a primary focus on publications from peer-reviewed journals and books, but also included case studies and reports by civil society and public sector actors.

Key informants are practitioners and/or researchers in the field of primary and secondary HRE in various regions of the world who have more than 10 years of experience in the field of HRE and who are, or have recently been (within the last 5 years), actively engaged in the practice, research, or evaluation of HRE in the primary and secondary formal education systems. The list of key informants was geographically representative and inclusive.

Due to time constraints, informants recommended distributing a survey to limit interview transcription time. The preliminary questionnaire and interview protocol were updated and refined through inputs from key informants. Key informants provided guidance on important impact and evaluation studies conducted in their regions. They also offered reflections, experiences and insights on trends, successes, and on the challenges of conducting

impact and evaluation studies on HRE pedagogies and best practices. In order to expand the geographical reach, both written and oral data collection methods were used to gather data from diverse regions and time zones. The survey was translated and distributed in Spanish and Arabic to key informants. Follow-up interviews were conducted to clarify questions and receive deeper explanations on responses as needed. The study included 14 interviews and 15 written survey responses.

## B. Study limitations

The key limitation of this study is the lack of impact studies on HRE. The existing impact studies, evaluation reports, and other publications reflect significant variability of HRE in terms of goals, practices, contexts, and implementation strategies. The studies included here range from whole-school multi-year programmes in several schools in the same country, to multi-country programmes, to one or two grade cohorts within the same school. While every effort was made to maintain the focus on school-based programmes at the primary and secondary levels, there are still considerable differences across examined publications. In a few examples, HRE is integrated throughout the school curricula, but most studies examined HRE as embedded into another subject area such as citizenship, civics, health and history among others. In addition, HRE is often implemented by NGO partners whose project goals and focus also differ ranging from democracy, citizenship, and civic education and engagement to human rights and children's rights. This fact is reflected in different terminology used in the documents reviewed and cited in this study. Given the diversity and evolving nature of HRE, many of the projects examined are seen as important precursors to its development, although a definitive outline of what constitutes HRE and the examination of the differences between various overlapping fields and terms, is beyond the scope of this study. Similarly, different terminology is used by researchers and authors across the globe when discussing HRE in the context of local human

rights issues. For example, issues of race and racial disparities prevalent in the United States are largely discussed in the discourse of ethnic diversity in many European settings. Some examples are provided to clarify context in order to preserve the intent and language of the study authors.

The studies reflect specific interests and fields of study of researchers and practitioners who examine HRE from various disciplinary, theoretical, and pedagogical perspectives. Many publications also focus on the importance of HRE, reveal the many shortcomings and challenges of the existing programmes, and offer recommendations for improvement for future HRE programmes. While many of these insights are based on the valuable experience of practitioners, they are not always evidence-based and require further validation through empirical research.

The methodologies, curricula, textbooks, and classroom resources used in the programmes examined in the study also range widely. Most programmes integrated resources, training, and the approaches of international NGOs and intergovernmental organizations such as Amnesty International, OSCE, UNICEF, and UNESCO. Some HRE programmes were based on required civics textbooks while others were developed by local NGOs or by the researchers and practitioners themselves. Although studies included programmes carried out in over 25 countries and in many languages, the research and evaluation were still carried out primarily in English which is likely to exclude many small-scale local initiatives not affiliated or sponsored by international organizations. In addition, while most publications introduced the history, background, and definitions of HRE as well as the criteria for good practice, very few specifically analyzed how these definitions and criteria apply to the programmes they evaluated. In the absence of a consistent evaluation and measurement framework for HRE, it is methodologically difficult to draw conclusions across studies with various samples sizes, subjects, focus areas, duration, and frequency of implementation. Interviews with

key informants and translated questionnaires for HRE practitioners were used to help fill these gaps and provided additional insights into local contexts and trends. However, the scope and timeline of this project limited the ability to include publications that have not been written in or translated into English.

Another limitation is the largely qualitative and self-reported nature of the data on which most of the studies relied. While some studies included more elaborate evaluation methods, the majority of studies relied on surveys, interviews, and focus groups. Given the resources and attention that the programmes and evaluation process afforded to classrooms and schools, the effect of HRE programming itself is often hard to isolate from other elements that affect the responses of participants.

These limitations should be taken into consideration when applying the conclusions and recommendations of this study. Despite the limitations, key themes and insights emerged across the examined programmes in the literature review, surveys, and interviews with key informants, and were useful in identifying areas of impact and success factors of HRE.

## C. Literature review

### 1. HRE research and evaluation

**Empirical research of HRE in schools or curricula.** For decades scholars and practitioners of HRE commented on the lack of solid empirical research base for the field, but despite the increasing number of studies in recent years, there is still insufficient literature on the impact of HRE (Torney-Purta, 1982; Stone, 2002; Batarilo, 2008; Stellmacher and Sommer, 2008; Tibbitts and Kirchschaeger, 2010; Tibbitts and Fernekas, 2011; Bajaj, 2011a; Bajaj, 2011b; Bajaj, 2012; Tarrow, 2014; Kirkwood-Tucker, 2018). HRE is rarely the focus of research as a distinct and independent field (Tibbitts and Fernekas, 2011) and only a few studies have examined HRE in schools or in the curriculum (Burrige et al., 2013; Robinson et al.,

2018). A notable and relatively recent contribution to applied human rights research comes from the Inter-American Institute of Human Rights (IHR) which, since 2007, measures progress in 19 countries on five thematic areas: 1) Policy development; 2) Development of school curricula and textbooks; 3) Development of teacher education; 4) Development in national planning; and 5) Development of content and curriculum areas for 10-14-year-old students. The system of human rights progress indicators developed by the IHR represents a promising research model in the field (Inter-American Institute of Human Rights, 2010). At the same time, most research in Latin America has relied on field experience reporting, and thus the focus on more meaningful engagement of participatory action research for HRE remains a challenge (Tavares, 2016).

### **Institutionalization of HRE in formal education.**

Most school-based HRE studies focused on its presence in the formal education curriculum and teacher training (Tibbitts and Kirchschaeger, 2010). While the inclusion of HRE in formal school curriculum is growing internationally, the quality and impact of these efforts have not been systematically studied (Katz and Spero, 2015). The study on the implementation of the UN Convention on the Rights of the Child in 12 countries (Lundy et al., 2012) found the inclusion of human rights and children's rights into the school curricula to be largely optional and unsystematic. These findings confirm those from the 2005 survey (Lapayese, 2005) focused on formal secondary school settings in Japan, Austria, and the USA. The survey concluded that full implementation of HRE in classrooms was not yet achieved. Despite overwhelming evidence of institutionalization of HRE and its growing presence within different settings, its implementation in the field differs widely (Suárez, 2006; Russell and Suárez, 2017). At the nation state level, HRE programmes continue to be implemented by a relatively small group of local and international agencies whose short-term programming and lack of strategic planning, coordination, and funding are often seen as the main obstacles to implementation (Mihir and Schmitz, 2007; Holland, 2011). Many school-

based HRE programmes are still driven by the enthusiasm and interest of individual teachers (Stone, 2002; Mejias and Starkey, 2012; BurrIDGE et al., 2013).

**Integration of HRE in school systems and curricula.** Since HRE has not yet been fully incorporated into school systems and curricula (Stone, 2002; Print et al., 2008; BurrIDGE et al., 2013; Tarrow, 2014; de Kort, 2017; Robinson et al., 2018), few long-term HRE programmes exist which makes it difficult to produce and demonstrate long-term impacts on students (Tibbitts and Fernekes, 2011). The integration of HRE into the school curriculum, school-based extra-curricular activities, and community-based programmes is a common factor among best practices in HRE documented in Cambodia, Indonesia, Lao PDR and Thailand (Asia-Pacific Human Rights Information Center, 2009). When human rights are taught, they are most frequently included into various social studies subjects under the theme of citizenship education (Tibbitts, 2002; Fritzsche, 2007; Bron and Thijs, 2011; Katz and Spero, 2015; Osler, 2016), creating a methodological problem of isolating the effect of HRE from other education received by students (Tibbitts and Fernekes, 2011). In addition, even teachers who embrace HRE as a responsibility often have a different interpretation about its meaning and realization (BurrIDGE et al., 2013; Robinson, 2017; Robinson et al., 2018).

#### **Difficulties in measuring and evaluating HRE.**

The broad definition, diverse, interdisciplinary, and non-standardized nature of HRE, and its varying goals and methods of implementation are at the core of the problem of research and evaluation (Bernath and Holland, 1999; Tibbitts and Kirchsclaeger, 2010; Bajaj, 2011*b*; Tibbitts and Fernekes, 2011; Katz and Spero, 2015; Bajaj et al., 2016). Lack of clarity among human rights workers themselves about how to define, conceptualize, and implement HRE adds to the problem (Holland, 2011). Another difficulty in evaluation and assessment comes from the conflict between content-driven formal curriculum and the values-based nature of HRE (BurrIDGE et al., 2013). Meintjes (1997, p. 77)

which calls for developing evaluation criteria that go beyond ‘substantive human rights knowledge’ and focus on defining and measuring ‘empowerment’ or the development of a ‘critical human rights consciousness.’ Lack of agreement on the appropriateness and need for assessment further complicates the evaluation problem (Suárez, 2006), where some argue it would be more effective to keep HRE outside the system of formal assessment and promote it through quality resources and support (BurrIDGE et al., 2013).

**Need for more research.** Many scholars agree that rigorous studies with many variables and contexts are needed in the field of HRE to inform, improve, and maximize the benefits of the practice as well as to make a better case for HRE as a legitimate discipline and impactful practice (Bajaj, 2004; Batarilo, 2008; Covell et al., 2010; Tibbitts and Kirchsclaeger, 2010; Tarrow, 2014). At the same time, despite the growing number of publications on HRE (Bajaj, 2017; Russell and Suárez, 2017; Zembylas and Keet, 2018), the current literature is predominantly prescriptive in nature and largely shares insights and recommendations of the implementers as opposed to the impacts of the implemented programmes (Bajaj, 2012). While there is no one best approach for HRE (Bajaj, 2004; Suárez, 2006), the few small-scale locally-focused studies of school-based programmes (Tibbitts and Kirchsclaeger, 2011; Robinson et al., 2018) highlight the outcomes and success factors of the implemented models and practices.

## **2. HRE policy, vision, strategy, and implementation**

**Coherent policy framework and long-term vision and strategy.** HRE is increasingly seen as a transformative, crosscutting tool for education reform that requires a coherent policy framework and a long-term vision and strategy at the macro level (Sardoč, 2006; Mihr and Schmitz, 2007; Batarilo 2008; Bajaj, 2011*b*; Bron and Thijs, 2011; Hantzopoulos, 2016). Most experts and practitioners around the world agree that explicitly incorporating HRE across existing education standards and curricula is the most

effective approach (Stone, 2002; Kepenekci, 2005; Çayır and Bağlı, 2011; Australian Human Rights Commission, 2011; Burrridge et al., 2013, 2014; Katz and Spero, 2015; Mubangizi, 2015; Bajaj et al., 2016). However, many warn about the broader social and political contexts that often influence and undermine the message of HRE in schools (Morris, 2002; Çayır and Bağlı, 2011; Osler and Yahya, 2013). A 10-country impact assessment of the Rights Education Action Programme (REAP) for Amnesty International (Tibbits et al., 2010) showed that teachers were frequently unable to integrate human rights into their formal teaching and questioned the degree to which national HRE-related policies lead to teaching of human rights at schools. Most studies examined here cited structural and curricular integration difficulties, lack of teacher education and preparation to teach human rights, as well as inadequate teaching resources and textbooks that were either too content-heavy or featured human rights only in an implicit way (Stone, 2002; Kepenekci, 2005; Druba, 2006; Batarilo, 2008; Çayır and Bağlı, 2011; Froese-Germain et al., 2013; Burrridge, 2017; de Kort, 2017).

**Implementation strategy engaging cross-sector stakeholders.** Implementation strategy that engages a variety of stakeholders from classroom teachers to national policy-makers is as important as the content and methodology of HRE (Asia-Pacific Human Rights Information Center, 2009; Bajaj, 2011b). The Hampshire Rights, Respect and Responsibility (RRR) initiative, often referred to as the model for the successful implementation of HRE, cited its three-year strategic plan of implementation and administrator commitment, leadership, and planning among the primary success factors (Covell and Howe, 2008; Covell, et al., 2010). The whole-school plan was of such importance to the success of this initiative that it is recommended to delay implementation until such a plan is in place. Similarly, the inclusion of many governmental, institutional, and community stakeholders into the planning and implementation of UNICEF's Child-Friendly School (CFS) in Moldova (Velea, 2012) and the NGO-run, school-based HRE courses in India (People's Watch, 2008; Bajaj 2011b; Bajaj,

2012) significantly contributed to the success of these programmes. This approach secured government support for and endorsement of the programmes and ensured that the stakeholders saw the relevance and fit of these programmes in relation to their existing priorities. Support and engagement of government authorities was instrumental for programme success. In Moldova, this collaboration created a legal and policy framework for education reform, by achieving a critical mass necessary for such transformation. In India, support of the authorities legitimized programme activities and facilitated their implementation on the ground.

**Holistic school-wide approach.** The analysis of USAID school-based programmes concluded that a holistic approach that engages teachers, school administrators, and parents in their programmes could help counteract negative societal influences and reinforce democratic messages (Morris, 2002). A holistic whole-school approach was repeatedly mentioned as a success factor in implemented programmes, as well as a recommended implementation strategy (Morris, 2002; Covell et al., 2010, Velea, 2012; Burrridge et al., 2013; Hantzopoulos, 2016; Burrridge et al., 2017; Russell and Suárez, 2017). Hantzopoulos (2016, p. 28) views a holistic HRE model as an 'antidote to current educational policies' in its creation of a positive academic resocialization environment which makes students succeed in urban public schools in the USA. Case studies from India and the Council of Europe also highlight THRED (Transformative Human Rights Education) a community-based approach to HRE that engages and educates members of the broader community beyond schools to minimize the resistance to, and facilitate action for, human rights (Bajaj, et. al., 2016). People's Watch came up with a formula for successful THRED in schools that includes information on laws, stories of local action, participatory pedagogies, and trained and committed teachers.

**A combination of success factors.** A combination of critical elements as opposed to a specific factor needs to be present to achieve maximum programme success and

long-term impact (Bernath et al., 1999; Morris, 2002; Velea, 2012; Bajaj, 2012). These elements, outlined by Bernath, Holland, and Martin (1999), include: 1) viable design; 2) adequate funding (including physical spaces, equipment, and materials); 3) inclusion of local institutions; 4) competent personnel; 5) relatively supportive local environment; 6) perception of benefits of the proposed programme by the participants; 7) evaluation mechanisms; 8) a planned withdrawal of external agents; and 9) effective follow-up procedures.

The intentionality of creating a decent, inclusive and comfortable physical environment stood out as one of the success factors (Batarilo, 2008; Velea, 2012; Hantzopoulos, 2016). The school headteachers' leadership and commitment were of primary importance as well (Bajaj, 2012; Covell et al., 2010). Based on the evidence from qualitative and quantitative studies in USAID-supported countries, Morris (2002) identified several important dimensions of success for civic education instruction: design, competent teaching, participatory methods, frequency, and relevance to participants' lives.

An integrated and planned participatory assessment, monitoring, and reflection process was also identified as a key success feature of both the RRR and the CFS initiatives, and features prominently in literature as a prerequisite for programme and process improvement (Morris, 2002, Batarilo, 2008; Tibbitts and Kirchschaeger, 2011, Burrridge et al., 2013, Mubangizi, J.C., 2015).

**NGO and governmental collaboration.** The role of NGOs in implementing HRE in schools is widely recognized around the world, and many scholars and practitioners continue to recommend developing and strengthening partnerships and coalitions with a wide range of civil society partners. Many studies recognize the limitations of NGO-run small-scale programmes due to their lack of mandate and limited resources and call on governments to take the lead on implementation of HRE to ensure its sustainability (Stone 2002; Sardoč, 2006; Mihr and Schmitz, 2007; Print et

al., 2008; Bajaj, 2011b; Osler and Yahya, 2013; Burrridge et al., 2013; Burrridge, 2014; Katz and Spero, 2015; Mubangizi, 2015).

NGOs are encouraged to develop long-term partnerships with governmental institutions and shift their focus from direct implementation to developing mandates and training standards. Stone (2002) proposed publicly-funded HRE liaison positions to coordinate the implementation of HRE at the state or local level and provide a variety of services. Mubangizi (2015) shared the example of the National Centre for Human Rights Education and Training in South Africa as a successful model of how government and civil society partners could work together to coordinate and implement HRE for state and non-state actors in formal and non-formal settings.

When collaborating with governmental partners, NGOs are also advised to uphold quality standards and not give in to pressure for immediate national impact (Morris, 2002), and to further promote the values of HRE by not supporting policies that operationalize it only as a behaviour improvement strategy (Mejias and Starkey, 2012). Examining the implementation of Amnesty International's Human Rights Friendly Schools project in a UK school, Mejias and Starkey (2012) point to a difference in project conceptualization by the project partners (Amnesty International and the school leadership), with more aspirational goals of building a better world on the one hand and more pragmatic considerations of state-defined educational goals and performance on the other. External NGOs also need to integrate and rely on local HRE experts for programme delivery, which was among the key success factors of the HRE programmes in the OSCE countries (Sardoč, 2006).

### 3. Teachers: Personal transformation, pre-service and in-service training and professional development

#### **Teachers as catalysts for transformation.**

Teachers are widely regarded as catalysts and messengers of HRE as the quality and implementation of which depends on their

education and personal transformation (Flowers et al. 2000; Magendzo, 2005; People’s Watch, 2008; Bron and Thijs, 2011; Bajaj, 2011a). A study conducted in 43 mostly UNESCO-Associated Schools Project Network (ASPnet) establishments in Germany concluded that HRE was largely a matter of ‘personal prerogative’ and was primarily practiced by teachers with personal motivation and interest (Müller, 2009, p. 15).

A study by People’s Watch (2008) showed a significant personal transformation in views and values of the teachers as a result of HRE based on 45 indicators in the form of questions and statements about the current education system and the impact of HRE. As an integral part of the education system, teachers can either reproduce or fight to transform the often unjust and unequal systems of the larger society (Magendzo, 2005; Tomasevski, 2006; Williams and Ginsburg, 2015). Initial teacher attitudes and education are in many ways responsible for the success of HRE programmes (Sardoč, 2006; Covell et al., 2010; Çayır and Bağlı, 2011), therefore, the focus on the ‘teacher’s person’ (Ramos, 2011) as an ally and a ‘subject of rights’ (Magendzo, 2005) is essential for transforming the education system. In addition, there is growing evidence of the positive impacts on teachers as a result of their HRE practice:

<p>Teachers feel <b>happier</b> and more <b>open</b> to the students.</p> <p>(Valea, 2012)</p> 	<p>Teachers feel <b>respect</b> for their human dignity</p> <p>(Hantzopoulos, 2016)</p> 
<p>Teachers have <b>less burnout</b> due to more positive classroom experience and student engagement</p> <p>(Covell and Howe, 2008; Covell et al., 2009.)</p> 	<p>Teachers feel <b>empowered</b> and become <b>advocates</b> for human rights in their communities</p> <p>(People’s Watch, 2008; Bajaj, 2011a; Bajaj et al., 2016)</p> 

**Quality pre-service and in-service teacher training.** The need for quality pre-service and in-service teacher training and professional development was strongly emphasized by virtually every study in this review. The availability and quality of teacher training is among the success factors of several programmes (Morris, 2002; Sardoč, 2006; Covell et al., 2010; Ramos, 2011; Bajaj 2011a; Bajaj 2011b). Well-designed, practical, and quality teacher training was among the key success factors of Moldova’s CFS Initiative and is credited with the broader school transformation. The OSCE pilot project’s training directly and indirectly contributed to the improvement of teachers.

“Appropriate, contextualized, and engaging’ teacher training was key to teachers’ own transformation and commitment to teaching and acting for human rights in their schools and communities in India (Bajaj 2011a; Bajaj 2011b, p.159).

However, the evidence from many countries overwhelmingly indicates that teachers are still largely unprepared to teach about human rights and that this poor preparation often results in inaccurate information (Bajaj, 2004), fear and avoidance of controversial subjects (Froese-Germain et al., 2013; BurrIDGE et al., 2014; Cassidy et al., 2014), and a sterile, knowledge-focused, undemocratic style of teaching (Kepenekci, 2005; Batarilo, 2008; Çayır and Bağlı, 2011; Osler and Yahya, 2013; Şahan and Tural, 2018). In addition, even successful HRE programmes can lead to miseducation about rights, if the focus is on responsibilities and not on rights (Howe and Covell, 2010).

“In their three-year study on the impact and implementation of the model, Howe and Covell (2010) found that children who learned about human rights with a focus on responsibilities saw human rights

as contingent on responsibilities and following rules. Children whose education focused on rights, however, saw human rights as inalienable, could conceptualize them from the standpoint of equality and social justice, and embraced a responsibility to protect human rights for all.

### Professional training and support for teachers.

Ongoing training and support are necessary for teachers to provide quality HRE. (Flowers and Shiman, 1997; Tarrow, 2014; Burrridge, 2017). An impact study in Romania emphasized the fact that two years and significant teacher support were required to achieve positive change in the classroom (Tibbitts, 2001). The teacher component of Müller's study in Germany (2009) concluded that teachers needed to receive training in both content and teaching methodology, and they should be exposed to such training early in their post-secondary studies. The data from the Hampshire's RRR initiative (Covell et al., 2010) also stressed the importance of including children's rights education into pre-service teacher training and advised on initially focusing on schools whose teachers had already been exposed to and were supportive of human rights and democratic teaching. Flowers and Shiman (1997, pp.161-166) outlined the "five Es" of effective HRE teacher training: explanation, example, exhortation, experience, and environment.

To be effective human rights educators, both pre-service and in-service teachers also need to be exposed to broader community contexts and perspectives to understand the lived experiences of their students and connect them to human rights (Reyes, 2010).

Ramos (2011) suggested using the same themes and experiences with teachers as they would later use with students to achieve the personal transformation of the teacher.

He emphasized the importance of exposing the teachers to 'something different' that they can apply in their practices as well as that of a learner-centred approach that includes participants' previous experiences and appeals to their emotions and individual expression (Ramos, 2011, p. 332). This 'distinctness of the training' in its participatory methodology, new material, engaging speakers, and an opportunity to stay connected are also among the success factors of HRE teacher trainings in India (Bajaj, 2011a, p. 208). It gave teachers a framework of understanding social issues and acting on behalf of others in situations of abuse, leading to a teacher buy-in of the programme and adding to its success. Teachers also need opportunities to work in teams, be a part of local and international networks involved in HRE implementation and be exposed to innovative methods in the field (Sardoč, 2006; Batarilo, 2008; Velea, 2012; Tarrow, 2014; Burrridge, 2017).

## 4. HRE instruction, practice, and materials

### Adaptability and responsiveness of design and practice.

Pedagogical practice of HRE should take into account and be adaptable to different contexts, cultures, needs and concerns to be successful (Bernath et al., 1999; Bajaj, 2004; Coysh, 2014).

Relevance to learners' lived experiences of human rights is cited as an important success factor of HRE practice around the world (Bernath et al., 1999; Morris, 2002; Bajaj, 2004; Bajaj 2011b; Velea, 2012; Katz and Spero, 2015; Bajaj et al., 2016; Hantzopoulos, 2016) and as a desired but not yet achieved element, the lack of which detracts from its success (Kepenekci, 2005; Çayır and Bağlı, 2011; Reyes, 2010; Osler and Yahya, 2013). The 'social location' or status of learners in a given context should also be considered in the design and pedagogy of HRE projects, since the impact of HRE varies depending on learner's ability to use its

tools (Bajaj, 2011b, p.158). Marginalized students may be further victimized as a result of their human rights activism, and all students may feel powerless, vulnerable, and disillusioned if educators do not strategically consider how HRE learning can be applied by their students (Morris, 2002; Bajaj, 2011a; Bajaj, 2011b; Çayır and Bağlı, 2011; Osler and Yahya, 2013). Adaptability to the social context of poor, discriminated, and marginalized members of society and the focus on the current issues of addressing discrimination and intolerance were among the key characteristics of best practices in the school systems in Southeast Asia (Asia-Pacific Human Rights Information Center, 2009).

HRE programmes in post-colonial and transitional contexts created meaningful opportunities for critical reflection and empowering learners to take action to develop new social norms and narratives (Gillespie and Melching, 2010; Khoja-Moolji, 2014).

**Student-centred participatory methodology and instruction.** Another important factor is participatory methodology and instruction.

Interactivity in all forms is essential for forming attitudes and skills for the respect of human rights (Bernath et al, 1999).

The study in Romania (Tibbitts, 2001) found a strong link between instructional methodology and the development of civic behaviour. A similar connection was found in a study in Croatia (Batarilo, 2008) that reported a strong correlation between HRE teaching and attitudes towards human rights, suggesting a strong effect of participatory methods. The effectiveness of student-centred participatory methodology was also demonstrated in South East Asian countries applying such methodology in school-based and community programmes (Asia-Pacific Human Rights Information Center, 2009). The Institute of

Human Rights Education (IHRE) in India developed an evolving methodological process for HRE, a hermeneutic transformative circle with six interrelated phases: 1) individual contextual experience; 2) individual response; 3) small group response; 4) classroom response; 5) teacher response; and 6) individual and social transformative response (People's Watch, 2008). The USAID report (Morris, 2002) found participatory methods to be one of the key success factors in civic education programmes in the countries where it operated, and the OSCE report (Sardoč, 2006) recommended that participating states prioritize the methodology for teaching and learning based on the success of the pilot project's teaching cards methodology that stimulated students' interest in human rights. The teaching cards included an overview of interactive instruction methods for teachers, including brainstorming, roleplay, buzz groups, simulations, and others. A German study (Müller, 2009) also showed the effectiveness of participatory methods, especially the ones that appeal to students' emotions and empathy.

However, for these methods to have impact they must meet the threshold of frequency of three or more sessions (Morris, 2002), but many school-based HRE courses are unable to meet this threshold due to HRE often being a lower status, shorter course compared to other subjects (Kepenekci, 2005; Çayır and Bağlı, 2011; Osler and Yahya, 2013).

### **Textbooks and curriculum materials.**

A number of studies discussed the importance of quality textbooks and curricular materials for the success of HRE initiatives. Adequate curricular materials are among the key links essential to an effective programme (Bernath et al., 1999). A textbook analysis of 95 textbooks and curricula in Germany (Druba, 2006) found mistakes and omissions as well as no references to human rights treaties as legal and political tools for advocacy and change. A more recent textbook case study from the Netherlands that included

content analysis and textbook author interviews (de Kort, 2017) came to similar conclusions. Not only was basic information about human rights often missing and human rights featured in a limited way, but the authors of the textbooks did not fully understand the subject and included potential misinformation about human rights. The reasons for such results, de Kort explains, were that the authors were not experts in human rights and were largely motivated by pragmatic curricular concerns.

In studies in Turkey and Kurdistan-Iraq, the curricula and materials were found to be too abstract, uninteresting, and content-heavy with few opportunities for critical thinking, participation, and collaboration (Kepenekci, 2005; Çayır and Bağlı, 2011; Osler and Yahya, 2013; Şahan and Tural, 2018). Yet, integrating accurate and engaging information about human rights is of particular significance in contexts where printed knowledge gives authority and legitimacy to the message (Bajaj, 2011a; Bajaj, 2011b; Bajaj, 2012). The People's Watch programme used textbooks with participatory pedagogy with local examples of violations and activism in India and other contexts and reported the increase of knowledge of rights and the development of attitudes leading to action (Bajaj, et. al., 2016). Recognizing the importance of quality teaching materials, the OSCE report recommended active support across Member States for the translation, publication, and dissemination of resources (Sardoč, 2006) and the review of the Australian curriculum (Burrige et al., 2013) concluded with a call for Educational Services Australia to establish a national repository of HRE learning materials and a conference for school principals to exchange best practices and case studies in HRE.

## 5. Students

**Improvements in school culture and student, teacher, and community learning.** Although few studies on long-term impacts of HRE exist, there is evidence of a number of positive outcomes for students. The most comprehensive evaluation data to date comes from the Hampshire RRR

model in England that showed wide-ranging improvements within the school culture, students, teachers, and community (Covell and Howe, 2008; Covell et al., 2010).

Improved academic performance along with increased self-esteem, confidence, and interest in learning were cited as the key outcomes in several studies (Bajaj, 2004; Covell and Howe, 2008; Covell et al., 2010; Velea, 2012; Australian Human Rights Commission, 2011; Hantzopoulos, 2016).

Increased knowledge and understanding of human rights issues is another important outcome across many contexts, although an increase in knowledge and critical thinking skills was not always correlated with changes in attitudes and actions (Batarilo, 2008; Müller, 2009; Çayır and Bağlı, 2011). Students in the Minnesota study in the USA (Search Institute, 1999) showed significant changes not only in their knowledge of human rights but also in behaviours, skills, and attitudes.

The follow-up study, however, revealed that while the cognitive changes in students were sustained, the positive behavioural and attitudinal changes were not sustained over the summer between the completion of one school year and the start of the next.

Further research was needed to fully explain this change, although the available data appeared to indicate the need for continued instruction.

**Disadvantaged students.** HRE appears to be particularly beneficial for disadvantaged students, offering a positive framework for closing the achievement gaps between advantaged and disadvantaged students (Howe and Covell, 2013). The positive effects of the RRR model were the strongest in the most disadvantaged neighbourhoods and led

to the development of educational resilience for socially disadvantaged children (Covell and Howe, 2008; Covell et al., 2010; Covell and Howe, 2011). One of the successes of the CFS initiative was better integration of children with special needs, children from poor families, and children from vulnerable groups, who also made the most marked improvements academically. Katz and Spero (2015) and Hantzopoulos (2016) documented similar successes and the potential of HRE to engage and empower young people of diverse ethnic and racial backgrounds in the USA, and the OSCE pilot project report (Sardoč, 2006) recommended the inclusion of HRE in minority educational settings due to its positive impact on the culture of tolerance and non-discrimination in schools and beyond (e.g. for Roma, ethnocultural minorities, national minorities, refugees).

### Student-teacher relationships.

The student-teacher relationship is seen as an important factor in translating knowledge into action.

This relationship was one of the success factors of the Moldova CFS Initiative (Velea, 2012) where the teachers used a child-centred approach and developed closer relationships with their students. Similarly, teachers in the Hampshire Model (Covell and Howe, 2008; Covell et al., 2010) contributed to the success of the programme by listening to their students and encouraging their active participation. Hantzopoulos (2016) also saw positive impact of the intergenerational student-teacher relationships that contributed to students' positive outlook on school and learning. Students are more likely to act when teachers actively model HRE principles and become advocates for their students and communities (People's Watch, 2008; Bajaj, 2011a, 2011b, 2012; Bajaj et al., 2016), at the same time teacher-student relationships can hinder the implementation of HRE if teachers promote human rights values, but do not actively practice them in the classroom (Batarilo, 2008; Covell and Howe, 2011).

**Measuring cognitive, attitudinal, and behavioural change.** While increased knowledge and awareness are immediate outcomes of many programmes, attitudinal and behavioural changes are more challenging to measure in students and take time to achieve (Tibbitts, 2001; Morris, 2002). A number of HRE studies found many positive outcomes in prosocial behaviour, attitudes, and transversal skills. Prosocial behaviour and attitudes usually referred to greater participation and interest in school activities and better relationships with classmates and teachers. Transversal skills include competencies in six domains: 1) critical and innovative thinking; 2) interpersonal skills; 3) intrapersonal skills; 4) global citizenship; 5) media and information literacy; and 6) other skills related to health or religious values (UNESCO Bangkok, 2016). One of the earliest HRE evaluation studies (DeCoene and De Cock, 1996) documented a 'contagion effect' that occurs when students are empowered about their own rights and begin to have a greater respect and concern for others, and a willingness to act on behalf of the marginalized. These findings are in line with later studies that showed greater sensitivity to and respect for minorities and the disadvantaged (Covell and Howe, 1999; Bajaj, 2004; Sardoč, 2006; Covell and Howe, 2008; Covell et al., 2010; Australian Human Rights Commission, 2011; Velea, 2012). Some studies also showed an impact of HRE in creating a sense of equality among students in particular in relation to caste and gender norms (People's Watch, 2008; Velea, 2012).

While the contexts differ from the socioeconomically disadvantaged schools in the UK, to the highly populated and polluted area in the Dominican Republic with students of African descent, to students with special needs and cultural minorities in Moldova, to schools in rural India, the studies showed that HRE helped students develop a sense of empathy, solidarity, and agency to intervene on behalf of themselves and others. Studies also show improved attendance, behaviour, discipline, social relationships, conflict resolution, and

communication skills, and decreased bullying and violence (Hughes and Filer, 2003; Bajaj, 2004; Covell and Howe, 2008; Covell et al., 2010; Australian Human Rights Commission, 2011; Velea, 2012; Froese-Germain *et al.*, 2013).

**Student engagement within and beyond school.** Student engagement and action within and beyond school is another area of documented impact.

Many studies highlight examples of contagion effect beyond the school walls where students are empowered to take action within their communities, often going against hierarchical traditions and gender norms (DeCoene and De Cock, 1996; Covell, et al., 2010; Bajaj, 2004; Bajaj, 2012; Bajaj et al., 2016).

The multi-year evaluation of the Minnesota Partners in Human Rights Education in the USA demonstrated the importance of the community action component for HRE programming in schools (Rudelius- Palmer, 2004).

Linking school-based HRE instruction to the lived experiences of the learners, such as the history of inequity and oppression in the education system in the USA, contributed to student engagement and connectedness to their schools and communities.

## D. Interview and survey data from key informants

### 1. Understanding key informant HRE context

**Conceptualization of HRE.** While all key informants discussed HRE in the context of incorporating individual human rights learning and collective human rights actions, they

defined HRE differently, linking it with one or more other education frameworks focused on political education, civic and citizenship education, critical and transformative education, development education, and peace education. HRE was connected to political education through goals of empowerment and awareness of the dignity of all persons and political participation. HRE was a bridge for civic and citizenship education with common aims of fostering socially, environmentally, and politically responsible citizens, beyond the boundaries of official definitions. The nature of HRE being both critical and transformative education infused the shared promotion and defence of human rights and denouncement of human rights violations. The aim of developing attitudes, knowledge, and skills corresponded to producing human rights-based actions and impacts. Many noted that the conceptualization of HRE had to be participative and provide and allow for the inclusion of political, civil, social, economic, and cultural rights, which is crucial for working for peace. Some respondents were inspired by and used the definitions of HRE from the UN Declaration of Human Rights Education and Training and an organizational definition from the mid-1990s as their conceptualization of HRE. One informant viewed the principles of the Universal Declaration of Human Rights as foundational for bridging personal experiences, participant issues, and actions. Many informants shared how their conceptualization and practices of HRE had evolved over the past thirty years.

**The impact of UN initiatives on HRE work of key informants.** All key informants highlighted the impact of UN initiatives. OHCHR and UNESCO and their regional and national initiatives on HRE were the most cited initiatives, followed by UNDP, UNICEF, and ILO. These institutions were described as having impacts because they provided legitimacy to HRE from the governmental perspective, as well as the opportunity for collaboration on specific HRE projects and consultative resources and repositories of information and materials.

The UN Decade for Human Rights Education (1995-2004) and the World Programme for Human Rights Education (2005-ongoing) were mentioned by the greatest number of informants as having significant impacts on their regional work. The UN Decade for HRE was mentioned as the first time in which many informants engaged with a UN initiative related to human rights and government institutions, such as the ministries of education, teacher training institutes, teacher colleges, teachers' organizations and NGOs. The UN Decade on HRE created network opportunities with different individuals and organizations (both governmental and non-governmental institutions) in different countries. The explicit focus on primary and secondary schools in the first phase of the World Programme provided the impetus and rationale for working with schools. Educators at this level welcomed the attention and showed interest in further learning, however the measurable impact of this initiative was unclear. Informants cited the documents and educational materials produced within the Decade and World Programme phases as having significant impact on their local and regional HRE initiatives. Participating in planning meetings at the OHCHR for the UN Decade of HRE and the early phases of the World Programme that followed the Decade taught one informant the challenges of a global perspective of HRE, i.e. producing programmes that are effective anywhere in the world.

Two informants mentioned the UN Declaration on Human Rights Education and Training (2011) as an important development and reference, however, one mentioned not experiencing any focused follow-up activities. One individual spoke of raising awareness of the UDHR and its continued relevance. Another informant addressed the impact of UNICEF projects in Southern Sudan, which challenged her to consider HRE for non-literate peoples and predominantly oral cultures. She also learned the importance of training trainers to develop their own HRE tools and techniques (e.g. music, dance, storytelling). Other examples of impact mentioned by an informant, who consulted on HRE projects in many parts of the world, was for an initiative to

be sustainable, HRE needed local leadership and a local anchor organization as well as a way to apply HR standards to local situations. Otherwise, in her experience, HR remained esoteric, without application to local lives and cultures.

One informant gave credit to the 1993 World Conference on Human Rights in Vienna as a key influence on the governments in Asia. The conference led to greater openness to HRE as well as the establishment of national human rights institutions. Another informant participated in the drafting of the 1974 UNESCO Recommendation on Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms and completed a discourse analysis of this Recommendation in 2011, identifying several modes of discourse in the text.

The SDGs, the Declaration and Programme of Action on a Culture of Peace, the International Decade for a Culture of Peace and Non-Violence for Children of the World, and the UN Development Assistance Framework were also referenced by multiple informants as broadening the scope of human rights and peace education, establishing clear guidelines with different actors and spheres of input, and creating links to global and national outcomes and movements.

## 2. Impact, evaluation, and research of HRE good practices

### Strategy, goals, and intended outcomes.

According to many key informants, good HRE practice leads to a measurable improvement of the human rights situation of specific groups and individuals.

Too often the goals of HRE are not explicit. Key informants repeatedly mentioned that HRE was not a goal in and of itself. Many were involved in various initiatives in which the essential question about the goals of the HRE intervention was not asked and no specific objectives were set.

Few projects established outcomes they wanted to achieve in one year, five years, etc. Most practices addressed the present and did not focus on a long-term outcome.

Most informants spoke about setting goals and beginning with the end in mind. This would include outlining the HRE intervention strategy, involving diverse stakeholders, securing funds, and providing continuous training and support. To effectively measure HRE, informants reiterated the importance of first creating the conditions for effectively implementing HRE.

Some informants discussed the rise of authoritarianism, neo-racialism, and ethno-nationalism as the most important issues for HRE, as it is the critical social/political backdrop against which the impact of HRE must be demonstrated. They emphasized the need for systemic HRE practices and learning how to have critical conversations around controversial subjects.

**Measurable, sustainable change over an extended period.** When asked to explain the relationship between “impact” and “HRE pedagogy and best practices”, a majority of key informants emphasized the measurable, sustainable change produced in individuals, groups, and communities over an extended period of time. Many indicated the desired change being positive improvement of the human rights situations for individuals and community members. Several informants addressed the need for reforming the system to allow for more experimentation, mistakes and failures. They also mentioned the difficulty of getting funding for groundwork projects and education programmes aiming at and documenting long-term change over a significant period, such as a 10-year study.

Donors are interested in success stories and immediate positive effects, and HRE is often not seen as a systemic long-term investment.

Informants stressed that education stakeholders needed to influence donors to invest in long-term studies in addition to short-term results. By changing funding systems and approaches around the world, informants believed, this shift would ensure long-term change and learning from failures as well as successes.

Addressing specific impacts related to HRE pedagogy, the majority of informants discussed a balanced, integrated approach of thinking, deciding, capacity/skill-building, and acting. They discussed the importance of believing in the value of human rights and dignity for oneself and others and being able to make the connection to their personal lives and lived experiences.

#### **Holistic school-wide approach and implementation in and outside of school.**

Key informants highlighted that in order to be impactful HRE needed to be undertaken by all educational stakeholders (i.e. students, educators, administrators, policy-makers, and university and community partners) as well as translated and embedded into whole-school and whole-university approaches. Multiple informants discussed incorporating human rights-based criteria into the following areas of schools or universities: 1) vision, mission, and goals; 2) faculty; 3) curriculum and instruction; 4) support to students; 5) research; 6) extension; 7) library; 8) facilities; 9) laboratories; and 10) administration. A significant number of informants claimed HRE effectiveness needed to be included in both pedagogies and programmes within and outside school that address human rights issues.

### **Collaboration with government for long-term strategy and evaluation of long-term impacts.**

Informants emphasized that a more coordinated approach to implementation in partnership and under the leadership of the government would provide a more consistent and coordinated framework to allow evaluation of long-term impacts. Lack of long-term strategy and implementation plans were noted as consistent barriers to research.

One informant noted the challenges of working with government officials due to political term changes in leadership every four years, which implied changes in education reforms.

She also gave an example of a positive, successful, sustained HRE curriculum reform initiative when such collaboration was developed.

**Current situation, framework, and criteria for measuring progress.** Some informants pointed to evaluators and researchers not having either a reasonable estimation of the previous conditions, a baseline for comparing the before and after of an intervention, or useful data to analyze the progress. The most common tendency, several informants indicated, was to apply a simple, direct questionnaire to the beneficiaries in order to collect their opinions about the experience. Many informants raised the question of understanding how the proposed intervention applied to a given context. They stressed the need for evaluators and researchers to present the real situations as they were, rather than in theoretical terms. The development of practical criteria and useful indicators was mentioned by almost all informants.

One informant shared that in 2017, Amnesty International developed a new framework to measure progress in implementing its Strategic Goal 1: HRE on national, regional, and global levels. The framework consisted of a dashboard of quantitative indicators and an achievement scale.

Amnesty International provides HRE in all parts of the world, with a variety of target groups and wanted to be able to capture and communicate its programming impact and learn from its successes and failures. Although this framework is for Amnesty's different HRE work, it allows data from different projects to be aggregated on a common scale. Two projects, Write4Rights and Human Rights-Friendly Schools, were highlighted as having particular relevance to this study on primary and secondary school HRE education. Within Amnesty International's Strategic Goals 2016-2019, HRE works mainly under outcome 1.2 (People know their rights and are empowered to claim them). The HRE Theory of Change outlines the steps towards the main HRE outcomes and is detailed in Amnesty's 2018 Human Rights Education Progress Report (Amnesty International, 2018). This model is one of the first quantitative attempts to measure HRE advocacy efforts and may be useful to review and adapt within primary and secondary education both as an HRE Theory of Change model and concrete example of measuring and communicating impact and learning from both HRE successes and failures.

**Expertise to conduct impact and evaluation studies.** All informants indicated that few HRE impact studies have been conducted across the world and mentioned gaps in research and evaluation expertise. They underlined the need to encourage and prepare scholars and other well-qualified teams to conduct HRE projects. The necessary capacity-building skills referenced by informants were effective planning processes, methods, techniques, communication, and the circulation of empirical research studies. Informants also mentioned the need for funding support and the availability of research instruments suitable for documentation and analysis of many different HRE variables. Several informants reported on the tendency of HRE practitioners and project organizers to not integrate evaluation until the final phases of the project and, therefore, miss the opportunity to gather relevant and complete data. They referred to a lack of independent evaluation of HRE

programmes and projects which were frequently evaluated by their implementers, suggesting a lack of knowledge of the methodological and technical requirements for effective evaluation. Some informants indicated the need to train future teachers as researchers as well as to have students learn how to conduct research.

**Evaluation and research transparency, communication and consent.** Informants emphasized the need for transparent evaluation processes to prevent suspicion of bias, including communication of the purpose and nature of the evaluation to the interviewees, providing documents, and securing their full consent prior to the study. Some informants explained that clear transparency and communication could address political barriers, such as the concerns about negative evaluation results affecting job security and credibility of government, education and school officials, and even teachers. The straightforward and transparent process would enable full cooperation in the evaluation project and secure access to relevant documents and individuals.

### Transformation of university culture.

All informants within higher education institutions preparing primary and secondary schoolteachers mentioned the importance of transforming university culture to embed HRE principles in policy and practices and train personnel on evaluation and research techniques for measuring HRE pedagogies and good practices.

This focus, they claimed, would assist in shifting the mindset and culture in higher education. Informants also noted that, due to limited time, resources, and expertise, working with external specialized research institutions could be a value-added approach. One informant mentioned her university's creative way of measuring alumni's innovative HRE teaching in the field with follow-up alumni surveys. Although teachers are trained

at universities, limited follow-up is conducted about the impact of training and their success as teachers. The informant emphasized that consistent feedback from educators in the field and communication-sharing experiences were needed and could help with both accreditation and documenting HRE impacts.

**Integration and implementation.** Several informants raised a concern that measuring HRE progress is often implemented in a haphazard, uncoordinated manner by many non-profit and civil society groups. They underlined that when evaluation was conducted it was usually short-term and project specific.

All informants discussed the challenges of expertise, time and funding to conduct effective long-term impact studies to better understand HRE pedagogies and best practices in primary and secondary school education. They indicated that prioritizing funding for HRE research is crucial.

One informant also raised concerns of security when implementing research and advised selecting areas with little or no conflict and security issues (although those would be the areas most needing HRE) to allow for unhampered travel and uninterrupted conducting of the evaluation activities.

### Trends and developments.

Several informants discussed incorporating in the HRE field new developments from the social sciences, social emotional learning, brain science, participatory action research, statistical research methods, and qualitative, ethnographic, observational methods.

In particular, some informants suggested among these developments were the definitions of the HRE field's relevant research domains and variables and the construction of precise

indicators to assess them. Most informants reiterated the benefit of ongoing assessment of HRE initiatives over the years to better understand the longer term impact.

Many informants highlighted the trends of other education programmes, such as GCED, along with the reintroduction of values education and moral education, and the need for adjusting the approach to measuring HRE. Another informant claimed that the HRE focus on knowledge, attitudes and skills would need to be measured differently, such as in relation to the SDGs. The informant believed that this relationship was a positive development because it put human rights in direct relation to issues that have been recognized by governments. The informant pointed to the need for school curricula that recognize the relevance of human rights in learning about SDGs and how HRE should be seen in relation to the issues covered by SDGs.

One informant discussed a recent study conducted in four countries in Latin America that surveyed incoming first year university students about what they already understood about human rights. This information helped to better gauge what students were learning about human rights in primary and secondary schools. In Puerto Rico, one key informant shared that more than half of the students had already a significant knowledge of human rights entering into the university teacher education programme. Currently, this multi-country Latin American research project is surveying the students at the end of their studies before graduation. This longitudinal study seeks to evaluate how the university integrates human rights and what students learn about human rights in four years.



Another informant underlined the importance of generating interest and incentives for HRE research by inspiring young researchers to pursue studies in the HRE field.

One recommendation was for governments to create scholarships for young researchers and encourage ongoing discussions about effective measurement frameworks and criteria responsive to different contexts and needs of learners.

Another recommendation was the creation of a worldwide repository of HRE studies searchable by country and target audience.

### 3. Key impacts sought in HRE

**Global, systemic, and relational shifts.** All informants described HRE as impacting different shifts including global mindset (what one does locally impacts others beyond one's city, state, and country), civic engagement (how one's knowledge of the domestic systems and legislations impacts active community participation), interpersonal relations (how one interacts with others impacts one's learning from their experiences), and intrapersonal confidence (how one relates and reflects on personal experiences impacts one's capacity to learn, act, and change). These components were discussed by informants as influencing how one can support, protect, and respond to human rights issues and should be measured as HRE impacts.

**Confidence-builder for education stakeholders.** One informant addressed specifically how HRE should first raise the confidence of people involved in the education process. This confidence, the informant explained, comes in two forms: confidence to actively participate in the educational activity and new or renewed confidence to deal with the issues faced as a result of the educational activity. For example, confidence refers to the participation of students in learning about human rights, because they realize that human rights are relevant to their situation as students.

### Integrated capacity-building skills, analysis, and action.

Most key informants stated that an important impact of HRE is to increase learners' capacities and abilities: 1) to promote and protect their own human rights and those of others; 2) to analyze their human rights issues according to a human rights/justice perspective; 3) to identify which processes to implement (i.e. administrative, civic, economic, educational, judicial, political, and social); and 4) to act on what they identify as their solutions to the issues.

Nearly all informants said that core HRE included learning for oneself and others. They claimed HRE impacts needed to have learners connect human rights to their personal lives and experiences as well as to their school, local, regional, and global issues.

They emphasized that human rights should become a way of life, in as far as understanding how human rights directly related to every individual and how to apply human rights principles to effect positive change.

The latter was core to taking responsibility to protect and defend the rights of others and changing habits to translate human rights into transformative daily actions. Informants claimed that these transversal skills and abilities, including communication and problem-solving, would assist all to live in a democratic society. A few informants argued for improving social and emotional skills, encouraging learners to communicate and argue perspectives with civility across controversial issues.

### Embedding new criteria for HRE impacts.

Informants discussed potential new opportunities to impact HRE policies and practices, including a "Good Governance" criteria for local governments and their communities (HRE

balanced scorecard), a "World Ranking" criteria for universities, and "Quality Education" criteria for schools, universities, and organizations. Multiple informants mentioned HRE as a part of a quality management system for a whole-school approach, aligning human rights principles and practices within educational institutions. A majority of the informants also proposed effective criteria to measure human rights implications in real-life events, whether in the family, the community, the nation, or the world at large.

### 4. Success factors for impactful HRE pedagogy

**Institutional support, cooperation, and networking.** Informants discussed numerous success factors for HRE pedagogy in primary and secondary schools and teacher training institutions:

- 1) **Establishing** principles of human rights, using the Convention on the Rights of the Child (CRC) in particular, as the explicit basis for all school standards, discipline and rules;
- 2) **Carrying out** regular, well-organized, and well-published actions/projects of a diverse nature with common HRE aims (i.e. elaboration of didactic materials, training of human rights advocates and trainers, cooperation and assistance to governmental and civil society organizations, regional or nationwide research, and political lobby);
- 3) Always **developing** those actions with the agreement and in cooperation with the national organization in charge or directly involved in the matter (e.g. ministries of education, universities and specific university schools of education, HR advocacy NGOs);
- 4) **Basing** any of those actions/projects on a good diagnosis of the existing situation they intend to change;

- 5) **Executing** excellent, quality work in the implementation of such actions/projects;
- 6) **Empowering, organizing and training** new activists and practitioners, ideally in teams, to sustain HRE initiatives on their own after an international/regional cooperation ends and the international/regional advisers leave. Most key informants also mentioned the need to cooperate and work with regular authorities in charge of the educational standards and pedagogical instruction requirements to include HRE in the school standards, curriculum and methodologies. All informants identified several success factors for effective HRE programmes, such as the creation of a peer support network of schoolteachers teaching human rights in schools, continuous interaction between schoolteachers and human rights practitioners (lawyers, human rights activists) and individuals who faced human rights violations, and peer-to-peer experience exchange activities.

**HRE pedagogy and instruction.** Most informants shared stories of impactful HRE to demonstrate effective HRE practices and pedagogical methods. Examples included the use of narratives of ordinary people with creative artistic expression, and activities to inspire young people about perseverance, courage and empathy. As referenced earlier, informants warned of the limitations of HRE as solely a function of curriculum integration or a separate course. They emphasized the importance of mainstreaming of HRE through all disciplines and subject areas and delivering it with a human rights-based perspective. Informants described effective HRE pedagogy as being enriched by experiential learning and the use of creative expression, engaging with individuals from discriminated groups who have or are facing human rights violations via role play, social theatre and other techniques. All key informants mentioned the importance of teachers practicing HRE as a way of

teaching rather than as content to be taught. This effective practice included teachers setting up respectful participation, classroom discussion and democratic classroom management.

**Primary schools.** Key informants identified success factors in primary schools that centre on increased empathy and cooperative behaviour among students and basic conflict resolution and communication skills. Informants discussed that effective HRE pedagogy needed to apply and relate to issues across subject disciplines in history, social studies, maths and science, language arts, and artistic expression classes. Many HRE curriculum topics were mentioned by informants, such as basic discussions on being human, human dignity, the context of existence (family, neighbourhood, community, society), differences among people (gender, skin colour, language, culture) their recognition as important characteristics of being human, and the enjoyment of certain things which are explained as human rights and related to being human.

**Secondary schools.** Key informants identified success factors in secondary schools that built on knowledge from primary schools and expanded the base of knowledge about rights, cooperative, rights-respecting attitudes, sensitivity to understanding and respecting differences, transversal skills, and social emotional learning. At this level, informants highlighted pulling out rights included in international human rights standards to discuss in relation to concrete issues the students face or know. Informants recommended using activities that help participants connect human rights principles and concepts to their own personal stories and to use creative arts to help students express their ideas.

**Teacher education schools.** Key informants warned of HRE often relegated to social studies instead of being integrated throughout the curriculum. Informants stressed that a minimum of one course on human rights, stressing the UN Convention on the Rights of the Child, should be a requirement for the licensing of every teacher. One informant shared a success factor in her teacher education programme of incorporating

guiding principles of democracy, human rights, and peace. She also described her university's school of education requiring students to integrate HRE into the requirement for teacher education curriculum portfolios to graduate.

**Advocacy and reform.** Many informants underlined a crucial connection of advocating for HRE in the context of advocating for educational reform. Different frameworks, such as child-friendly and human rights-aware cities and schools, were provided as successful practices of engaging students to be a part of political parliaments and councils, to create local ordinances for these structures and new education policies and proposals, to participate on educational associations, civil society organization programmes and boards, and other related policy-making initiatives. Social media and other creative expression community outlets were mentioned as well as participation in educational conferences and related trainings and workshops as youth engagement success stories. Human rights campaigns on themes such as anti-bullying, climate change, and human rights defenders, implemented by community-based organizations, were highlighted as essential, successful ways to bridge advocacy skills linked to classroom and community learning.

# **III. Analysis and synthesis of major findings**



## III. Analysis and synthesis of major findings

### A. Synthesis of major themes

#### Theme 1:

#### Not all HRE is the same



What is HRE and how is HRE conceptualized within formal education?

The diverse nature and different HRE conceptualizations by practitioners were evident in both the literature review and key informant data. HRE was integrated into many subjects, overlapping fields, and a wide variety of frameworks. In addition, diverse stakeholders emerged as being responsible for HRE integration into classroom, school, and community situations.

#### Theme 2:

#### What we do is what we measure



How do we measure HRE impacts in primary and secondary school education?

Lack of empirical research, different understandings of what impact needs to be sought, and a lack of measuring frameworks, indicators, and criteria are some of the common threads in HRE literature and data shared by key informants. To measure HRE impacts, we first need to create conditions for effectively implementing HRE. We also need to understand the context, baseline data and intended outcomes. The data demonstrate inconsistent documentation and measurement due to inconsistent strategy, planning, and implementation. Lack of long-term implementation means lack of long-term data to measure success.

## Theme 3:

### Mainstream HRE



How is HRE integrated in primary and secondary school education?

HRE is very diverse in methods and delivery and is usually integrated into various social studies subjects, such as civics, history, health, and others. Key informants strongly recommend integration across the curriculum, not just in social studies, but at both the university teacher education level and the primary and secondary school level. The lack of consistent HRE implementation, within universities training teachers as well as within schools and classroom instruction, is referenced in literature and by key informants. With a few exceptions of whole-school child-friendly and human rights-friendly models, HRE is still largely implemented by individual educators in their classrooms.

## Theme 4:

### Organizational internalization



How is HRE internalized within formal educational institutions?

The importance of internalizing the human rights-based HRE approach within the governmental agencies creating and implementing education policy, emerged as another theme. Key informant data emphasized the necessity of training all education stakeholders from policy-makers to teachers. Studies demonstrated the effectiveness of the whole-school approach where the leadership embraces and models HRE principles. At the teacher level, data showed that when teachers actively practice HRE not only as content for teaching about human rights but to organize and manage a classroom, they have more success in translating human rights knowledge into attitudes and skills for their students.

## Theme 5:

### Strategy matters



How do we achieve the desired HRE goals and outcomes in primary and secondary education?

Informant data addressed the importance of strategy, goals, and intended outcomes for implementing the most effective HRE interventions. Engaging diverse stakeholders, securing funds, and providing ongoing training were other important elements. These success factors were also prominent within the literature review data. To create the most effective conditions for measuring HRE impacts, these components are needed. Rigorous studies with many variables and contexts are needed in the field of HRE to inform, improve, and maximize the benefits of the practice as well as to make a better case for HRE.

## Theme 6:

### Many ingredients to success



What HRE pedagogy and learning outcomes will have the most impact?

A combination of factors rather than a single element is responsible for the success of HRE programmes. Focusing and improving on one dimension will not create long-term success. Integration of HRE values and transformation of systems across many aspects surfaced from the literature review. Informant data sought key HRE impacts such as global, systemic, and relational shifts of the learners and other educational stakeholders. They focused on an integrated capacity-building and social-emotional skills approach moving from thinking and analyzing to deciding and acting. Similarly, the literature review drew from multiple success factors for impactful HRE best practices.

## Theme 7:

### Quality HRE needs to be transformative, experiential and contextual



What kind of HRE has the potential to engage education policy-makers, stakeholders, educators, and learners?

Informant data showed that HRE can be a strategy to education reform. Informants underlined that advocating for HRE cannot be separated from advocating for educational reforms. The literature review findings showcased the important role of HRE in the personal transformation of teachers and how student-teacher relationships could significantly contribute to the success of HRE programmes when teachers actively practice HRE principles in the classroom. The literature review and informant data highlighted teachers' need to experience quality HRE to be able to deliver it to students. Teachers need to receive training both in content and methodology of HRE at an early stage in their education, as well as to receive ongoing training and support, and be exposed to networks, resources, and innovations in the field. Data showed that HRE was most effective when it was adaptive to students' contexts, status, and lived experiences. Both data sources drew on the important role of narratives and collaboration with human rights practitioners, activists, and survivors as connectors to translate knowledge into action. Engaging with controversial issues and community challenges can provide important context for connecting personal experiences to civic engagement and change.

## Theme 8:

### Translating knowledge into action



How does HRE knowledge translate to skills, action and change?

Another common theme that emerged from the data was a participatory, experiential interactive methodology. The focus on measuring civic engagement and participation as a gauge of how knowledge has been translated into action, surfaces from both the literature review and the key informant data. A challenge emerged from the data that students may learn things theoretically, but not always act or participate. Existing studies in the literature review showed many positive outcomes for students, including increased academic performance, knowledge and understanding of human rights, decreased violence and bullying, increased engagement, empathy, sensitivity, and willingness to intervene on behalf of the disadvantaged, and improvements on a variety of transversal skills.

## B. Summary of key success factors

One of the most important findings of this study is the fact that it is not a single factor but rather a combination of factors that leads to programme success. While each individual factor is important, their combination needs to be present to ensure long-term impact. These

factors include the elements of the programme life cycle from strategy, planning and design, to funding for spaces, materials, and training, to ongoing support and education of the teachers and participatory and inclusive monitoring and evaluation processes.



**Implementation strategy** that is based on a careful diagnosis of the current situation and engages a variety of stakeholders from teachers to national policy-makers is an important success factor. Collaborative processes that ensure relevance and fit of the proposed programmes for the interests and needs of various stakeholders have been shown to lead to positive reception and support of HRE programmes. Regular cross-sector HRE projects that are well-organized and publicized add value to the programmes. At the individual school level, the strategy needs to be translated into a multi-year plan that is developed and supported by key school leaders and head-teachers/principles. Engagement of and endorsement by governmental authorities creates an important framework for cross-sector collaboration. Participatory evaluation, monitoring, and reflection includes stakeholders and promotes their ownership and support of programmes. Peer support networks and an ongoing interaction with both human rights practitioners and individuals who have faced human rights violations also enhances the quality of HRE programmes.

**A holistic, child-centred school-wide approach** that integrates HRE into school curricula and practices as well as engaging students, teachers, and community members is another success factor that requires careful planning prior to implementation. Creating inclusive environments including decent physical spaces that promote respect for human dignity and human rights values is an important aspect of this approach.

**The implementation of HRE programmes depends almost entirely on teachers.** Therefore, teachers' attitudes supportive of HRE as well as quality education and training that give them resources and confidence to teach it, are the foundations of any successful HRE programme. When teachers experience quality HRE training they undergo a personal transformation that leads to their commitment to integrating HRE in their classrooms. Quality HRE training for teachers is distinct from other learning and must be well-designed, practical, engaging and contextualized. In addition, in order to be effective, HRE educators and teachers need ongoing support and opportunities to collaborate and be part of local, regional and international networks to keep abreast of HRE methodologies and resources.

**Student-centred participatory and interactive methodology** is widely cited as the key success factor of HRE programmes. Some success was also reported with methods that appeal to students' emotions and empathy. Relevance to learners' lived experiences of human rights is another success factor of HRE practice and pedagogy. Well-thought out design and strategy that account for the social status of the learners are notable contributors to success, in particular as they relate to marginalized students. Frequency of instruction is also important, and HRE programmes that meet the "frequency threshold" of more than three sessions are more successful. Textbooks and teaching materials that are relevant, engaging, practical, and that contain accurate information about human rights have been shown to add significantly to programme success.

**The student-teacher relationship** is an important factor of successful HRE programmes. When teachers actively practice HRE in the classroom and create a respectful environment, students are more likely to embrace and practice its values as well. The teachers also benefit when they listen to and respect their students, since the positive changes in students lead to a more respectful, engaged and peaceful classroom environment.



# IV. Findings and recommendations



## IV. Findings and recommendations



### POLICY AND GOVERNMENT



#### Findings

- 💡 HRE is increasingly seen as a tool for reforming the education system and other social systems, as well as promoting gender equality. Legal and policy frameworks are necessary for it to be successful.
- 💡 Policy-making organizations and schools should internalize a human rights-based approach to HRE for it to be effective.
- 💡 HRE is still not fully integrated into school systems and curricula and few long-term programmes exist which makes it difficult to document and evaluate long-term impacts.
- 💡 HRE as a standalone subject often fails to make connections to many aspects of human rights.
- 💡 NGOs have been the primary implementers or partners in implementation of HRE around the world. While their role and importance are recognized, so are the limitations of their largely short-term programming.
- 💡 HRE in school depends on personal transformation of the teachers. Teachers need to experience quality HRE to be able to deliver it to students.
- 💡 HRE for all learners needs to be experiential and include engaging interactions (e.g. roleplay, social theatre and other techniques) involving individuals from discriminated groups or those who have faced human rights violations, with a specific focus on the gender dimension.
- 💡 Student-centred, interactive participatory methods are particularly successful, but they also need to meet the threshold of frequency to be effective. HRE is often a low-status subject that is not given the same attention in the school curriculum.



#### Recommendations

- 👉 Develop a policy framework at the government level to integrate HRE into formal education and its institutions.
- 👉 Engage stakeholders from government, civil society, and education sectors to develop a long-term integration and implementation strategy.
- 👉 Ensure HRE is integrated across school curriculum and is given enough time, space and resources.
- 👉 Take a leadership role in the implementation of HRE while developing and strengthening cross-sector national, regional, and international partnerships.
- 👉 Consider creating government funded HRE liaison positions to facilitate HRE implementation within cities, regional areas and nations.
- 👉 Examine, identify, and adopt a local model for coordination, collaboration and implementation between governmental and non-governmental organizations and universities, such as the National Center for Human Rights Education and Training in South Africa.
- 👉 Ensure HRE is a part of early stages of teacher education, their portfolio certification requirement, and ongoing professional development.
- 👉 Ensure HRE is used as a tool to promote gender equality.
- 👉 Encourage teacher training institutions to keep track of teacher alumni and their progress, efforts, innovations, and impact.
- 👉 Invest in developing local HRE expertise and scholarship.
- 👉 Explore opportunities for applying HRE as a framework for addressing the achievement and/or opportunity gap between advantaged and disadvantaged students, with a specific focus on gender equality.



## POLICY AND GOVERNMENT



### Findings

- 💡 Teachers need to receive training both in content and methodology of HRE at an early stage in their education, as well as to receive ongoing training and support, and be exposed to networks, resources and innovations in the field.
- 💡 HRE is of particular benefit to disadvantaged students in terms of improved academic performance, empowerment, and educational resilience.
- 💡 Though the HRE research base is growing, there are still few studies that focus exclusively on HRE and examine its impacts within the school system. Rigorous studies with many variables, contexts, and methodological approaches are needed in the field of human rights education.



### Recommendations

- 👉 Develop a national system of indicators to measure progress on HRE, considering IIHR's model.
- 👉 Incentivize HRE research in state-funded universities and create opportunities for scholars to exchange knowledge.
- 👉 Apply research findings to improve HRE programmes and further expand the base of empirical research.
- 👉 Integrate diverse research methodological approaches, including participatory active research.
- 👉 Develop HRE Theory of Change and impact measurement framework for different levels, considering the Amnesty International Model.



## Findings

- 💡 A combination of factors rather than a single element is responsible for the success of HRE programmes. Focusing and improving on one dimension will not create long-term success.
- 💡 Strategy and planning are as important as the content of HRE. Long-term planning with various stakeholders is one of the success factors.
- 💡 A holistic whole-school approach is a success factor in HRE programmes, as well as a recommended implementation strategy.
- 💡 Teaching methodology needs to take into account contexts, social status and specific needs of the learners.
- 💡 Student-teacher relationships can significantly contribute to the success of HRE programmes when teachers actively practice HRE principles in the classroom.
- 💡 It is important to teach about both rights and responsibilities, while the focus should remain on rights since it is more likely to promote responsibility in children.
- 💡 Quality HRE textbooks and teaching materials are an important factor, especially in contexts where printed knowledge lends legitimacy and authority to the message.



## Recommendations

- 👉 Ensure that a long-term plan is developed collaboratively with stakeholders that covers major implementation factors, including programme design and funding, teacher training and support, participatory evaluation and reflection, meaningful engagement of government and community partners.
- 👉 Consider THRED (Transformative HRE)
- 👉 A community engagement and education model to minimize the resistance and facilitate action.
- 👉 Ensure school leaders have ownership of the programmes and take the lead on implementation while collaborating with external partners and NGOs.
- 👉 Strongly consider adopting a whole-school approach to implementation, but where resources are limited and long-term plan is not developed, focus instead on building a critical mass of supporters.
- 👉 When selecting methods and materials, ensure the focus is on rights, not responsibilities.
- 👉 Encourage teachers to embrace the controversial nature of human rights and teach it in this mode.
- 👉 Provide teachers with opportunities to collaborate and co-create with colleagues to better address learners' needs and contexts.
- 👉 Promote intergenerational student-teacher relationship-building activities with a focus on actively practicing HRE values.
- 👉 Ensure that teachers are confident in their ability to teach HRE and have quality, engaging, and accurate materials.



## NGOS/CIVIL SOCIETY



### Findings

- NGOs tend to initiate and lead the implementation of school-based HRE. However, their efforts are often short-term and lack coordination and long-term vision.



### Recommendations

- Consider long-term partnerships with governments as the key implementation actors and shift the NGO role to developing and implementing of mandates.
- When collaborating with government entities, focus on upholding quality standards and resist large-scale national implementation when planning and resources are not present.
- Minimize reliance on external/foreign experts and assist governments in building a local base of HRE experts and educators.
- Ensure HRE is not operationalized as a behaviour improvement or discipline policy.

# V. Annexes



## V. Annexes

### Annex 1: Definitions of HRE, HRE pedagogies, and criteria for identifying HRE good practice

**Human Rights Education** will be understood as:

- a) Knowledge and skills — learning about human rights and mechanisms for their protection, as well as acquiring skills to apply them in daily life;
- b) Values, attitudes and behaviour — developing values and reinforcing attitudes and behaviour which uphold human rights;
- c) Action — taking action to defend and promote human rights.

**HRE pedagogies** will be understood as education, training and information aimed at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

- a) The strengthening of respect for human rights and fundamental freedoms; (b) The full development of the human personality and the sense of its dignity;
- b) The promotion of understanding, tolerance, gender equality and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- c) The enabling of all persons to participate effectively in a free and democratic society governed by the rule of law;
- d) The building and maintenance of peace;
- e) The promotion of people-centred sustainable development and social justice.

**Criteria for identifying HRE good practice**

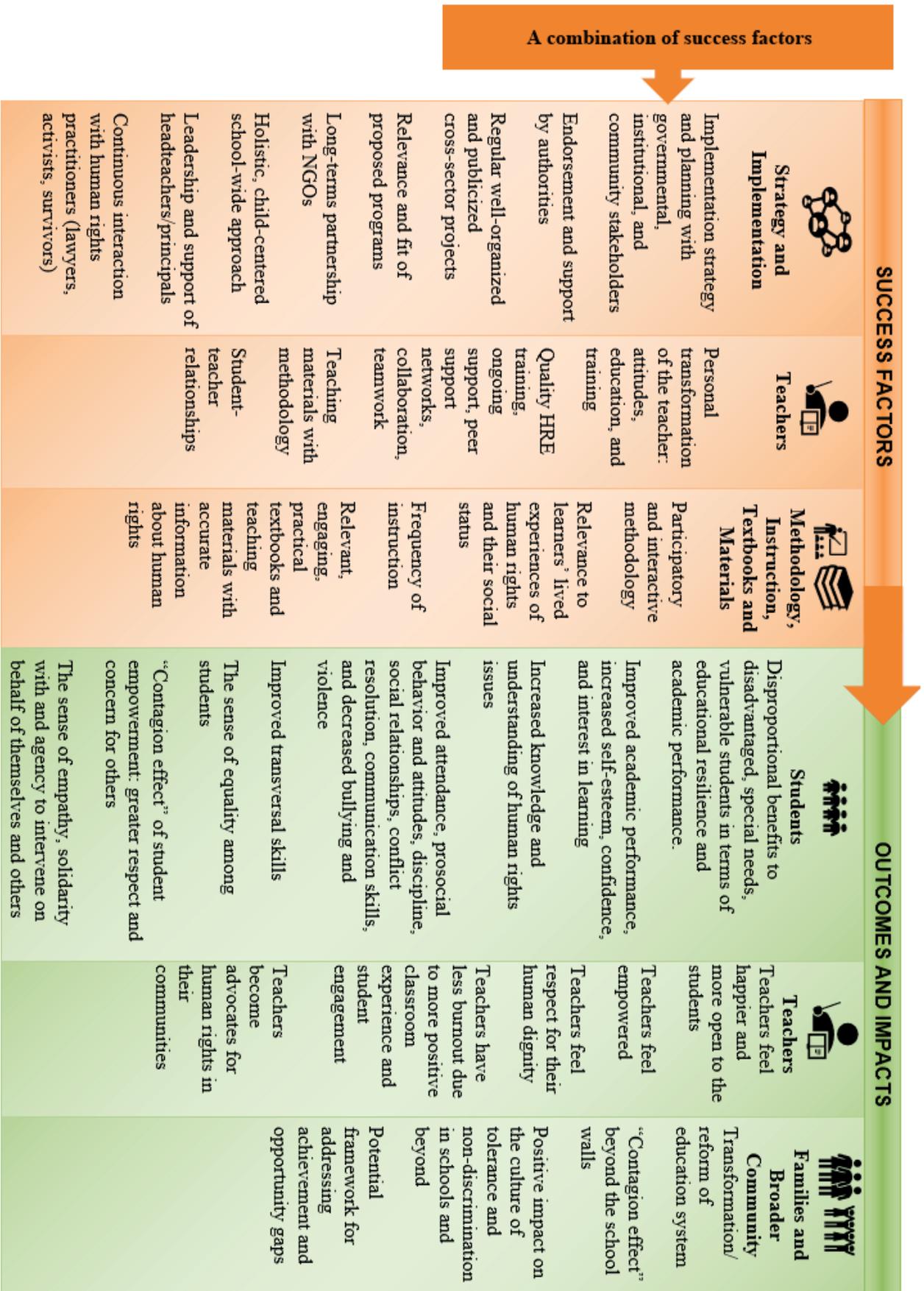
(from the OHCHR, OSCE/ODIHR, the Council of Europe and UNESCO publication “Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice”):

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

## Annex 2. Key informant questions

1. When and how did you first engage in HRE?
2. How do you conceptualize HRE?
3. What 2 or 3 key “impacts” should be sought in HRE?
4. From your perspective, what does “impact” actually mean in HRE pedagogy and best practices?
5. How do you differentiate between “impact studies” and “evaluation”?
6. What impact studies and/or individuals have affected your work?
7. What UN initiatives, criteria, indicators, or other processes have impacted your work?
8. Give some examples of tangible success factors of impactful HRE in: (a) Primary school; (b) Secondary school; and (c) Teacher training.
9. What are the most useful impact studies in the field? Can you share them?
10. Centred on your personal learning, what do you recommend to integrate HRE?  
  
For primary school level?  
For the secondary school level? For teacher training?  
For advocates from civil society? For researchers?  
For policy-makers?
11. What do you recommend to improve evaluation of the impact of HRE?
12. In projects that you know, what are some of the barriers to research on impactful HRE good practices and how can they be addressed?
13. What trends and developments are important for measuring the effective impacts of HRE practices?
14. What conditions need to exist for an empirical research base on HRE practices?
15. What other questions should be asked to further understand key success factors of impactful HRE good practice?

## Annex 3. Key success factors and impacts of HRE programmes



## Annex 4. Bibliography

- Asia-Pacific Human Rights Information Center. 2009. *Human Rights Education in the School Systems in Southeast Asia - Cambodia, Indonesia, Lao PDR and Thailand*. Bangkok, Thailand: Asia-Pacific Human Rights Information Center.
- Australian Human Rights Commission. 2011. *Human Rights Education in the National School Curriculum: Position Paper of the Australian Human Rights Commission*. Sydney: Australian Human Rights Commission. <https://www.humanrights.gov.au/our-work/education/publications/human-rights-education-national-school-curriculum-position-paper> (Accessed 15 April 2019.)
- Amnesty International. 2018. *Amnesty International: Human Rights Education 2018*. London: UK. <https://reliefweb.int/sites/reliefweb.int/files/resources/POL3202172019ENGLISH.PDF>
- Bajaj, M. 2004. Human rights education and student self-conception in the Dominican Republic. *Journal of Peace Education*, 1(1), pp. 21-36.
- Bajaj, M. 2011a. Teaching to transform, transforming to teach: Exploring the role of teachers in human rights education in India. *Educational Research*, 53(2), pp. 207-221.
- Bajaj, M. 2011b. *Schooling for Social Change: The Rise and Impact of Human Rights Education in India*. London: Continuum Publishers.
- Bajaj, M. 2012. From “time pass” to transformative force: School-based human rights education in Tamil Nadu, India. *International Journal of Educational Development*, 32(1), pp. 72-80.
- Bajaj, M., Cislighi, B. and Mackie, G. 2016. *Advancing Transformative Human Rights Education. Appendix D to the Report of the Global Citizenship Commission*. UK: Open Book Publishers.
- Bajaj, M. 2017. Human rights education for social change: Experiences from South Asia. K.
- Bickmore, R. Hayhoe, C. Manion, K. Mundy, and R. Reed (eds), *Comparative International Education: Issues for Teachers*, pp. 211-36.
- Batarilo, K. 2008. The impact of human rights education in school: the Croatian experience. G. Titley and A. Lentin (eds), *The Politics of Diversity in Europe*, Vol. 769. Council of Europe. pp. 167-183.
- Bernath, T., Holland, T. and Martin, P. 1999. How can human rights education contribute to international peace-building. *Current Issues in Comparative Education*, 2(1), pp. 14-22.
- Bron, J. and Thijs, A. 2011. Leaving it to the schools: Citizenship, diversity and human rights education in the Netherlands. *Educational Research*, 53(2), pp. 123-136.
- Burridge, N., Chodkiewicz, A.K., Payne, A., Oguro, S.G. and Varnham, S. 2013. *Human Rights Education in the School Curriculum*. Sydney: University of Technology.
- Burridge, N., Buchanan, J. and Chodkiewicz, A. 2014. Human rights and history education: An Australian study. *Australian Journal of Teacher Education*, 39(3).
- Burridge, N. and Chodkiewicz, A. 2017. Educating teachers about human rights: Building a rights-based culture in Australian schools. *Asia-Pacific Journal of Teacher Education*, 45(5), pp. 455-468.
- Cassidy, C., Brunner, R. and Webster, E. 2014. Teaching human rights? ‘All hell will break loose!’ *Education, Citizenship and Social Justice*, 9(1), pp. 19-33.
- Covell, K. and Howe, R.B. 1999. The impact of children’s rights education: A Canadian study. *The International Journal of Children’s Rights*, 7(2), pp. 171-183.

- Covell, K. and Howe, R.B. 2008. *Rights, Respect and Responsibility: Final Report on the County of Hampshire Rights Education Initiative*. Canada: Children's Rights Centre, Cape Breton University.
- Covell, K., McNeil, J.K. and Howe, R.B. 2009. Reducing teacher burnout by increasing student engagement. *School Psychology International*, 30(3), pp. 282-290
- Covell, K., Howe, R.B. and McNeil, J.K. 2010. Implementing children's human rights education in schools. *Improving Schools*, 13(2), pp. 117-132.
- Covell, K. and Howe, B. 2011. *Rights, Respect and Responsibility in Hampshire County: RRR and Resilience Report*. Canada: Children's Rights Centre, Cape Breton University.
- Çayır, K. and Bağlı, M.T. 2011. 'No-one respects them anyway': Secondary school students' perceptions of human rights education in Turkey. *Intercultural Education*, 22(1), pp. 1-14.
- Coysh, J. 2014. The dominant discourse of human rights education: A critique. *Journal of Human Rights Practice*, 6(1), pp. 89-114.
- DeCoene, J. and De Cock, R. 1996. The children's rights project in the primary school 'de vrijdagmarkt', Bruges. E. Verhellen (ed), *Monitoring children's rights*, The Hague: Martinus Nijhoff, pp. 627-636.
- de Kort, F. 2017. Human rights education in social studies in the Netherlands: A case study textbook analysis. *Prospects*, 47(1-2), pp.55-71.
- Druba, V. 2006. *Menschenrechte in Schulbüchern: Eine produktorientierte analyse* [Human rights in schoolbooks: A product-oriented analysis]. Frankfurt: Peter Lang.
- Flowers, N., Bernbaum M., Rudelius-Palmer K. and Tolman J. 2000. *The human rights education handbook: Effective practices for learning, action, and change*. Minneapolis, MN: The Human Rights Resource Center and the Stanley Foundation.
- Flowers, N. and Shiman, D.A., 1997. Teacher education and the human rights vision. *Human rights education for the twenty-first century*, pp.161-175.
- Fritzsche, K. P. 2007. What do human rights mean for citizenship education? *Journal of Social Science Education*, 6(2), pp. 40-49.
- Froese-Germain, B., Riel, R. and Theoret, P. 2013. *Human Rights Education in Canada: Results from a CTF Teacher Survey*. Ottawa, Canada: Canadian Teachers' Federation.
- Gillespie, D. and Melching, M. 2010. The transformative power of democracy and human rights in nonformal education: The case of Tostan. *Adult Education Quarterly*, 60(5), pp. 477-498.
- Hantzopoulos, M. 2016. *Restoring Dignity in Public Schools: Human Rights Education in Action*. New York: Columbia University Teachers College Press.
- Holland, T. 2011. Advancing human rights education in peacebuilding. *Peace Review: A Journal of Social Justice*, 23(1), pp. 86-93.
- Howe, R.B. and Covell, K. 2010. Miseducating children about their rights. *Education, Citizenship and Social Justice*, 5(2), pp. 91-102.
- Howe, R.B., and Covell, K. 2013. *Education in the Best Interests of the Child: A Children's Rights Perspective on Closing the Achievement Gap*. Toronto: University of Toronto Press.
- Hughes, A. and Filer, H. 2003. *The Rights of the Child. The Impact of Teaching in a Year 6 Class*. Andover, England: Knights Enham School.

- Inter-American Institute of Human Rights. 2010. *Inter-American report: Study in 19 Countries. Compendium of the First Five Reports 2002- 2006*. San José: Instituto Interamericano de Derechos Humanos.
- Kepekci, Y.K. 2005. A study of effectiveness of human rights education in Turkey. *Journal of Peace Education*, 2(1), pp. 53-68.
- Katz, S.R. and Spero, A.M. 2015. The challenges and triumphs of teaching for human rights in US schools. S.R. Katz and A.M. Spero (eds), *Bringing Human Rights Education to US Classrooms*. New York: Palgrave Macmillan, pp. 15-28.
- Khoja-Moolji, S., 2014. Producing neoliberal citizens: Critical reflections on human rights education in Pakistan. *Gender and Education*, 26(2), pp.103-118.
- Lapayese, Y. 2005. National initiatives in human rights education: The implementation of human rights education policy reform in schools. J. Zajda and S. Ozdowski (eds), *International Handbook on Globalisation, Education and Policy Research*. Netherlands: Springer, pp. 389–404.
- Lundy, L., Kilkelly, U., Byrne, B. and Kang, J. 2012. *The UN Convention on the Rights of the Child: A Study of Legal Implementation in 12 Countries*. Belfast: Centre for Children’s Rights, Queens University.
- Magendzo, A. 2005. Pedagogy of human rights education: A Latin American perspective. *Intercultural Education*, 16(2), pp. 137-143.
- Mejias, S. and Starkey, H. 2012. Critical citizens or neo-liberal consumers? Utopian visions and pragmatic uses of human rights education in a secondary school. England. R.C. Mitchell and S.A. Moore (eds), *Politics, Participation & Power Relations. Transdisciplinary Approaches to Critical Citizenship in Classroom and Community*. pp. 119-136. Brill Sense.
- Meintjes, G. 1997. Human rights education as empowerment: Reflections on pedagogy. G. Andreopoulos and R.P. Claude (eds), *Human rights education for the twenty-first century*. Philadelphia, University of Pennsylvania Press, pp. 64–79.
- Mihr, A. and Schmitz, H.P. 2007. Human rights education (HRE) and transnational activism. *Human Rights Quarterly*, pp. 973-993.
- Morris, S. 2002. *Approaches to civic education: Lessons learned*. Office of Democracy and Governance, Bureau for Democracy, Conflict, and Humanitarian Assistance, USAID.
- Mubangizi, J.C. 2015. Human rights education in South Africa: Whose responsibility is it anyway? *African Human Rights Law Journal*, 15(2), pp. 496-514.
- Müller, L. 2009. Human rights education in German schools and post-secondary institutions: results of a study. *Human Rights Education Paper Series*, No. 2, Human Rights Education Associates.
- OHCHR. 2005. *Plan of Action for the first phase (2005-2007) of the World Programme for Human Rights Education*. (A/59/525/Rev.1, 2 March 2005). Geneva, OHCHR. [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/PlanofActionfortheFirstPhase\(2005-2007\)oftheWorldProgrammeforHumanRightsEducation\(2005\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/PlanofActionfortheFirstPhase(2005-2007)oftheWorldProgrammeforHumanRightsEducation(2005).aspx)
- Osler, A. and Yahya, C. 2013. Challenges and complexity in human rights education: Teachers’ understandings of democratic participation and gender equity in post conflict Kurdistan- Iraq. *Education Inquiry*, 4(1), pp. 189-210.
- Osler, A. 2016. *Human Rights and Schooling: An Ethical Framework for Teaching for Social Justice*. New York, Columbia University Teachers College Press.
- People’s Watch. 2008. *Schooling for Justice and Rights: Human Rights Education in Schools in India - A Model*. A Study Report.

- 
- Print, M., Ugarte, C., Naval, C. and Mihr, A. 2008. Moral and human rights education: the contribution of the United Nations. *Journal of Moral Education*, 37(1), pp. 115-132.
- Ramos, F.S. 2011. Report on an experience of in-service teacher training on human rights and citizenship education. *Citizenship Teaching & Learning*, 6(3), pp. 319-334.
- Reyes, X.A. 2010. Educational equity and access as universal human rights: Effects on teacher education in the US. *International Online Journal of Educational Sciences*, 2(1).
- Robinson, C. 2017. Translating human rights principles into classroom practices: Inequities in educating about human rights. *The Curriculum Journal*, 28 (1), pp. 123–136.
- Robinson, C., Phillips, L. and Quennerstedt, A. 2018. Human rights education: Developing a theoretical understanding of teachers' responsibilities. *Educational Review*, pp. 1-22
- Rudelius-Palmer, K. 2004. *The Identification of Indicators and Impact Measuring Tools for Human Rights*. Tunis, Tunisia: The Arab Institute for Human Rights.
- Russell, S.G. and Suárez, D.F. 2017. Symbol and substance: Human rights education as an emergent global institution. M. Bajaj (ed), *Human Rights Education: Theory, Research, Praxis*. Philadelphia: University of Pennsylvania Press, pp. 19-46.
- Şahan, G. and Tural, A. 2018. Evaluation of human rights, citizenship and democracy course by teacher's vision. *World Journal of Education*, 8(2).
- Sardoč, M. 2006. *Evaluation of the OSCE Pilot Project on Human Rights Education "Our Rights" initiated by the Slovenian Chairmanship of the OSCE in 2005 Final Report*, Ljubljana, Slovenia. Educational Research Institute. [http://www.mzz.gov.si/fileadmin/pageuploads/Zunanja\\_politika/Evaluation\\_Report\\_Final\\_15.3.2006.pdf](http://www.mzz.gov.si/fileadmin/pageuploads/Zunanja_politika/Evaluation_Report_Final_15.3.2006.pdf) (Accessed 12 April 2019.)
- Savolainen, K. and Torney-Purta, J. 2011. Modes of discourse about education, peace and human rights in the 1974 UNESCO Recommendation. *Prospects*, 41(4), pp.581-596.
- Search Institute. 1997. *Partners in Human Rights Education Program Evaluation*. Minneapolis, Minnesota. <http://hrlibrary.umn.edu/edumat/HREEval.shtml> (Accessed 13 May 2019.)
- Stellmacher, J. and Sommer, G. 2008. Human rights education: An evaluation of university seminars. *Social Psychology* 39(1), pp. 70–80.
- Stone, A. 2002. Human rights education and public policy in the United States: Mapping the road ahead. *Human Rights Quarterly*, 24, pp. 537-557.
- Suárez, D. 2006. Education professionals and the construction of human rights education. *Comparative Education Review*, 51(1), pp. 48-70.
- Tarrow, N. 2014. Human rights education: Alternative conceptions. J. Lynch, C. Modgil, and S. Modgil (eds), *Human rights, education and global responsibilities*. London: Routledge, pp. 29-58.
- Tavares, C. 2016. Human rights education and the research process: Action research as a tool for reflection and change. *Educational Action Research*, 24(4), pp. 617-634.
- Tibbitts, F. 2001. Prospects for civics education in transitional democracies: Results of an impact study in Romanian classrooms. *Intercultural Education*, 12(1), pp. 27-40.
- Tibbitts, F. 2002. Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3–4), pp. 159–171.
- Tibbitts, F. and Kirchsclaeger, P.G. 2010. Perspectives of research on human rights education. *Journal of Human Rights Education*, 2(1), pp. 8-29
-

- Tibbitts, F. and Fernekes, W.R. 2011. Human rights education. S. Totten and J. E. Pederson (eds), *Teaching and Studying Social Issues: Major Programmes and Approaches*. Charlotte, NC. Information Age Publishing, pp. 87-117.
- Torney-Purta, J. 1982. Socialization and human rights research: Implications for teachers. *International Human Rights, Society, and the Schools*, pp. 35-48.
- Torney-Purta, J. 2018. Five decades contributing to the research foundations for enhancing and assessing students' awareness. T.F. Kirkwood-Tucker (ed.), *The Global Education Movement: Narratives of Distinguished Global Scholars*. Charlotte, NC. Information Age Publishing, pp. 363-399.
- Tomasevski, K. 2006. *Human Rights Obligations in Education: The 4-A Scheme*. Nijmegen, Netherlands: Wolf Legal Publishers.
- UNESCO Bangkok. 2016. *School and Teaching Practices for Twenty-first Century Challenges: Lessons from the Asia-Pacific Region - Regional Synthesis Report*. ERI-Net Asia-Pacific Regional Policy Series - 2014 Regional Study on Transversal Competencies in Education Policy and Practice (Phase II).
- Velea, S. and CReDO, Resource Center for Human Rights. 2012. *Child-Friendly Schools, External Evaluation Report of the Child-Friendly School Initiative (2007–2011), Republic of Moldova*, Ministry of Education of the Republic of Moldova/UNICEF.
- Williams, D. and Ginsburg, M. 2015. Educating all to struggle for social change and transformation: Introduction to case studies of critical praxis special guest editors. *Current Issues in Comparative Education*, 15(2), pp. 3-14.
- Zembylas, M. and Keet, A. (eds). 2018. *Critical Human Rights, Citizenship, and Democracy Education: Entanglements and Regenerations*. UK: Bloomsbury Publishing.

---

## Annex 5. Further Reading

Global Citizenship Education: Taking It Local (2018)

- 🌐 English: <http://unesdoc.unesco.org/images/0026/002654/265456e.pdf>
- 🌐 French: <http://unesdoc.unesco.org/images/0026/002654/265456f.pdf>

Global Citizenship Education: Topics and Learning Objectives (2015)

- 🌐 English: <http://unesdoc.unesco.org/images/0023/002329/232993e.pdf>
- 🌐 French: <http://unesdoc.unesco.org/images/0023/002332/233240f.pdf>
- 🌐 Arabic: <http://unesdoc.unesco.org/images/0023/002329/232993a.pdf>
- 🌐 Danish: <http://unesdoc.unesco.org/images/0023/002329/232993dan.pdf>
- 🌐 Italian: <http://unesdoc.unesco.org/images/0026/002618/261836ita.pdf>

Human Rights Questions and Answers (2012)

- 🌐 <https://unesdoc.unesco.org/ark:/48223/pf0000219091?posInSet=106&queryId=c8f4b859-1ff3-4193-8b08-c38455b14e48>

Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments (2012)

- 🌐 <https://www.ohchr.org/Documents/Publications/SelfAssessmentGuideforGovernments.pdf>

Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice (2009)

- 🌐 [https://unesdoc.unesco.org/notice?id=p%3A%3Ausmarcdef\\_0000187416&posInSet=14&queryId=1d328f6d-a7a8-4f2e-91f9-a524d93fda06](https://unesdoc.unesco.org/notice?id=p%3A%3Ausmarcdef_0000187416&posInSet=14&queryId=1d328f6d-a7a8-4f2e-91f9-a524d93fda06)

A Human Rights-based Approach to Education for All: A Framework for the Realization of Children's Right to Education and Rights within Education (2007)

- 🌐 <https://unesdoc.unesco.org/ark:/48223/pf0000154861?posInSet=1&queryId=c8f4b859-1ff3-4193-8b08-c38455b14e48>

Plan of Action of the First Phase of the World Programme (2006)

- 🌐 <https://www.ohchr.org/Documents/Publications/PActionEducationen.pdf>



**unesco**

United Nations  
Educational, Scientific  
and Cultural Organization

## Human rights education

### Key success factors

This study, commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) in cooperation with the United Nations Office of the High Commissioner for Human Rights (OHCHR), examines the impact of human rights education (HRE) pedagogies and good practices worldwide, with a specific focus on the primary and secondary levels in formal education. Using a data-driven approach that includes a literature review and surveys and interviews with informants, the study identifies key success factors for impactful HRE and provides recommendations for future research and practice.

The study finds that HRE can have a positive impact on learners' knowledge and understanding of human rights, as well as their attitudes and behaviours related to human rights. It is an essential resource for education stakeholders looking to promote HRE at all levels of society and through a lifelong learning lens.

