**United Nations
Educational, Scientific and
Cultural Organization**

Teaching Respect for All

an initiative of the
United Nations Educational, Scientific and Cultural Organization (UNESCO)

*Activity 2
Mapping of Existing Materials and Practices in Cooperation with Universities
and Research Centres*

Final Report

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1.   Introduction

A. Theoretical Framework

i. Goals and Purposes of the Project "Teaching Respect for All"

The constant rise of racism, xenophobia and intolerance despite the renewed commitments made by the international community is giving the United Nations Educational, Scientific and Cultural Organisation (UNESCO) a reason to consider education as key to strengthen the foundations of tolerance, reducing discrimination and violence and learning to live together. It is required to cultivate respect for all people regardless of colour, gender, descent or national, ethnic or religious identity. The project "teaching respect for all" aims at reducing intolerance, violence and discrimination trough education.

The project is founded on the universal values and common core principles promoted by UNESCO, even though UNESCO is aware, that the countries differ from one another in dealing with issues related to anti-racism and tolerance in education according to each country's history and culture.

ii. The Project "Teaching Respect for All" and Human Rights Education

The project "teaching respect for all" is benefiting from the legal fundament and the conceptual clarity coming out of its close relation with human rights education, as the United Nations Declaration on Human Rights Education and Training states:

> *Reaffirming further* that everyone has the right to education, and that education shall be directed to the full development of the human personality and the sense of its dignity, enable all persons to participate effectively in a free society and promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities if the United Nations for maintenance of peace, security and the promotion of development and human rights, […]

> *Acknowledging* the fundamental importance of human rights education and training in contributing to the promotion, protection and effective realization of all human rights.[1]

Article 2 of the Declaration gives a definition of human rights education and training and the goals it means to achieve:

> 1. Human rights education and training comprises all educational, training, information, awareness-rising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.[2]

The same article gives an overview of the three dimensions of human rights education; education *about, through* and *for* human rights, in their core essence also applicable to teaching respect for all:

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[1] UNDHRET 2011: 2.
[2] UNDHRET 2011: 3; for more details see also OSCE/ODIHR 2012: 15-18.

2. Human rights education and training encompasses:
    (a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
    (b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
    (c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.[3]

"Teaching respect for all" can also be understood in the context of the pedagogical approach of human rights education, which is described in Article 4 of the Declaration:

Human rights education and training should be based on principles of the Universal Declaration of Human Rights and relevant treaties and instruments, with a view to:
    (a) Raising awareness, understanding and acceptance of universal human rights standards and principles, as well as guarantees at the international, regional and national levels for the protection of human rights and fundamental freedoms;
    (b) Developing a universal culture of human rights, in which everyone is aware of their own rights and the responsibilities in respect of the rights of others, and promoting the development of the individual and a responsible member of a free, peaceful, pluralist and inclusive society;
    (c) Pursuing the effective realization of all human rights and promoting tolerance, non-discrimination and equality;
    (d) Ensuring equal opportunities for all through access to quality human rights education and training, without any discrimination;
    (e) Contributing to the prevention of human rights violations and abuses and to the combating and eradication of all forms of discrimination, racism, stereotyping and incitement to hatred, and the harmful attitudes and prejudices that underlie them.[4]

Furthermore, human rights education and teaching respect for all have a common goal, which is the creation of a critical human rights consciousness in the minds of the learners. In the words of Tibbitts and Kirchschlaeger,

[…] critical human rights consciousness may constitute the following:
- the ability of students to recognize the human rights dimension of, and their relationship to, a given conflict- or problem-oriented exercise;
- an expression of awareness and concern about their role in the protection or promotion of these rights;
- a critical evaluation of the potential responses that may be offered;
- an attempt to identify or create new responses;
- a judgement or decision about which choice is most appropriate; and,
- an expression of confidence and a recognition of responsibility and influence in both the decision and its impact.[5]

Finally, Tibbitts and Kirchschlaeger have divided student responses to human rights education into four categories:

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[3] UNDHRET 2011: 3.
[4] UNDHRET 2011: 3-4.
[5] In: Tibbitts/Kirchschlaeger 2010: 11.

(1) knowledge of human rights issues, (2) perception of personal abilities and preferences, (3) commitment to non-violent conflict resolution, and (4) willingness to intervene in situations of abuse and solidarity with victims.[6]

iii. Mapping of Existing Materials and Practices

The project "teaching respect for all" focuses on both ethnic and racial discrimination as well as xenophobia. It has the following objectives:

- Provide practical tools for reviewing educational policy and practice towards teaching and learning in support of mutual respect and tolerance as a way to learn to live together;
- Provide supportive materials for schools and educators on the dimensions of knowledge, skills, behaviours, attitudes and values;
- Encourage youth involvement in the review process; and
- Create a platform of exchange on this specific issue for UNESCO member states and other stakeholders working in the field of education.

The present study, which maps existing materials and practices, follows the official launching of the project on 18 January 2012 in UNESCO Headquarters in Paris. The study will inform the development of a curriculum framework and other supportive tools.
It is the goal of this study to identify practical tools and "good practices" that aim to develop the learner's knowledge, understanding (e.g. about other cultures, peoples, nations, behaviours, etc.), empathy (e.g. understanding the feelings and needs of others), self-confidence (e.g. knowing what I want, my strengths and weaknesses, emotional stability, etc.) and other competencies like openness to contact, flexibility in behaviour and motivation to perform. All these abilities help counter hatred, prejudice, stereotypes, discrimination and bullying.

The study will also formulate recommendations for the future development of materials in the area of education for anti-racism, non-discrimination and tolerance.

As stated above, the results of the study will inform the development of supportive tools. They can also serve as a reference tool for educators who wish to integrate lessons on anti-racism, non-discrimination and tolerance, as well as for policy makers designing new or amending existing curricula.

iv. Proceedings

The research consisted the following steps:

1. Selection of a few countries of each continent, which serve as examples for their geographical region. We worked with the classic division of the world into five continents: Asia, Africa, America, Europe and Oceania. The selected countries are not representative of each of the continents nations and have been selected on the basis of a raster of criteria described in Section 1.B.i.

2. Collection of existing national curricula, policies, legal frameworks and strategies of the selected countries, which aim to integrate components related to education for anti-racism and tolerance.

3. Collection of innovative and effective practices of teaching and learning of the selected countries at the national, municipal and school levels and lessons learnt to build an evidence base for effective educational programmes.

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[6] In: Tibbitts/Kirchschlaeger 2010: 15-16.

4. Analysis of the practices based on specific criteria described in 1.B.ii. The final result of the research is a selection of "good practices" of teaching regarding the topics anti-racism and tolerance.

5. Formulation of recommendations for the development and creation of new "good practices" regarding the topics of anti-racism, non-discrimination and tolerance (Section 3).

B. Methodical Approach

The objects of research of this study are school practices focusing on the education on anti-racism, diversity and tolerance in school classes of primary school and lower secondary school (ages 8 to 16). Focus is on policies, activities and curricula. Some other materials such as case studies are presented as well.

i. Methods - Selection I: Countries

a. Selection of the Number of Countries per Continent

A total of 17 States have been selected for the study. The selection of countries per continent is according to the number of states[7] and to the population within a continent:

Table 1   Number of Selected Countries

Continent	% of world population	Number of states	Number of countries considered in study
Africa	14.2	54	4
America	13.7	35	3
Asia	60.5	44	4
Europe	11.1	46	4
Oceania	0.5	14	2

b. Selection of Countries in Each Continent

The selection of countries in each continent has been determined according to the following criteria:[8]

> Participation in the first phase (2005-2009) of the World Programme for Human Rights Education: Countries that participated in the World Programme and that responded to an evaluation questionnaire and/or submitted information on national human rights education initiatives, as well as others that did not participate in the Programme were selected.

> Realization of the right to education and access to education: Statistics on the following aspects have been taken into consideration: net enrolment and net attendance ratio for primary and secondary school, youth literacy rate, percentage of children engaged in child labour as well as the percentage of total government expenditure in primary and secondary education. Countries with different mixtures and variations regarding the different statistic data were chosen. Some of the selected countries were visited by the UN Special Rapporteur on the right to education in the course of the past 15 years. this case, the reports of the UN Special Rapporteur on the right to education were also taken into account.

> School/education system: Countries with different educational systems were chosen (e.g. centralised and decentralised system).

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[7] Counting only the states within the United Nations (UN); total: 193.
[8] We abstain from using a discrimination index as criteria for the selection of the countries since it is not the goal of this research to name and shame the different countries.

➢ Legal framework of human rights and human rights education: Most of the selected countries have ratified all of these global and regional conventions, others have ratified only some of the conventions while a few of the selected countries have only signed some of the conventions:[9]

- Global framework: International Covenant on Economic, Social en Cultural Rights (Article 13); Convention on the Rights of the Child (Articles 28 and 29); International Convention on the Elimination of All Forms of Racial Discrimination (Article 7)[10]
- Regional framework: European Convention on Human Rights (Article 2 of additional Protocol 1); European Social Charter (Articles 7 and 17); American Convention on Human Rights (Articles 1 an 26); African Charter on Human and People's Rights (Articles 2 and 17); Arab Charter on Human Rights (Article 41)[11]

The goal of the selection was to include countries with various educational systems and different approaches to education and to human rights education. Geographical representation was also taken into consideration. As a result, the following countries have been selected:[12]

Table 2   Selected Countries

Africa	America	Asia	Europe	Oceania
Morocco	Brazil	India	Germany	Australia
Senegal	Guatemala	Indonesia	Italy	Fiji
South Africa	USA	Japan	Russia	
Tunisia		Qatar	UK	

ii. Methods - Selection II: Assessment of Materials and Selection of "Good Practices"

For each of the selected countries, various institutions and organisations were asked to provide materials (policies, practices, etc.). The list of institutions and organisations was established through UNESCO offices located in or responsible for the selected countries, as well as through the ZMRB's own existing network. The institutions and organisations were asked to forward the request for materials to their own contacts, so that as many institutions and organisations as possible had the opportunity to participate in the study. These efforts were complemented by a non-comprehensive desk-research. It should be noted that not all of the selected countries are represented in this study, as for some countries no institutions or organisations provided us with materials and the desk-research did not produce any results.

The received policy and other strategic documents are presented in Section 2.A. All the other materials have first been screened with regard to the scope of the study. Materials going beyond the scope have not been considered. This concerned mainly materials addressing different topics (other than anti-racism, non-discrimination and tolerance), those having different target groups (other than pupils aged 8-16), and those from countries that were not selected for the study as outlined in Section 1.B.i. In a second step, the remaining materials have been analysed according to the criteria summarised in Table 3. The raster of criteria has been developed on the basis of existing literature on the topic education for anti-racism, non-discrimination and tolerance and human rights education in general.

Each of the materials has been rated on a scale of 1-5 with 5 being the highest grade. The indicators used for each criterion are presented in Table 4.

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[9] For more details on the responsibility of the states concerning human rights education see UNDHRET Articles 7, 8 and 14.
[10] Human Rights Education and Human Rights Treaties.
[11] OHCHR 1999.
[12] For more details and data regarding the country selection see Annex A.

Table 3:   Raster of Criteria

	No.	Title	Explanation
Content	1	Three dimensions of human rights education	Learning about, through and for human rights, that is not only knowledge of human rights, but also development of skills and attitudes, as well as the will to take action for one's own rights and the rights of others.[i]
	2	Philosophical and legal understanding	Balance between philosophical (historical/political) and legal understanding of human rights, specifically of the human right to non-discrimination.[ii]
	3	Theory and practice	Reciprocal relationship between theory and practice.[iii]
	4	Sustainability	Sustainability of the learning experience ("when"-dimension of human rights education).[iv]
	5	Healing	Promoting human rights in intra-personal and inter-personal relations.[v]
Methodology	6	Participative and cooperative learning	Methods enhance active participation and cooperative learning. They encourage collective efforts in clarifying concepts, analysing themes and doing the activities.[vi]
	7	Dignity and self-development	Methods and approaches foster a sense of solidarity, creativity, dignity and self-esteem.[vii]
	8	Appropriateness	Methods are appropriate to age, evolving capacities, language, cultures, learning styles, abilities and the needs of learners or can be adapted accordingly.[viii]
	9	Inclusiveness	Instructions and learning processes facilitate the inclusion of all students, especially those who may have a barrier to learning, who are in vulnerable situations or subject to discrimination. This criterion is of special importance when the practice focuses on these vulnerable groups or minorities.[ix]
	10	Practical orientation	Methodologies provide students with opportunities to practice human rights education competencies in their educational environment and community and are always in relation to the real-life experience in the specific cultural context.[x]
	11	Experiential and problem-posing	Involving the solicitation of learners' prior knowledge and challenging this knowledge.[xi]
	12	Dialectical	Requiring learners to compare their knowledge with those from the sources.[xii]
	13	Analytical	Learners think about why things are, how they came to be and how they can be changed.[xiii]
	14	Strategic thinking-oriented	Directing learner to set their own goals and to think of strategic ways of achieving them.[xiv]
	15	Goal and action-oriented	Allowing learners to plan and organise actions in relation to their goals.[xv]
	16	Conformity with human rights values	Methods, instruments and materials are consistent with and conform to human rights and human rights values.[xvi]
	17	Influence of learners	Students are given the opportunity to propose and make choices that influence instruction and learning processes.[xvii]
	18	Originality	Unique approach specific to the human right(s) which the practice focuses on.[xviii]
	19	Innovative character	Methods of teaching are new; new practices, instruments and strategies are explored.
Usability	20	Ease of use	Organised and detailed, providing background information and practical guidance for teachers.[xix]
	21	Adaptability	The practice's methodologies can be adapted to different local and national contexts.[xx]
	22	Effectiveness	Evidence of direct achievement of the learning goals; assessment tools are provided.[xxi]

Table 4: __Indicators__

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

	No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Methodology	6	Activities are exclusively individual.	Most activities are individual; results are discussed in the plenary.	Some activities are individual; some group or whole-class work is required.	There is extensive group and whole-class, as well as some individual work.	There is a good balance between individual, group and whole-class work; students are required to cooperate to achieve results.
	7	Methods and approaches do not foster a sense of solidarity, creativity, dignity or self-esteem.	A sense of solidarity, creativity, dignity or self-esteem is fostered to a certain degree.	A sense of solidarity, creativity, dignity and self-esteem is fostered to a certain degree.	A sense of solidarity, creativity, dignity and self-esteem is fostered to a high degree.	Specific activities help ensure that self-esteem and dignity are fostered.
	8	Methods are not appropriate for the specified target group.	Methods are appropriate for the specified target group.	Methods are appropriate for the specified target group; adaptation is possible but requires considerable effort.	Methods can be easily adapted to suit other age groups, learning styles or special needs.	Alternative activities/ adaptations are suggested.
	9	Inclusion is not considered.	Instructions and learning processes implicitly facilitate the inclusion of all students.	Inclusion is explicitly addressed.	Students belonging to the group which the practice focuses on are paid special attention.	Teacher's notes or a teacher's guide provides special guidance on inclusion.
	10	There is no practical orientation.	There is some degree of practical orientation.	Methodologies and content are in relation to the real-life experience in the specific cultural context.	There are some general guidelines on practical application of human rights education competencies.	Human rights education competencies are applied at school and/or community level.
	11	There is no reference to prior knowledge.	Prior knowledge and experiences are implicitly based upon.	There is some explicit solicitation of prior knowledge and experiences.	There is extended explicit solicitation of prior knowledge and experiences.	There is solicitation of prior knowledge and experiences and this knowledge is challenged.
	12	There is no comparison of knowledge at all.	There is some element of comparison of knowledge.	There is comparison with fellow students.	There is comparison with independent sources.	There is comparison with fellow students and independent sources.

	No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Methodology	13	Things are taken as given (no analysis).	Some analysis of certain (often historical) individual events.	Analysis of certain elements.	Detailed analysis of certain elements.	Analysis is central to the approach.
	14	No goals are defined and there is no room for development of goals.	Goals are pre-set and not discussed with students.	Goals are pre-set but discussed with students.	Goals are preset; learners are encouraged to think of strategic ways of achieving them.	Learners are encouraged to set their own goals and to think of strategic ways of achieving them.
	15	Learners do not have any opportunity to plan or organise actions in relation to their goals.	There is some room for learners to develop some ideas for possible actions; however, this element is not explicit.	There are some suggestions for planning and organising actions.	The practice encourages learners to plan action in relation to their goals; actions are not implemented.	The practice encourages learners to plan and organise actions in relation to their goals.
	16	Method and materials are not in conformity with human rights values.	Some elements of the method and materials are not in conformity with human rights values.	Materials are in conformity with human rights values; methods might risk to lead to some students feeling singled out.	Method and materials are in conformity with human rights values.	A teacher's guide/notes provides guidance on how to ensure that teaching practices are in conformity with human rights values.
	17	Students have no influence on the learning process.	Students have limited influence on the learning process.	Students have some influence on the learning process.	Students have considerable influence on parts of learning process.	Students have influence on the entire learning process.
	18	The approach is not specific to the topic which is focused on.	Conventional approaches have been adapted to reflect the topic which is focused on.	Some elements of the approach are specific to the topic which is focused on.	Most elements are specific to the topic which is focused on.	Unique approach specific to the human right(s) on which is focused on.
	19	Only conventional methods are used.	Conventional methods are adapted.	Some new methods are used.	A variety of new methods are used.	A variety of very innovative methods are used.

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

[i] Kirchschlaeger/Kirchschlaeger 2009: 28-29.
[ii] Kirchschlaeger/Kirchschlaeger 2009: 26-27.
[iii] Kirchschlaeger/Kirchschlaeger 2009: 32.
[iv] Compendium 2009: 10.
[v] Tibbitts/Kirchschlaeger 2010:11.
[vi] OSCE/ODIHR 2012:22; Tibbitts/Kirchschlaeger 2010:11; Kirchschlaeger/Kirchschlaeger 2009: 31.
[vii] OSCE/ODIHR 2012:22.
[viii] OSCE/ODIHR 2012:22.
[ix] OSCE/ODIHR 2012:22; Compendium 2009: 10.
[x] OSCE/ODIHR 2012:22; Kirchschlaeger/Kirchschlaeger 2009: 31
[xi] Tibbitts/Kirchschlaeger 2010:11.
[xii] Tibbitts/Kirchschlaeger 2010:11.
[xiii] Tibbitts/Kirchschlaeger 2010:11.
[xiv] Tibbitts/Kirchschlaeger 2010:11.
[xv] Tibbitts/Kirchschlaeger 2010:11.
[xvi] Kirchschlaeger/Kirchschlaeger 2009: 32.
[xvii] OSCE/ODIHR 2012:23.
[xviii] Compendium 2009: 10.
[xix] Compendium 2009: 10.
[xx] Compendium 2009: 10.
[xxi] Compendium 2009: 10.

All the materials with an average score of 3 or above are presented in Sections 2.B and 2.C; the detailed evaluation forms are included in Annex B. The criteria were not weighed, that is each of criteria has the same weight. The activities have been assessed exclusively based on these criteria; geographical representation has no influence on this selection.

The evaluation of the submitted materials proved to be challenging, as they differed very much in terms of content, approach, target group, etc. For some materials, it was not possible to apply all the criteria. In these cases, this has been noted explicitly in the evaluation form presented in Annex B and the criterion has not been applied for this material (i.e. less than 22 criteria were taken into consideration for these materials). This was the case for instance for short activities (it is impossible to fulfil all the criteria in an activity stretching over one hour only) and some of the "other resources", in particular case studies.

At the end of the analysis of the practices and the selection of "good practices" we have elaborated a few commonalities and basic principles that underlie all or some of the selected "good practices". These commonalities and principles have been reformulated as recommendations for the development of new practices in the field of education for anti-racism, non-discrimination and tolerance.

2. Selected Materials

This Chapter introduces the selected materials. Section 2.A. presents policies and frameworks of several countries. The summaries and the original documents aim to serve as "good practices" and provide guidance for the future development of policies and frameworks in the area of education for anti-racism, diversity and tolerance. Section 2.B. introduces the activities selected according to the raster of criteria presented in Section 1.B. Section 2.C. finally contains "other materials" which might be useful for the future development of materials, including case studies and teacher guides.

A. Policies

i. Overview and General Remarks

This section presents different approaches to teaching about anti-racism, diversity and tolerance on a strategic level. Policies and other strategic-oriented documents and analyses thereof have been provided for the following countries: Australia, Brazil, Japan, South Africa and the USA. The policies and frameworks are presented in alphabetical order according to State names. This selection is not meant to be representative of all states within the respective continent. Rather, the presented policies serve as examples of how education for anti-racism, non-discrimination and tolerance can be approached.

It is noteworthy that not all the documents have been provided directly by state governments, but also by other organisations.

ii. Selected Policies

Policy A.1.

Australia

Documents:	- Summary provided by the Australian Department of Education, Employment and Workplace Relation (A.1.1.) - Melbourne Declaration on Educational Goals for Young Australians (A.1.2.) - Australian Curriculum (A.1.3.) - Together for Humanity – Difference Differently (B.16, see Section 2.B.iv.) - National Safe Schools Framework (C.5, see Section 2.C.ii) - National Anti-Racism Partnership and Strategy (A.1.3.)
URLs	http://www.acara.edu.au http://www.australiancurriculum.edu.au http://www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html http://www.humanrights.gov.au/antiracism

Description

These documents provide an overview of the Australian approach to education in the fields of anti-racism, tolerance and diversity.

In Australia, state and territory governments are responsible for educational affairs. All education-related efforts are coordinated through the National Education Agreement. In 2008, the *Melbourne Declaration on Educational Goals for Young Australians* (A.1.2.) was adopted. The Declaration places an emphasis on students' understanding and acknowledging the value of indigenous cultures and on reconciliation between indigenous and non-indigenous Australians. It defines several educational goals, including goal 2 which reads as follows: "All young Australians become successful learners, confident and creative individuals, and active and informed citizens."

To achieve the educational goals defined in the Declaration, the Australian government is progressing an ambitious suite of reforms, which covers, among others, the following areas:
- Australian Curriculum (A.1.3.): The first national curriculum is currently being developed. It identifies several cross-curriculum priorities including "Aboriginal and Torres Strait Islander histories and cultures" as well as general capabilities to be fostered across the whole educational process, including "intercultural understanding". The "intercultural understanding" learning continuum incorporates six interrelated organising elements: recognising, interacting, reflecting, empathy, respect and responsibility. A comprehensive table shows how each of the six organising elements can be addressed over the schooling process and which capabilities students are expected to develop.
- Together for Humanity – Difference Differently (B.16, see Section 2.B.iv.): The NGO *Together for Humanity* launched a free online Australian Curriculum resource entitled *Difference Differently*, supporting teachers, primary and secondary students learning about diversity.
- National Safe Schools Framework (C.5., see Section 2.C.ii)): The Framework supports schools to take a proactive whole-school approach to developing effective student safety and wellbeing policies.

Independently from the national curriculum, the Australian Human Rights Commission is currently developing a *National Anti-Racism Partnership and Strategy* (A.1.4.)*, based on Australia's new multicultural policy, *The People of Australia.* A discussion paper was produced in March 2012 and the final strategy is planned to be launched soon. The aim of the strategy is to foster understanding of what racism is and to suggest strategies for its prevention, among others through the development of educational resources.

Policy A.2.
Brazil

Document:	Proposta de Plano Nacional de Implementação das Diretrizes Curriculares Nacionais da Educação das Relações Étnico-raciais e para o Ensino de História e Cultura Afro-Brasileira e Africana – Lei 10.639/2003 (Draft Implementation Plan regarding the Guidelines for National Curriculum for Teaching Ethno-Racial Relations and Afro-Brazilian and African History and Culture – Law 10.639/2003)
URL	http://portal.mec.gov.br/index.php?option=com_content&view= article&id=13788%3Adiversidade-etnico-racial&catid=194%3Asecad-educacao-continuada&Itemid=913

The *Draft Implementation Plan regarding the Guidelines for National Curriculum for Teaching Ethno-Racial Relations and Afro-Brazilian and African History and Culture* was prepared by an Inter-ministerial Working Group established by the Ministry of Education.

Targeting the Ministry of Education as a key player in the development of policies and actions, it aims to contribute to the implementation of Law 10.639/2003 adopted in 2003. It addresses both institutionalised discrimination of minorities and the teaching of diversity education. It builds upon six strategic axes: strengthening the legal framework; a policy on training for managers and professionals in education; a policy on educational materials; democratic management and participant mechanisms; improving institutional conditions; and monitoring and evaluation.

For each of these axes, the plan defines a set of goals, suggests strategies to achieve these goals, and defines the main actors. The main focus lies on teacher training and the development of a policy on teaching resources. Regarding the latter, the draft plan states that it must be ensured that teaching materials are not discriminatory and that they do not reinforce existing prejudices, and that they address issues of discrimination, minorities, diversity and tolerance.

Policy A.3.
Japan

Document:	Human Rights Education Policy (in Japanese only)
URL	http://www.moj.go.jp/content/000073061.pdf

This document is based upon a decision made by the Japanese Ministers Committee in 2002. It has since been revised in 2011.

The document lays down a policy for human rights education in Japanese schools. It contains an assessment of the current situation of human rights in Japan.

There is a comprehensive section addressing formal education from kindergarten up to high school, including special needs schools. Several activities targeting elementary schools are suggested, among them an essay contest. It is suggested that schools make use of media, create networks etc. in order to raise awareness among students.

Furthermore, the Policy encourages schools to provide consultation services for victims and potential victims of human rights violations.

It also outlines a list of vulnerable people who must be paid special consideration and whose rights should be addressed in-depth.

Policy A.4.
South Africa

Document:	Manifesto on Values, Education and Democracy
URL	http://www.education.gov.za

The *Manifesto on Values, Education and Democracy* is based upon the work done by the Working Group on Values in Education instigated by the Ministry of Education. In its report, the Working Group highlighted six qualities to be actively promoted by the education system: Equity, tolerance, multilingualism, openness, accountability and social honour.

The Manifesto analyses how the Constitution can be taught and lived in schools, as well as applied in programmes and policy-making at school and government level. It thus addresses young South Africans as well as all those engaged in education. It identifies ten fundamental values contained in the Constitution which have a relevance in education, among them social justice and equity, equality, non-racism and non-sexism and open society. Despite this list of pre-defined values, the Manifesto recognises the importance of discussion and debate as compared to the imposition of pre-defined values.

The Manifesto suggests sixteen strategies for teaching democratic values:
- Nurturing a culture of communication and participation in schools;
- role-modelling: promoting commitment as well as competence among educators;
- ensuring that every South African is able to read, write, count and think;
- ensuring equal access to education;
- infusing the classroom with a culture of human rights;
- making arts and culture part of the curriculum;
- putting history back into the curriculum;
- introducing religion education into schools;
- making multilingualism happen;
- using sport to shape social bonds and nurture nation-building at schools;
- promoting anti-racism in schools;
- freeing the potential of girls as well as boys;
- dealing with HIV/AIDS and nurturing a culture of sexual and social responsibility;
- making schools safe in which to learn and teach, and ensuring the rule of law in schools;
- ethics and the environment; and
- nurturing the new patriotism, or affirming the common citizenship.

Recommendations on how to frame a Values Statement and a Values Action-plan are also provided. The objective is that all the institutions develop such statements and plans, as well as a shared commitment to them.

The Manifesto is very specific to the South African context and is directly based on the South African Constitution. Many of the elements can however be transferred to other contexts and inspire similar documents.

Policy A.5.
United Kingdom

Document	Case Study on Human Rights Education in Scotland for UNESCO "Teaching Respect for All" Project
URL	http://www.unesco.org.uk/HREducationScotland

This document was provided by the UK National Commission for UNESCO.

It provides a link to documents related to a human rights education Conference co-organised by the UK National Commission Scotland Committee in September 2011. As a follow-up, key players in human rights education in Scotland were asked to put forward case studies and resources.

The document provides an overview of some of these initiatives and resources developed in the UK and, more specifically, in Scotland. They cover initiatives in the area of anti-racism as well as teaching resources for human rights education. Two of these activities, developed by Amnesty International UK, which address the rights of Travellers (A.1, see Section 2.B.ii.) and sexual minorities (A.2, see Section 2.B.ii), are presented in this study.

Policy A.6.
USA

Document	United States Contribution for UNESCO "Teaching Respect for All" Survey about Educational Policy and Practices on Tolerance and Anti-Racism
URL	

This document was provided by the U.S. federal government. It summarises the U.S. approach to education for tolerance and anti-racism and provides addresses of institutions and organisations working on this issue.

The summary provides a useful overview of the U.S.-American educational system and anti-discrimination laws.

Regarding the educational system, it is noted that education is primarily a state and local responsibility. Consequently, there is no national curriculum. Instead, there is a big variety of different curricula and teaching materials developed by various governmental and private entities. The summary presents a non-exhaustive list of stakeholders that have developed educational materials.

Concerning the U.S. Civil Rights Policy the summary holds that the U.S. Department of Education's Office for Civil Rights (ORC) is in charge of enforcing non-discrimination laws whenever a program or activities receive financial assistance from the Department of Education. The ORC is thus responsible for ensuring equality, non-discrimination and tolerance in schools.

iii. Conclusion

The big variety of approaches presented in this section shows that education for anti-racism, diversity and tolerance can be addressed in a manifold of ways.

As shown above, Brazil adopted a law in 2003, known as *Guidelines for National Curriculum for Teaching Ethno-Racial Relations and Afro-Brazilian and African History and Culture (Law 10.639/2003)* the aim of which is to foster understanding of African History and thereby improving ethno-racial relations in Brazil.

South Africa's education system has gone through major changes since the Apartheid system ended in 1994. One major development was passing from segregated to integrated schools. In 2003, a second step was taken regarding education for anti-racism, diversity and tolerance, when the herein presented *Manifesto on Values, Education and Democracy* was published, which is a statement of commitment to introduce values and human rights education in the curriculum.

Australia and the USA are both federal states in which education is primarily a state responsibility. While in the U.S. curricula are entirely determined at state level, Australia has recently adopted the Melbourne Declaration on Educational Goals for Young Australians, providing a political framework for the establishment of the first national curriculum. Despite this different division of responsibilities, both countries place an emphasis on education for anti-racism, diversity and tolerance. Australia has even gone as far as to develop a curriculum for diversity education for primary and secondary students.

Similarly to the USA, the United Kingdom has adopted several different curricula. Several organisations have created materials on education for anti-racism and tolerance that can be integrated into all these curricula.

Japan has implemented a policy for human rights education since 2002. As shown above, this document addresses formal education at all school levels and provides some strategies for teaching human rights. It also encourages schools to provide consultation services and thus goes further than most human rights education policies.

B. Activities

i. Overview and General Remarks

This Section presents selected materials for the teaching about anti-racism, diversity and tolerance. The materials are very varied: some were developed by public institutions, others by non-governmental organisations or private institutions; some suggest very short activities which can be integrated into existing subject matters, while others are comprehensive curricula; some are specific to one subject matter, while others are cross-curricular; some suggest activities to be conducted over several weeks or even a school year, while others are best taught in a one-day workshop.

The activities are divided into the following subsections: ii. Selected Short Activities; iii. Selected Workshops; iv. Other Selected Resources. Within each of the subsections, the activities are presented in alphabetical order according to the name of the institution which developed the activity.

For each activity, a table provides some basic information, including a link to the original materials. A short description provides some background information, outlines the objectives of the activity and provides a short summary of the methodology. This description is followed by a summary of the positive aspects of the activity, divided into three elements: content, methodology and usability.

ii.   Selected Short Activities

Activity B.1.
Amnesty International UK
LGBT History Month 2006

Country	United Kingdom
Focus area	LGBT, diversity, tolerance
Age target group	From 14 years
Category	Short activities
Language(s)	English
Year of publication	2006
URL	http://www.amnesty.org.uk/content.asp?CategoryID=11644

Description

This resource is dedicated to fostering tolerance and respect for diversity, particularly with regard to sexual minorities (also called LGBT = lesbians, gays, bisexuals and transsexuals). Focus is on the use of language, the analysis of prejudices and how they can be countered. The resource outlines how the activities fit into the framework for the Citizenship Orders of the National Curriculum for England.

Word Power (Activity 1), for instance, encourages students to think about positive and negative ways in which words can be used. In pairs, they are asked to discuss experiences of being insulted. In bigger groups they then list common taunts into aspects of difference and the results are discussed with the whole class. This discussion is followed by the analysis of a quote by Aldous Huxley on the power of words. Three more activities follow this initial activity on the use of language.

Is it a Crime to be Gay in Boldovia? (Activity 5), is a semi-fictional case study about illegality of homosexual acts between consenting adults. The class is divided into small groups, each of which is assigned a role. One of them is the committee. The others prepare and present testimonies to the committee. After the presentations, the committee debates the case and agrees on recommendations. The rest of the class, out of role, are observers of this debate. The role-play is followed by a whole-class discussion.

Positive aspects

Content: The resource aims to develop different skills and to foster knowledge about human rights, with a special focus on LGBT rights, as well as understanding for "difference". It consists of several short activities that build upon each other, as well as follow-up activities, thereby ensuring sustainability. It also makes links to the national curriculum.

Methodology: There is a good combination of individual, group and whole-class work. The activities foster a sense of solidarity and creativity. A variety of innovative methods are applied, which reflect the needs of this specific topic. The focus on the power of words is a strong element of this approach.

Usability: The resource is detailed and provides worksheets for students. The activities can be easily used in other contexts; some adaptations might be necessary if they are applied in extra-European countries.

Activity B.2.
Amnesty International UK
Travellers' Rights

Country	United Kingdom
Focus area	Travellers' Rights
Age target group	From 13 years
Category	Short activities
Language(s)	English
Year of publication	--
URL	http://www.amnesty.org.uk/content.asp?CategoryID=11645

Description

This is a resource developed for schools in England, Scotland, Wales and Northern Ireland. It is suggested that the proposed activities are integrated in Citizenship, Personal and Social Education and related subjects. The resource provides detailed teacher's notes (with background information and practical guidance for conducting the activities) and work sheets for students.

The activities have the following learning objectives: to understand the reasons why Travellers migrate and the challenges they face; to challenge stereotypes of travelling groups; to try to balance the rights of travelling people with those of local residents; to explore conflict in land use; and to present and interpret data from a variety of sources.

In the first activity students search for definitions of two main groups of Travellers in the UK. Students are then encouraged to think about push and pull factors that cause travellers to move around the country. In the end there is a discussion in the plenary so that any misconceptions can be clarified. It is suggested that this activity be replaced by a whole-class discussion if there is no Internet access.

The second activity explores conflicting views on land rights of travellers through a role-play and a discussion. In the role-play, students participate in a fictive "informal inquiry" about a group of Travellers setting up an official site for 20 caravans. After the debate, students reform in groups of five and take the role of the planning inspectorate which takes the final decision. The activity is concluded with a final vote and a whole-class discussion on the outcome of the procedure.

In the third activity, students examine real-life applications made by Travellers and discuss which rights guaranteed in the Universal Declaration of Human Rights might be violated.

Positive aspects

Content: The resource aims to develop different skills and to foster knowledge about human rights. There are explicit links to UK and international law. Students are also asked to think about the rights of Travellers from a philosophical and moral point of view.

Methodology: There is a good combination of individual, group and whole-class work. The importance of inclusion of Traveller children is explicitly addressed. The analytical element is strong; the rights of Travellers are analysed from various perspectives.

Usability: The resource is detailed and contains all the necessary information, including extensive teacher's notes and worksheets for the students.

Activity B.3.
Anti-Defamation League
When I Grow Up I Want to Be a… - Moving Beyond Gender Boundaries in our Lives

Country	USA
Focus area	Gender
Age target group	Grades K-9 (5-15 years)
Category	Short activities
Language(s)	English
Year of publication	2008
URL	http://www.adl.org/education/curriculum_connections/spring_2008

Description

The activity serves to explore gender role expectations and the obstacles that still exist for people who behave in gender non-conforming ways.

The early childhood lesson helps young students to explore the gender stereotypical beliefs that place limits on the types of activities and interests they pursue. In one activity, children are asked to identify which instruments are more likely to be played by a boy and which by a girl. The results are discussed in the plenary.

The lessons for older students explore assumptions about job roles and gender, increase awareness about gender segregation and pay inequality in the workplace and encourage students to move beyond narrow gender role expectations as they pursue interests and envision their own professional futures. During one of the activities pupils match staff members of their school to their former jobs. The guesses are discussed in plenary before the teacher reveals the correct answers. The activity is followed by a discussion about why we think that females are better suited to do certain jobs and males to do others.

Positive aspects

Content: Pupils are encouraged to think about gender roles in daily life and how stereotypes are reflected in our language. The activities try and influence attitudes, skills and behaviour, in particular mutual understanding and respect.

Methodology: The activities take into consideration different learning needs and age groups. The analytical element is quite strong in that pupils are encouraged to think about how things are, how they came to be, how they should be and how they could be changed. Theoretical and practical elements are well linked. Activities for different grades build upon each other, thereby ensuring continuous and efficient learning.

Usability: These are short activities that can be integrated into all subject matters. The teacher is supported by detailed guidelines. A lot of materials for follow-up and more in-depth analysis are provided and community-based activities are suggested to complement classroom activities.

Activity B.4.
A World of Difference Institute
I Belong to Many Groups

Country	USA
Focus area	Diversity
Age target group	Elementary/middle school (7-14 years)
Category	Short activity
Language(s)	English
Year of publication	--
URL	http://www.adl.org/education/edu_awod/awod_classroom.asp

Description

This is a short activity to define groups the individual pupils belong to. The aim is for pupils to realise which groups determine one's own self and to recognise the value of diversity. The activity strives to demonstrate that all human beings are part of many different groups, and that each of these groups determines our own self.

The activity starts with pupils thinking about which groups they belong to, such as 4th greater, oldest child in the family, girl, Italian American. The teacher then calls out the identified groups one by one and asks the pupils who consider themselves as members of this group to take two steps forward, so that they realise that different people are members of different groups. Pupils then complete a pie paragraph each, with the groups who are most important to the individual pupil taking the biggest share. The pie paragraph thus illustrates the different groups making out each pupil's identity. By way of conclusion, pie paragraphs are shared first in pairs and then with the whole class, followed by a discussion on identity and diversity.

The activity is part of a broader programme fostering diversity, which consists of the following elements: a classroom of difference, a campus of difference, a community of difference and a workplace of difference. Various activities have been developed targeting different age groups (early childhood to adults) in different contexts (home, school, community, workplace, etc.).

Positive aspects

Content: The activity makes children think about their place in society and illustrates that they themselves belong to many different groups. They will thus realise that being part of one group does not mean that one is excluded from all the other groups.

Methodology: The activity focuses on the identification of the children's identity and provides a basis for changing behaviours. It fosters understanding for diversity by making children experience their own identity. The activity combines individual, pair and whole-class work.

Usability: This activity requires only little resources. Detailed instructions and all the materials are provided. The activity can be used in many different contexts.

Activity B.5.
Educational Equity Center
Quit it! - I feel Welcome/Unwelcome

Country	USA
Focus area	Bullying
Age target group	Grades K1-3 (5-9)
Category	Short activity
Language(s)	English
Year of publication	--
URL	http://www.edequity.org/programs/teasing

Description

Quit it! is a comprehensive resource on bullying for kindergarten and lower primary schools. It encourages teachers to integrate the topics of teasing and bullying into the daily life of the classroom through three sequential themes. Firstly, the class creates its own rules. The second part aims to raise awareness about teasing and bullying. The third part encourages children to stand up for the right of others instead of remaining bystanders.

The materials include a teacher's guide and two accompanying CDs. The classroom CD, *Stories about Teasing and Bullying*, is interactive and illustrates how boys and girls problem-solve real-life teasing and bullying situations. *Implementing the Quit it! School-Wide Model*, provides research findings, assessment tools, agendas for professional development, family involvement workshops, policy development and resources.

The lesson entitled *I feel Welcome/Unwelcome* is part of the theme *Talking about Teasing and Bullying*. Different activities are suggested for different grades. For Grades 2-3, students are asked to illustrate what feeling welcome and feeling unwelcome means to them. The students themselves decide whether to work in groups and how to illustrate their thoughts. The results are then discussed with the whole group, with the teacher putting a special focus on gender issues.

Positive aspects

Content: The toolkit addresses bullying at various levels. Its central aim is to influence behaviour of children by making think about differences and stereotypes. Focus is put on the identification of values and attitudes.

Methodology: Conventional approaches have been adapted to reflect the needs arising when talking about bullying. Students are at the centre of all the activities. For example, students develop their own strategies to make the classroom a more welcoming place. Special attention is drawn to issues of dignity of students and of valuing students' feelings and concerns. For each lesson, different activities are suggested for different grades; easier activities can also be sued for children with special needs.

Usability: The toolkit provides worksheets and recommendations for adaptations and for leading discussions in the classroom. It also contains suggestions for follow-up activities. Comprehensive monitoring and evaluation activities have been conducted to ensure effectiveness of the suggested activities.

Activity B.6.
HuRights OSAKA
Human Rights Lesson Plans for Southeast Asian Schools

Country	Japan and Southeast Asia
Focus area	All human rights
Age target group	All
Category	Short activities
Language(s)	English, Bahasa Indonesia, Bahasa Melayu, Vietnamese Some parts only: Khmer, Japanese, Chinese
Year of publication	2003
URL	http://www.hurights.or.jp/english

Description

This collection of activities for human rights education is based on the outcomes of the Southeast Asian Writing Workshop on Developing Human Rights Teaching Guides (SEA Workshop). The SEA Workshop aimed to develop human rights teaching guides for Southeast Asian schools. It brought together educators who have ample experience in teaching human rights in the region.

The manual contains lesson plans for individual countries as well as detailed suggestions for activities regarding specific themes. Taking into consideration the scope of the study, the evaluation focuses on the following activities:
- *Right to Equal Treatment* (human dignity), for the lower secondary (pp. 65-70): This is a short activity during which the students are asked to do pantomimes showing different forms of discrimination. The results are discussed in plenary and the teacher provides some background information about the right to equal treatment. As a follow-up activity, students design posters illustrating different forms of discrimination.
- *Freedom from Discrimination*, for the upper secondary (pp. 80-84): Students are asked to identify different ethnic groups living in their country as well as typical characteristics of those groups. Similarities and differences, as well as stereotypes are identified. The results are discussed and the teacher provides the students with some information about discrimination. The activity is concluded with a discussion in groups about how to address issues of discrimination.

Positive aspects

Content: This is a comprehensive manual covering various topics and grades, and providing useful guidance for teachers who are not necessarily specialised human rights teachers. It focuses on knowledge as well as attitudes, behaviours and values. There is a good balance between philosophical and legal understanding. Human rights instruments are used to support specific arguments.

Methodology: The manual suggests a variety of interactive methods such as pantomimes, storytelling and drawings, thereby ensuring optimal learning success for all learning styles. The methods encourage students to think about how they themselves can contribute to alleviating suffering. Most activities combine theory with more practice-oriented discussion parts.

Usability: The manual suggests a lot of short activities which can be used in many different contexts and easily adapted. It contains recommendations for follow-up for the short activities and other additional information for teachers. Each activity includes a section on evaluation, some of which are very detailed.

Activity B.7.
National Crime Prevention Council
Diversity

Country	USA
Focus area	Diversity
Age target group	Grades 1-2 and 3-5 (6-11 years)
Category	Short activities
Language(s)	English
Year of publication	--
URL	http://www.ncpc.org/topics/hate-crime/activities-and-lesson-plans-for-kids-in-grades-1-5

Description

The National Crime Prevention Council provides resources to work on different issues including hate crimes. Within its activities on hate crimes it has developed short activities for Grades 1-2 and 3-5 to foster awareness of diversity.

The activity for Grades 1-2 focuses on gender stereotypes. Pupils are asked to think about whether girls can be good football player, and whether boys can be good cooks. Based on the answers provided by the pupils, gender stereotypes are discussed in the plenary.

The activity for Grades 3-5 talks about differences in general. Children are placed in a circle, with one pupil sitting in the middle. The child in the middle identifies one characteristic defining some people. All the pupils who have this characteristic get up and change the chair. This process is repeated several times and followed by a discussion about similarities and differences.

Positive aspects

Content: These activities aim to make children think about difference and to become more aware of their own identity.

Methodology: These short activities are interactive. They are appropriate to age and culture, although in certain contexts cultural appropriateness might require special consideration.

Usability: These are two simple and short activities on inclusion/exclusion which can be integrated in all subject matters and which can serve as energisers. They have a strong analytical element.

iii. Selected Workshops

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Activity B.8.
Nürnberger Menschenrechtszentrum
and the Foundation Remembrance, Responsibility and Future (EVZ)
Diskriminierung trifft uns alle! (Discrimination affects us all!)

</div>

Country	Germany
Focus area	Discrimination
Age target group	From Grade 7 (from 12 years)
Category	Workshop
Language(s)	German
Year of publication	--
URL	http://www.diskriminierung.menschenrechte.org/materialien

Description

The workshop *Discrimination affects us all!* takes the Nuremberg laws, adopted on 15 September 1935, as a starting point. It encourages students to reflect on discrimination in contemporary Germany. It aims to help learners recognise discrimination and to support effective action against it.

A typical study day takes 4.5 hours. A variety of methods are applied, including group work, presentations, research, films, exercises and reflection. The selection and combination of the different activities depends on the needs, abilities and age of the students. All the activities can also be used independently from each other.

For instance, during the activity *Choosing a Partner* the students are encouraged to discuss according to which criteria they choose their boyfriend or girlfriend. They then think about whether the state has the right to regulate the choice of the partner by law. The students then read an excerpt of the text "Zehn Gebote für die Gattenwahl" (Ten Commandments for the Choice of a Partner). By way of conclusion, the students formulate a right they want to be entitled to regarding their choice of a partner.

The activity *And you are Alone…* aims to show students how it feels to be part of the majority or to be alone. The trainer sticks a coloured sticker on each of the students' temple. The students do not know which colour their sticker is made off. The students must then walk around and form groups consisting of all the students having stickers with the same colour, without however speaking. Once the groups are formed, there is a discussion in plenary about questions such as how it feels to find someone sharing the colour and how it feels to stay alone.

Positive aspects

Content: The workshop draws upon historic events, former and contemporary legislation, and moral considerations. It explicitly refers to non-discrimination legislation and encourages learners to reflect upon it. Some activities include school and community projects, encouraging learners to share their newly acquired competencies with wider society.

Methodology: The activities encourage active participation and cooperative learning. Debriefing sessions help consolidate the learning experience and ensure that the dignity of all learners is respected. The workshop puts a strong emphasis on learners' prior knowledge and experience and learners are required to question their own assumptions and behaviour.

Usability: Although the workshop has been conceived specifically for the German context, it can be adapted for other contexts (especially for other European countries).

Activity B.9.
Peace School Foundation of Monte Sole
Mechanisms of Violence: Historical Tools for Human Rights Education

Country	Italy
Focus area	Peace education/propaganda/racism
Age target group	All
Category	Workshop
Language(s)	English, Italian
Year of publication	--
URL	http://www.montesole.org

Description

The Peace School Foundation of Monte Sole promotes information, training and education concerning peace. It aims to contribute to building a society without xenophobia, racism or any other type of violence. Its premises are situated in Monte Sole, Italy, where a massacre was committed during World War II.

The Peace School offers experiential workshops for pupils and adults, conducted on memorial sites. Its approach is based upon the use of images and testimonies of events that took place during World War II and links them to contemporary life and societal phenomena such as xenophobia and racism.

This is a very flexible approach that is continuously modified to suit facilitators as well as participants; there are no ready-to-use materials. In order to visualise its approach, the Peace School prepared a summary of its work on propaganda with some concrete examples.

A typical workshop starts with participants bringing together their knowledge about the events in Monte Sole. The participants then analyse images of propaganda used during World War II and compare them to posters used nowadays. Participants' views and feelings are central; the facilitator tries to intervene as little as possible.

Positive aspects

Content: This workshop focuses on the analysis of past events and present social phenomena. It encourages participants to think about their own perceptions and to adapt their behaviour accordingly.

Methodology: This method draws upon the past to address contemporary challenges regarding xenophobia and racism. It uses historical places to stimulate participants' feelings and to make them reflect about their own behaviour. It is very participant-centred in that it uses almost exclusively cooperative and participative learning methods, stresses the importance of adapting the workshop to the audience, and builds upon participants' prior knowledge and experiences. The approach is unique in the sense that it does not provide any theoretical input; rather, it exclusively consists of discussions and remembrance.

Usability: The approach requires only little resources and materials. Since there is no curriculum, well-trained facilitators are a key success factor for the implementation of this method.

iv. Selected Curricula and Textbooks

Activity B.10.
The Advocates for Human Rights
Energy of a Nation – Immigrants in America

Country	USA
Focus area	Immigration
Age target group	From 8th Grade (13 years) with additional module for younger pupils
Category	Curriculum
Language(s)	English
Year of publication	2012
URL	http://www.energyofanation.org/Curriculum.html

Description

Energy of a Nation is a comprehensive guide to teaching students about immigration in the U.S. It targets 8th grade to adult audiences, and also contains a module for younger students. It introduces learners to fundamental concepts and puts them into context. It links various topics including the definition of human rights, the causes and consequences of migration, anti-racism and diversity. Although it is suggested to teach the lessons sequentially, the lessons can also stand alone, be combined in various manners, or be integrated into existing subject areas. Each lesson is divided into several activities. A summary provides an overview of all the suggested activities.

The curriculum provides historical and theoretical background as well as suggestions for practical implementation of the lessons learned. The appendixes provide useful background information and guidance on how to evaluate the activities. The accompanying website contains additional materials, including PowerPoint presentations and quizzes.

In *Nativism and Myths about Immigrants* (lesson 10), for instance, students learn to distinguish between facts, myths and opinions. They analyse statements about immigration and discuss whether they are facts, myths or opinions. In a second activity, students are divided in small groups. Each group receives a selection of quotes and images referring to a specific era in U.S. history. The students than draft summaries which are used to create a *Gallery of Nativism*. The last activity of this lesson is about refuting myths and rumours. Students search for facts disproving an anti-immigrant myth and practice refuting it.

Positive aspects

Content: This is a comprehensive manual on migration that links migration, anti-racism, tolerance and diversity education. It addressed various aspects of the topic. In *Nativism and Myths about Immigrants* (lesson 10), social phenomena such as prejudices and myths and how they affect living together in multicultural societies are discussed. *Creating a Welcoming School and Community* (lesson 13) aims to foster understanding for migrants' life stories and provides guidance on how to make the (school) community more welcoming for immigrants.

Methodology: The curriculum combines a broad range of interactive and analytical methods and approaches. It helps to develop various skills including empathy, mutual understanding, critical thinking, and collective action. There is an appendix on working with immigrant and refugee students that provides useful guidance on how to address the special needs of immigrant and refugee students while teaching about immigrants and diversity.

Usability: The curriculum is well organised and easy to use. It contains background information as well as practical tools such as handouts for students. Some of the activities can be easily transferred and adapted to a different context.

Activity B.11.
American Jewish Committee, Berlin Office
Hands Across the Campus

Country	Germany
Focus area	Social, democratic and moral competencies
Age target group	13-19 years
Category	Curriculum
Language(s)	German (some explanatory documents available in English)
Year of publication	--
URL	http://www.ajc-germany.org/de/hands-across-campus

Description

Hands Across the Campus is a framework for integrated development of the classroom and the school as a whole. It aims to foster students' social, democratic and moral competencies through personal reflection and understanding of the causes and consequences of conflicts. The programme should be implemented at all levels (classroom, school and community). The core of this approach are student-initiated and –organised projects and more generally student participation. The programme has two corner stones: the *Hands Curriculum* and the *Youth Leadership Programme*.

The *Hands Curriculum* is divided into five core lessons: Identity and society; living democracy; democracy in Germany and the U.S.; human rights; and challenges for democracy. Each lesson is divided into several units. Each unit provides information about the methods, the required materials and which subject matter it can be integrated in.

The curriculum includes several units on discrimination, hate crimes, diversity and tolerance. In *Racism has a History: the Colonial Wars in Namibia – a chapter in Germany's History*, for instance, students discuss Germany's colonial past and how the past influences the present. They also assess how common responsibility for the past can be assumed. In a first step, students take position regarding current debates about German colonialism. In a brainstorming activity, students then collect their prior knowledge about German colonial history and develop questions about the topic. The students then decide which of two sub-themes they would like to work on. Based on historical texts and the catalogue of questions, students develop their knowledge about the chosen sub-theme. Results are exchanged in interviews led between the two groups. Students then analyse and compare various sources and quotes from Namibian and German politicians, and hold a debate about German's responsibility for the past. A whole-class discussion concludes the unit and suggestions for homework and follow-up activities are provided.

Positive aspects

Content: In some units historical sources are analysed through a critical lens. Students learn to analyse sources and events from different perspectives. Other units focus on questions of identity and personal values. There is a strong emphasis on developing practical debating skills, values and attitudes.

Methodology: Theoretical and practical elements are well combined in that students are encouraged to think about links between historical events and contemporary social phenomena. Cooperative learning is central to this approach and whole-class projects at school or in the wider community foster solidarity, interpersonal skills and creativity. Students have substantial influence on decision-making regarding their own learning.

Usability: The manual is broad in scope. It contains work sheets and detailed instructions for teachers.

Activity B.12.
Federal Government, Brazil
A Cor da Cultura (The Colour of Culture)

Country	Brazil
Focus area	Diversity, descendants of Africans, racism, expressions of black
Age target group	Primary School (6-10 years)
Category	Curriculum
Language(s)	Portuguese
Year of publication	2006/2010
URL	http://www.acordacultura.org.br

Description

A Cor da Cultura is an educational project aiming to foster appreciation and preservation of African-Brazilian culture (cultural heritage). The project has two major components: the audio-visual production and teacher training. It derives its origin from a federal law, which decrees the mandatory theme 'History and Afro-Brazilian Culture' in the official curriculum of the public and private educational network. It is complemented by a TV series consisting of five different programmes, running in three different TV channels, altogether 56 episodes.

The Curriculum strives to support teachers and students in discussing issues of discrimination and exclusion. The curriculum consists of the following books:
- Book 1: Context (diversity, racial and social differences, Africa and African heritage, racial relations with indigenous peoples in Brazil and specially in schools)
- Book 2: Methodologies (concepts and principles, use of new methodologies, objectives, recommendations on how to approach challenging issues etc.)
- Book 3: Activities based on the analysis of texts (Afro-Brazilian values and references, Africa and African diaspora)
- Book 4: Articles (thematic, education, implementation of the federal law)
- Book 5: Outline of chosen themes, including activities
- Book 6: Glossary (containing words of African origin)

Positive aspects

Content: The curriculum addresses all dimensions of human rights education. It stresses the philosophical and societal understanding thereof.

Methodology: The curriculum uses an interdisciplinary approach. Participative, experiential and cooperative learning is stressed throughout. The use of a variety of methods reflects different learning styles and ensures that practice and theory are linked. The curriculum covers all subjects and grades, thereby ensuring sustainability and effective learning.

Usability: The curriculum is comprehensive and provides a lot of guidance. Due to its comprehensiveness, coordinated effort of teachers across all subjects and grades is necessary. Furthermore, it contains valuable recommendations on how to address challenging issues.

Activity B.13.
Institute of Human Rights Education, People's Watch
KHOJ – Education for a Plural India
Education in Conflict Resolution and Human Rights

Country	India
Focus area	Equality
Age target group	All
Category	Curriculum
Language(s)	English
Year of publication	2010
URL	http://www.ihre.in/modules.php (Maharastra)

Description

This is a textbook on education in conflict resolution and human rights. It aims to teach children peaceful conflict resolution skills by encouraging them to think about their own self and the community they live in.

Each of the sessions includes an introduction outlining the topic and providing some basic information. Furthermore, different exercises (including work sheets) are provided. For some sessions, extra-curricular activities and exercises for homework are suggested. Taking into consideration the scope of this study, only two sessions have been evaluated.

Understanding Equality (session 5): Students are asked to identify five families living in different social and economic conditions. For each of these families, students then answer pre-defined questions such as what kind of health benefits they get and which school their children go to. Based on this information, students write an essay about whether there can be genuine equality. In a second exercise, students and teachers complete a questionnaire about castes. The results are discussed in the plenary.

Equality (session 14): Students are asked to think about whether all the children in their family are treated in the same way. In a second exercise, they reflect about the meaning of independence and what kind of freedoms they enjoy and which freedoms are denied to them. The students then read a few short stories about inequality and share their opinion about the situation the man characters live in. All the results are shared in plenary. Excerpts from the Indian Constitution accompany the exercise. For homework, students ask their mothers about the extent of freedoms they have in their home and leaders of their village about the extent of freedoms the people living in their village have. These exercises are followed by some activities about the Universal Declaration of Human Rights.

Positive aspects

Content: The two evaluated sessions encourage students to think about natural and man-made differences as well as the distinction between difference and discrimination. All dimensions of human rights education are addressed, with a special focus on attitudes and behaviour. The materials combine philosophical and historical aspects and support arguments by means of the Indian Constitution and international human rights instruments.

Methodology: The exercises encourage personal reflection and build upon prior knowledge. Students are asked to compare theory with reality and to think about why idealistic theoretical ideas are not always reflected in practice. The exercises are directly linked to students' everyday life and put into historical and social context.

Usability: The activities are well organised and the methodology can be transposed to other contexts. Since the introductory texts are specific to the Indian context, substantial adaptations are required.

Activity B.14.
Museum of Tolerance
Teacher's Guide

Country	USA
Focus area	Tolerance
Age target group	Grades 3-12 (8-18 years)
Category	Classroom activities (Teacher's Guide)
Language(s)	English
Year of publication	2003
URL	http://www.museumoftolerance.com/site/c.tmL6KfNVLtH/b.5063231/k.5AC2/Lessons_and_Activities.htm

Description

This Teacher's Guide is a resource supporting teachers in preparing a visit to *The Museum of Tolerance*. *The Museum of Tolerance* is the educational section of the Simon Wiesenthal Center, a human rights organisation dedicated to preserving the memory of the Holocaust and to fostering tolerance. The Teachers' Guide introduces innovative online resources, and provides lessons to deepen and sustain learning. Different lessons are suggested for different grades. In the following, two projects/lessons are described by way of example.

The *Family Culture Project* (Grades 3-5) consists of six pre- and post-visit activities. Students brainstorm a list of what defines a family. They then draw a family tree. Subsequently, students will discuss how culture affects their own lives. After the visit to the museums, students will interview family members about their family history. Based on these interviews, they will write a narrative about a family role model. Afterwards, students discuss the importance of certain artefacts for their family. By way of conclusion of this project, students will assemble the results of all the activities to create a poster about their family history.

In *The Price of Personal Responsibility* (Grade 12) students analyse documents written by famous activists for justice and human rights. The students are provided with discussion questions the costs and benefits of defending human rights and freedoms, which are discussed in the plenary or individually in a writing assignment.

Positive aspects

Content: This manual is a very comprehensive resource for tolerance education. It covers pre- and post-visit activities as well as the visit to the Museum of Tolerance itself. Understanding one's own family history and culture serves as a starting point to enhance values, attitudes, behaviour and skills.

Methodology: For certain activities, different methods are suggested for different grades. Several activities involve family members which increases impact. Students are asked to draw upon prior knowledge and experiences and compare it with other students' knowledge and experiences as well as external sources. The materials succeed well in linking historical events with the present. Social phenomena and their causes and consequences are analysed and discussed. There is also discussion on how issues could be addressed and how personal behaviour could be changed.

Usability: The Teacher's Guide provides hand-outs, outlines materials and resources which are required to conduct an activity and indicates how much time needs to be devoted to each activitiy. It also suggests various more in-depth activities and contains a form for self-evaluation. Furthermore, it includes recommendations for teachers to help avoid generalisation and other risks typically arising when teaching about the holocaust. It is not easy to adapt the Guide to different contexts, as the activities are linked to a visit of the Museum of Tolerance.

Activity B.15.
Southern Poverty Law Center
Teaching Tolerance – Reading Ads with a Social Justice Lens

Country	USA
Focus area	Tolerance
Age target group	Grades K-5 (5-11 years)
Category	Curriculum
Language(s)	English
Year of publication	--
URL	http://www.tolerance.org/activity/reading-ads-social-justice-lens

Description

Reading Ads with a Social Justice Lens is a series of 13 multidisciplinary mini-lessons that provide strategies for reading and talking about advertisements as well as their impact, and that build critical literacy. The lessons are designed for students in grades K-5 and include suggestions for simple adaptations.

The lessons address the following key social justice concepts:
- the meaning and impact of stereotypes
- the impact of unequal representation and access
- the effect of biased messages about how to view ourselves and others
- the importance of developing independent voices as activists

Stereotypes in Advertising (lesson 3), for instance, starts with the teacher explaining the meaning of stereotypes. Students then share examples of stereotypes they encounter in their daily lives and discuss what power advertisements have to keep stereotypes going and to show that stereotypes are true or untrue. Afterwards, Students are divided into groups to analyse advertisements. The groups present their conclusion in the plenary and the teacher closes the activity with a short debriefing about the power of advertisements.

Positive aspects

Content: The activities allow teachers to address two central issues: the relationship between advertisements and social justice, and the social phenomenon of stereotypes. Pupils' feelings are central to the activities. The aim of the activities is to change attitudes and behaviours by reflecting about these feelings. They address all three dimensions of human rights education.

Methodology: The curriculum suggests of a mix of individual, group and whole-class activities. Students are required to apply the acquired knowledge in practice and there are some initial ideas for sharing the results of the work with the community (school or wider). The analytical element is strong in that students are asked to analyse advertisements, how they are developed and what impact they might have. The materials are practice-related and encourage students to think critically as well as to develop and share their own opinions.

Usability: The activities are well structured and organised. Most materials (including handouts) are provided. Teacher involvement is required to find adequate ads and to prepare the lessons.

Activity B.16
Together for Humanity Foundation
Difference Differently

Country	Australia
Focus area	Diversity
Age target group	Grades 3-10 (9-16 years)
Category	Curriculum and teacher training materials
Language(s)	English
Year of publication	2012
URL	http://www.differencedifferently.edu.au

Description

The *Together for Humanity Foundation* was tasked by the Australian government to develop an online resource on teaching diversity in line with the national curriculum (A.1.3) and the Melbourne Declaration (A.1.2). *Difference Differently* offers modules in English, History, Geography and Civics & Citizenship. Through the use of videos, online forums, quizzes, and interactive learning activities, *Difference Differently* aims to improve ways in which schools foster intercultural understanding. It is complemented by a teacher resource providing online professional learning.

Difference Differently aims to develop diversity competencies by enabling students to:
- Acknowledge diversity as a natural phenomenon.
- Understand the phenomena of prejudice, identity, citizenship, and belonging.
- Empathise with other people's ways of life and identity.
- Commit to engaging with a range of people.
- Communicate confidently and be critical thinkers.
- Understand how different identities develop.

Activities for lower grades include the analysis and creation of stories that focus on diversity, and exploring the changing cultural, linguistic and religious makeup of Australia. Higher grades concentrate on the concept of diversity and on the development of students' attitudes and behaviours.

Positive aspects

Content: This is a comprehensive resource providing modules for teaching diversity including a teacher guide and a teaching strategies section for each of the modules, as well as modules for teacher training addressing classroom practices and the school environment as a whole. All dimensions of human rights education are explicitly addressed.

Methodology: The curriculum combines online with classroom activities. The materials foster methods encouraging creativity and reflecting human rights values and principles. They build upon students' prior knowledge and foster critical thinking. They provide useful guidance for teachers on how to make teaching practices human rights friendly and inclusive.

Usability: The resource contains all the required material, including an online survey for teachers and students for each module. Some additional research might be required, e.g. for child-friendly definitions. Most activities can be adapted for other contexts; however, substantive work is required to do so.

Activity B.17.
Youth Centre of Human Rights and Legal Culture
Mind Prejudice

Country	Russia
Focus area	Tolerance
Age target group	15-17 years
Category	Curriculum
Language(s)	Russian, English (only parts of the materials)
Year of publication	--
URL	http://www.ycentre.ru (in Russian only) http://tandis.odihr.pl/documents/hre-compendium/en/index.html (some documents in English)

Description

The analysis of myths serves as a point of departure of this series of activities on tolerance. Focus is put on the foundation of myths in a modern society. In a second step, the role of media in dispersing myths/prejudices is analysed. The third section is devoted to the use of "enemy image" in politics. The last part serves to analyse psychological and social reasons for xenophobia and develops strategies to change attitudes and behaviour.

In *Functions and Designation of a Myth* (lesson 4), for instance, students reflect about why myths arise in contemporary societies and what their functions are. This is done by means of a role-play during which students play characters reacting differently to the same piece of news (occurring incidents or catastrophes). It is expected that in the role of various characters, students create an "enemy" supposedly responsible for the crisis. The creation of this "enemy" is the result of existing prejudices and students' experiences. A discussion follows the play in which the image of the enemy and of underlying prejudices is discussed: how does such an image arise? What are the consequences of such an image? After this activity has been concluded, students work with texts explaining different meanings of the word "myth".

A teacher's manual and a reader of primary sources complement the curriculum.

Positive aspects

Content: The curriculum focuses on the meaning of myths and the analysis thereof. The aim is to increase critical thinking and to change the behaviour of students.

Methodology: The analysis of myths encourages self-reflection and fosters a sense for the appreciation of diversity. Learners' prior knowledge serves as a starting point and is constantly built upon. There is a very strong analytical element, in that the curriculum focuses on how myths and stereotypes are produced and on how they can be dismantled.

Usability: Clear instructions for teachers are provided, but profound engagement of the teacher is required. This is a very linguistic approach, based on the analysis of literature and can thus be integrated into language classes or social studies. The method itself can be used in different context; however, the literature and examples must be adapted.

v. Conclusion

The selection of materials illustrates how education for anti-racism, diversity and tolerance can be implemented in practice and which might be the challenges. The variety of approaches ensures that suitable materials can be found for each context – although some adaptations might be necessary.

The short activities are especially useful for teachers of subject matters for which the link to anti-racism, diversity and tolerance is not obvious, as well as in contexts where resource constraints are a major issues or where there is no framework for addressing such themes.

Workshops can be of particular interest for thematic weeks. They allow students and teachers to delve deep into a specific topic and to develop school and community projects. They also provide a good environment for innovative and original methodologies.

Curricula, on the other hand, facilitate a sustainable learning experience. They can be implemented in certain subject matters such as social sciences or where human rights or civic education is taught as a separate subject. The advantage of such an approach is that students get more time to reflect on the topic and that homework can be assigned.

C. Other Resources

i. Overview and General Remarks

This section presents other selected resources on education for anti-racism, diversity and tolerance. They include case studies, teacher's guides and manuals.

The resources are presented in alphabetical order according to the name of the institution that developed them.

For each resource, a table provides some basic information, including a link to the original materials. A short description provides some background information and provides a short summary of the methodology used. This description is followed by a summary of the positive aspects of the resource, divided into three elements: content, methodology and usability.

ii. Other Selected Resources

Other resources C.1.
Asia-Pacific Centre of Education for International Understanding
Challenging Racial Prejudices, Promoting International Understanding

Country	Indonesia
Focus area	Anti-racism
Age target group	Grades 10-12 (15-19 years)
Category	Case study
Language(s)	English
Year of publication	2008
URL	http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m4112&wr_id=59

Description

This document presents a case study conducted in a high school in Malang City, Indonesia. The purposes of this case study were:
- to evaluate how a series of activities undergone by students could raise the students' self-esteem, as they were non-white themselves, more Malay than Oriental;
- to break the students' prejudices and biases against differences;
- and to promote a school climate of international understanding.

To that end, four months of peace education activities and six weeks of intensive prejudice-reduction activities were undertaken along with a series of surveys to identify the level of awareness of students with regard to racism. All students attended the following extra-curricular activities: a lecture on international understanding; a lecture on prejudices; a lecture on the equality of races; a lecture about famous people from all races; a film-screening; a visit of an international school; and a lecture on prejudice reduction.

Intra-curricular activities included reading multicultural stories in English classes; comparing the metaphor of the seven formal elements of art design (e.g. texture, colour, light) with the way diversity consists of different components which can be combined differently in arts classes; analysis of literature and writing about international understanding in Indonesian language classes; and debating in social science classes.

The study showed that racial prejudices were more deeply rooted than expected and that it was difficult for students to reflect on their own deep-seated racial prejudices to which they were – at least partly – subjected. Nonetheless, biases could be significantly reduced.

Positive aspects

Content: The document presents the evaluation of an educational anti-racism approach and thereby provides valuable information for the development and adaptation of educational materials in other contexts. Focus is put on developing attitudes and personal behaviour.

Methodology: A variety of extra- and intra-curricular activities are combined. Creative approaches are used in arts classes, for instance. The intra-curricular activities in particular are interactive and student-centred.

Usability: The questionnaires provided in the annex of the document can be adapted to measure the impact of various materials and approaches.

Other resources C.2.
Asia-Pacific Centre of Education for International Understanding
The Internet Debate and Deliberation (IDD) Model: an Education Tool for Fostering International Understanding in Secondary Schools

Country	Japan
Focus area	International communication
Age target group	High school (14-18 years)
Category	Case study
Language(s)	English
Year of publication	2009
URL	http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m4112&wr_id=60&page=0&page=0

Description

This case study analyses the use of an internet-based debate and deliberation model in Kobe Municipal Fukiai High School, with an aim to strengthen critical and integrated thinking among high school students from various countries.

The Internet Debate and Deliberation (IDD) Model is a teaching model using a student-centred approach that combines the characteristics of a debate and deliberation. With the Internet as the medium of communication, it is designed to enable high school students in different parts of the world to exchange opinions and ideas despite time differences, varying school curricula and calendars, technical support, and computer skills. Teachers serve as facilitators, coaches, coordinators, supervisors, advisers, or managers.

The analysis demonstrates that the school has developed effective methods of communication among young people with different cultural backgrounds and perspectives.

Content: This model allows for students living in different parts of the world to exchange opinions and ideas and to learn more about their ways of living. This fosters international understanding and tolerance.

Methodology: Students take on different roles in the debate, including debater, moderator or timekeeper. They thereby learn assessing topics from different perspectives and they develop communication skills. Students of the Kobe Municipal Fukiai High School also took a central role in developing the model.

Usability: The case study provides very practical guidance on how to develop an IDD model. The model relies on simplicity and practicality so that not too much effort is required to implement the model. Basic rules for debating are provided.

Other resources C.3.
Asia-Pacific Centre of Education for International Understanding
Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan

Country	Japan
Focus area	International understanding
Age target group	High school (14-18 years)
Category	Case study
Language(s)	English
Year of publication	2007
URL	http://www.unescoapceiu.org/board/bbs/board.php?bo_table=m4112&wr_id=54&page=0&page=0

Description

This case study evaluates education for international understanding in Japan through the example of "Current issues studies" at Mishima High School. The report contains lesson plans developed by one teacher of Mishima High School and an analysis of the Japanese curriculum with regard to education for international understanding.

In *Building a Peaceful Relationship between Japan and Korea*, for instance, students analyse a film about the development of the relationship between Japan and Korea and identify problems and issues. Students share the identified problems in groups and discuss strategies to address each of these issues. The results are shared in the plenary. In a second step, students analyse what needs to be done at which level (government, civil, individual). The unit is concluded with a discussion on how to make a difference.

Content: This study concentrates on the analysis of the Japanese curriculum for education for international understanding. It provides useful information for the development and adaptation of specific curricula and for integrating education on anti-racism and tolerance in existing curricula. It also provides examples of how to evaluate such activities i.e. evaluation through classroom observation.

Methodology: The students have considerable influence on the learning content, as they themselves identify the issues to be addressed based on the film. There is a focus on interactive and cooperative learning. A strong element of this method is that students think about what they themselves can do to improve the relationship between Japan and Korea.

Usability: The used approach is easy to apply in different contexts (although a different film needs to be chosen).

Other resources C.4.
Brazilian Ministry of Education
Orientações e Ações para a Educação das Relações Étnico-Raciais
(Guidelines and Strategies for Education on Ethno-Racial Relations)

Country	Brazil
Focus area	Ethno-racial relations
Age target group	All
Category	Methodologies
Language(s)	Portuguese
Year of publication	2006
URL	http://portal.mec.gov.br/index.php?option=com_content&view= article&id=13788%3Adiversidade-etnico-racial&catid=194%3Asecad- educacao-continuada&Itemid=913

Description

The materials suggest different starting points to talk about diversity, prejudices and other elements of ethno-racial relations.
- Kindergarten: National holidays, stories written by Brazilian authors, fairy tales, plays, popular songs
- Elementary: Identity
- Intermediate: language, science, social science

The booklet does not provide specific educational units which can be used as such in the classroom. Rather, it suggests approaches to discuss diversity and prejudices in the class-room. As a starting point it utilises aspects of national/local importance such as national holidays, fairy tales and popular songs which will be analysed with the children to identify elements fostering/acknowledging diversity as well as those likely to reinforce existing stereotypes. This analysis can be done through different means such as role-play, singing, drawings/decoration and debate. With older students, issues such as identity are addressed. The booklet contains recommendations for teachers on how to avoid reinforcing existing stereotypes, and stigmatising or singling out certain children.

Positive aspects

Content: All dimensions of human rights education are addressed, with a special focus on attitudes, values and behaviour.

Methodology: This innovative method is based upon the analysis of common songs, stories, films, artefacts, etc. Its aim is to raise awareness regarding the value of diversity and the danger of stereotypes. This analytical and creative approach is important because traditional cultural manifestations are usually not questioned and existing prejudices thus reinforced. Despite this analysis of elements of cultural heritage, the suggested activities do not deny the value of this heritage and they are reflective of human rights principles. Special attention is paid to the danger of marginalising or excluding children belonging to certain groups.

Usability: Since the booklet outlines methodologies rather than specific units, substantial preparatory work is required. The methodologies can be applied in a big variety of contexts. The booklet contains a glossary and recommendations for teachers on how to avoid marginalising certain students.

Other resources C.5.
Ministerial Council for Education, Early Childhood Development and Youth Affairs
National Safe Schools Framework

Country	Australia
Focus area	School environment/bullying
Age target group	All
Category	Framework and manual
Language(s)	English
Year of publication	2011
URL	http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/ nationalsafeschoolsframework.aspx

Description

The *National Safe Schools Framework* is one of the initiatives aiming to realise the objectives defined in the Melbourne Declaration (A.1.2.). It provides a vision and a set of guiding principles for safe and supportive school communities that also promote student wellbeing and develop respectful relationships. It identifies nine elements to assist Australian schools in the continuous creation of teaching and learning communities where all members of the school community feel and are safe. It responds to new and emerging challenges for school communities such as cybersafety, cyberbullying and community concerns.

The Framework adopts a whole school approach to safety and wellbeing. It provides a comprehensive range of evidence-informed practices to guide schools in preventing and responding to incidents of harassment, aggression, violence and situations of bullying and to implement their responsibilities in relation to child protection issues.

An accompanying Resource Manual provides useful guidance on how to implement the Framework in practice. It consists of the following sections:
- National Safe Schools Framework school audit tool, enabling schools to assess themselves against the Framework's nine elements of safe and supportive schools.
- Frequently asked questions related to student safety and wellbeing
- Key actions and effective practices for implementing the Framework's nine elements
- Commonly used terms and definitions
- Resources to support implementation of the Framework
- Review of the literature on student safety and wellbeing in schools

Positive aspects

Content: This resource reflects a holistic approach to human rights education addressing not only the teaching of human rights, but also the learning environment as a whole. It directly targets issues linked to diversity and tolerance education, such as harassment, violence and bullying. Implementing this strategy helps student develop practical skills and apply them in practice at school and community level.

Methodology: The Framework and Manual emphasise active involvement of students in rendering the school safe and stress cooperative approaches and peer-mediation. They pay special attention to inclusivity of all students. Terms are defined in age-appropriate language, including separate definitions for adults, children and youth. The resources are long-term oriented in that newly acquired skills are applied at school and community level.

Usability: The manual directs users to additional resources. Due to its general character, the Framework can be easily adapted for other contexts.

Other resources C.6.
Procurador de los Derechos Humanos de Guatemala
Derechos Humanos de Grupos Sociales Específicos
(Human Rights of Specific Social Groups)

Country	Guatemala
Focus area	Rights of specific social groups
Age target group	Primary school (7-12 years)
Category	Teachers Guide
Language(s)	Spanish
Year of publication	2011/2012
URL	http://www.pdh.org.gt/index.php?option=com_phocadownload&view=category&id=26:direccion-de-educacon-y-promocionwww.pdh.org.gt

Description

This guide complements two other teacher manuals entitled *The Necessity of a Human Rights Pedagogy* and *Human Rights and Curriculum Organisation*. It addresses the teaching of human rights of chosen social groups, namely children and youth, women, and indigenous people.

Although it is not a curriculum, some initial ideas for debate topics and activities are presented. For activities on gender, for instance, it is suggested that students look for discriminatory formulations used in their Social Science and Spanish Language textbooks. It is also suggested to make a role-play about family life in which some of the girls play roles traditionally assigned to boys and vice versa. A group of students observes the play. The observations are then discussed in the plenary.

Despite some suggestions for activities, the Guide focuses on providing background knowledge for teachers and suggestions on how to develop educational units. It also encourages teachers to examine whether textbooks are reflective of human rights principles and values, and to reflect about how to make the school as a whole reflective of such values and which role each individual teacher should play.

Positive aspects

Content: This guide brings together information on rights of specific social groups and addresses them comprehensively. It combines philosophical and legal elements as well as historical elements and contemporary social phenomena.

Methodology: Teachers are encouraged to examine whether textbooks reflect human rights principles and values, and to reflect about how to ensure that diverse identities and the rights of the child are respected in the school community. Regarding activities, they strive in the main to make students feel what discrimination means and to become more aware of stereotypes and discrimination in their daily lives. The important function of experiential learning is stressed.

Usability: The guide provides valuable background information for teachers. Complex concepts are well explained. Parts of the guide can be adapted to suit other contexts.

Other resources C.7.
SchLAu NRW
Different in More Ways than One – Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect

Country	Germany
Focus area	Sexual identity
Age target group	Teenagers and young adults (from 13 years)
Category	Theme Guide
Language(s)	English, German, French, Italian, Dutch
Year of publication	2004
URL	http://www.diversity-in-europe.org

Description

This manual was developed to be used as a tool to combat discrimination based on sexual orientation. It presents advice and a variety of methods for training and consciousness-raising sessions. It compares discrimination based on sexual orientation to racial discrimination.

The manual consists of different theme guides and a brochure containing the introduction, the theory part and the annex. The theme guides provide more detailed information about certain topics related to the subject of homosexuality. The following structure is used for the theme guides:
- Story-telling: each theme is introduced with a story. This stimulates the learners' imagination and emotions. It is suggested that stories are used as a starting point for discussions.
- Framework: this section provides some background information on the theme. It also suggests strategies for resolving the problems addressed.
- Bear in mind: this section helps the teacher to reflect about his or her own personal attitudes in order to better be able to teach about sexual identity in a more objective way.

Positive aspects

Content: This is a comprehensive resource on teaching about discrimination based on sexual identity. It challenges common myths and stereotypes as well as social norms and students' personal behaviour.

Methodology: The resource utilises a variety of approaches, reflecting various learning styles. It encourages students to discuss their own experiences and to apply their prior knowledge. There is a strong real-life dimension. Special consideration is given to the danger of singling out or hurting the feelings of certain students.

Usability: There are recommendations on how to deal with challenging remarks, different groups and cultural differences. A glossary helps teachers define uncommon notions and expressions. The activities can be easily adapted.

iii. Conclusion

The resources presented in this section provide some useful insights into innovative methods of learning for anti-racism, diversity and tolerance, and complement the policies and activities presented in the other sections.

The case studies describe and analyse models developed in individual Southeast-Asian schools. Although they all vary considerably, the experiences of these schools can inform similar activities and approaches in other contexts and thus provide useful guidance for teachers and policy makers. The IDD model is of particular interest because it links learning about diversity and tolerance with intercultural exchange across borders. *Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan* demonstrates what difference an individual teacher can make. *Challenging Racial Prejudices, Promoting International Understanding* demonstrates how difficult it is to change existing prejudices and provides some suggestions for how to achieve positive results.

The *Guidelines and Strategies for Education on Ethno-Racial Relations* suggesting various methodologies can be applied in various contexts in that the suggested approaches can be easily transposed and adapted.

The *Australian National Safe Schools Framework* is of particular interest because it addresses the school environment as a whole, thus embracing a broad concept of human rights education.

The last two resources address the teaching about specific social groups and fostering understanding for differences and various identities. This is crucial for the development of a human rights culture in which all individuals are respected and valued.

3. Recommendations

This section presents some recommendations which could guide in future the development of new practices in the field of education for anti-racism, non-discrimination and tolerance. They have been elaborated based on the selected practices and complemented with some additional elements. The document numbers in brackets indicate practices that can serve as examples for possible ways of implementing these recommendations.

Content

The following recommendations provide guidance for decision-making regarding the content of materials:
-   Materials should link anti-racism education to diversity and tolerance education, as racism can only be eradicated if all individuals value diversity and show tolerance and respect towards everyone regardless of their identity (B.10.).
-   Materials should cover all dimensions of human rights education, that is contribute to developing students' knowledge and understanding, values and attitudes, and skills (B.11, B.12.).
-   Materials should cover different approaches to human rights – in particular the historical, philosophical, political and legal approach – and demonstrate that they are interdependent and mutually reinforcing. They should refer to internationally recognised standards and principles of human rights (B.2, B.13.).
-   Strategies for applying the newly acquired competencies in practice (at school and community level) should be provided. This will contribute to ensuring a sustainable learning experience (B.16, C.5.).

Methodology

The following recommendations provide suggestions for the choice of methodologies and teaching approaches:
-   It must be ensured that the materials reflect human rights principles and values, including the four A's of the right to education (availability, accessibility, acceptability and adaptability), and that the dignity of all students is respected throughout the learning process. Special attention must be paid to the needs and feelings of students who are considered and/or who consider themselves members of the group which the materials focus on (B.1, B.8; C.7.).
-   The needs of different age groups and learning styles should be reflected. Special consideration should be paid to students with special needs (B.7, B.12.).
-   Existing prejudices and stereotypes should be identified and their causes and consequences analysed. For instance, this can be done through the analysis of songs, stories, fairy tales, films etc. (C.4.) or by asking students to look for stereotypes in their natural environment, including advertisements (B.15).
-   Past events can be analysed and compared to the present in order to identify commonalities and to develop strategies to counter racist and other discriminatory tendencies and phenomena (B.9, B.14.).
-   Activities should start from the children's context and then move to more general themes (B.4, B.13.) and societal phenomena. Building upon students' prior knowledge and experiences, self-reflection and self-identification as well as discussions will help develop attitudes and values of students (B.17, B.9.).
-   Students should be involved as much as possible in decision-making processes regarding the objectives and content of anti-racism, tolerance and diversity education (C.3.).

Usability

The following recommendations outline how resources can be rendered user-friendly:
- Materials should be accompanied by a teacher's guide providing guidance for teaching about anti-racism, diversity and tolerance. This guide should include issues such as how to deal with racist and other offensive remarks when talking about racism, how to ensure inclusiveness, and how to avoid reinforcing stereotypes and prejudices. More generally, the teacher's guide should foster classroom and teaching practices that reflect human rights values and principles (B.2, B.8, B.10, C.6, C.7.).
- Materials should provide orientation for teachers on how to integrate the suggested activities into the broader teaching and learning (as a separate subject or integrated into other subject matters) and on how issues of racism, diversity and tolerance can influence the development of other general capabilities and vice versa (B.6.).
- Regular pre- and in-service teacher training in the use of the materials should be provided.
- It is recommended that activities are conceptualised in a way that they can be applied separately (as short activities) or jointly (as a comprehensive curriculum) so as to suit different needs and constraints (A.1, B.8). Materials should include short activities, which can be used as energisers and integrated even into very dense curricula (B.5, B.7.).
- Materials should provide definitions of key terms of the materials, which are appropriate to different age groups (C.5.).
- Practical tools for evaluation of the activities for teachers and students should be provided. These should go beyond knowledge-based tests in order to cover all dimensions of human rights education (C.4, B.5, C.2.).

Process

The following recommendations provide guidance for the process of developing new materials:
- Materials should be developed in a participatory process, including students, teachers and other relevant stakeholders.
- Materials should be pretested in an environment that is similar to the context in which it will be implemented and subsequently adapted if necessary.
- Materials should be evaluated through independent research.
- Independent research on education for anti-racism, diversity and tolerance should inform the development of new materials as well as the review or the adaptation of existing materials.

4. Reflection

Conducting this study was a challenging and rewarding experience at the same time. This section aims to provide some insight into the process of the mapping exercise and how it developed over time.

The received practices are of high quality and cover a broad range of topics and approaches. This rendered the selection of "good practices" challenging.

The raster of criteria was developed before the collection of the materials proved to provide useful guidance for the analysis of the collected practices. Nevertheless, after a first round of evaluations and based on the feedback received from the members of the Advisory Group, some of the criteria were adapted and defined more clearly.

Furthermore, it was decided to develop indicators for each of the criteria, so as to ensure that each individual criterion would be applied consistently and coherently. The final raster of criteria and their indicators are presented in Section 1.B.

Despite the detailed raster of criteria and the related indicators, it was sometimes challenging to evaluate the practices according to each of the criteria, as some of the practices did not exactly fit into the box and different criteria would have been required. These exceptions have been noted in Annex B.

5. Conclusion

The mapping study presents practices and policies regarding education for anti-racism, non-discrimination and tolerance from all over the world.

The results can be primarily used in two ways. First, the study describes each of the practices and outlines specific strengths. It thus represents a valuable collection of materials that can be used by educators to integrate education for anti-racism, non-discrimination and tolerance into their teaching.

Second, the study elaborates recommendations for the future development of practices in the field of education for anti-racism, non-discrimination and tolerance. More specifically, it can inform further activities conducted by UNESCO within the "Teaching Respect for All" project, including the design of new educational tools.

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- ❖ African (Banjul) Charter on Human and People's Rights (ACHPR), 27 June 1981
- ❖ American Convention on Human Rights "Pact of San Jose, Costa Rica" (ACHR), 18 July 1978
- ❖ Arab Charter on Human Rights (ArCHR) 22 May 2004
- ❖ Convention on the Rights of the Child (CRC), 20 November 1989
- ❖ European Convention for the Protection of Human Rights and Fundamental Freedoms (incl. Protocol 1) (ECHR), 4 November 1950
- ❖ International Convention on the Elimination of All Forms of Racial Discrimination (CERD), 21 December 1965
- ❖ International Covenant on Civil and Political Rights (ICCPR), 16 December 1966
- ❖ International Covenant on Economic, Social and Cultural Rights (ICESCR), 16 December 1966
- ❖ United Nations Declaration on Human Rights Education and Training (UNDHRET), 19 December 2011
- ❖ Universal Declaration of Human Rights (UDHR), 10 December 1948

Annex A: Selection of Countries

1. Participation in the First Phase (2005-2009) of the World Programme for Human Rights Education[1]

Morocco	Senegal	South Africa	Tunisia	Brazil	Guatemala	USA	India	Indonesia	Japan	Qatar	Germany	Italy	Russia	UK	Australia	Fiji
Yes	Yes (sub-missions from two different entities)	Yes*	Yes*	No	Yes	No	Yes*	Yes	Yes	Yes (sub-missions from two different entities)	Yes	Yes*	Yes	Yes	Yes	No

With*: List of Governments that submitted information on national human rights education initiatives in contexts other than the preparation of the present report
Without*: List of Governments that responded to the evaluation questionnaire

2. Legal Framework

Ratification of International Treaties

	Morocco	Senegal	South Africa	Tunisia	Brazil	Guatemala	USA	India	Indonesia	Japan	Qatar	Germany	Italy	Russia	UK	Australia	Fiji
ICESCR	Yes	Yes	No (only signature)	Yes	Yes	Yes	No (only signature)	Yes	Yes	Yes	No	Yes	Yes	Yes	Yes	Yes	No
CRC	Yes	Yes	Yes	Yes	Yes	Yes	No (only signature)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
CERD	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes

ICESCR: International Covenant on Economic, Social and Cultural Rights
CRC: Convention on the Rights of the Child
CERD: International Convention on the Elimination of All Forms of Racial Discrimination[2]

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[1] General Assembly (August 2010): Final evaluation of the implementation of the first phase of the World Programme for Human Rights Education.
[2] United Nations Treaty Collection: treaties.un.org.

Ratification of Regional Treaties

Africa and Arab Region

	Morocco	Senegal	South Africa	Tunisia	Qatar
AChHPR	No	Yes	Yes	Yes	-
ArCHR	No	-	-	No	Yes

AChHPR: African (Banjul) Charter on Human and Peoples' Rights[3]
ArCHR: Arab Charter on Human Rights 2004[4]

America

Brazil	Brazil	Guatemala	USA
ACHR	Yes	Yes	No (only signature)

ACHR: American Convention on Human Rights "Pact of San Jose, Costa Rica"[5]

Europe

	Germany	Italy	Russia	UK
ECHR	Yes	Yes	Yes	Yes
ECHR Protocol 1	Yes	Yes	Yes	Yes
ESC	Yes	Yes	Yes	Yes
ESC (revised)	No (only signature)	Yes	Yes	No (only signature)

ECHR: European Convention for the Protection of Human Rights and Fundamental Freedoms and Protocol 1 to the Convention[6]
ESC: European Social Charter[7]
ESC (revised): Revised European Social Charter[8]

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[3] www.claiminghumanrighs.com.
[4] www.humanrights.ch.
[5] www.oas.org.
[6] conventions.coe.int.
[7] www.coe.int.
[8] conventions.coe.int.

3. Statistics

Access to Education

	Morocco	Senegal	South Africa	Tunisia	Brazil	Guatemala
Adjusted net *enrolment* rate primary school in total in 2010	--	--	--	--	--	--
Net *enrolment* ratio for primary school participation from 2007 to 2010	Male: 92% Female: 88%	Male: 74% Female: 76%	Male: 89% Female: 90%	--	Male: 96% Female: 94%	Male: 98% Female: 95%
Net *enrolment* rate in secondary school in all programmes in total in 2010	--	--	--	--	--	--
Net *enrolment* ratio for secondary school participation from 2007 to 2010	--	--	--	--	Male: 78% Female: 85%	--
Net *attendance* ratio for primary school participation from 2005 to 2010	Male: 91% Female: 88%	Male: 58% Female: 59%	Male: 80% Female: 83%	Male: 95% Female: 93%	Male: 95% Female: 95%	--
Net *attendance* ratio in secondary school participation from 2005 to 2010	Male: 39% Female: 36%	Male: 20% Female: 16%	Male: 41% Female: 48%	--	Male: 74% Female: 80%	Male: 41% Female: 39%
Youth (15-24 years) literacy rate from 2005 to 2010	Male: 87% Female: 72%	Male: 74% Female: 56%	Male: 97% Female: 98%	Male: 98% Female: 96%	Male: 97% Female: 99%	Male: 89% Female: 84%
Public expenditure on education as % of total government expenditure: Primary education	9.1% (2008)	10.4% (2009)	8.2% (2010)	6.3% (2008)	5.4% (2009)	6.8% (2005)
Public expenditure on education as % of total government expenditure: Secondary education	11.1% (2008)	7.4% (2009)	6.0% (2010)	10.8% (2008)	7.5% (2009)	1.7% (2005)

	USA	India	Indonesia	Japan	Qatar	Germany
Adjusted net *enrolment* rate primary school in total in 2010	--	--	--	100%	96%	100%
Net *enrolment* ratio for primary school participation from 2007 to 2010	Male: 91% Female: 93%	Male: 97% Female: 94%	--	--	--	--
Net *enrolment* rate in secondary school in all programmes in total in 2010	--	--	--	--	83%	--
Net *enrolment* ratio for secondary school participation from 2007 to 2010	Male: 87% Female: 89%	--	Male: 69% Female: 68%	Male: 98% Female: 99%	--	--
Net *attendance* ratio for primary school participation from 2005 to 2010	--	Male: 85% Female: 81%	Male: 98% Female: 98%	--	--	--
Net *attendance* ratio in secondary school participation from 2005 to 2010	--	Male: 59% Female: 49%	Male: 57% Female: 59%	--	--	--
Youth (15-24 years) literacy rate from 2005 to 2010	--	Male: 88% Female: 74%	Male: 100% Female: 99%	--	--	--
Public expenditure on education as % of total government expenditure: Primary education	4.4% (2009)	3.9% (2003)	7.6% (2010)	3.3% (2008)	2.7% (2009)	1.4% (2008)
Public expenditure on education as % of total government expenditure: Secondary education	4.9% (2009)	4.5% (2003)	4.2% (2010)	3.5% (2008)	2.3% (2009)	4.8% (2008)

	Italy	Russia	UK	Australia	Fiji
Adjusted net *enrolment* rate primary school in total in 2010[9]	--	--	--	--	--
Net *enrolment* ratio for primary school participation from 2007 to 2010[10]	Male: 100% Female: 99%	Male: 94% Female: 95%	Male: 100% Female: 100%	Male: 97% Female: 98%	Male: 92% Female: 92%
Net *enrolment* rate in secondary school in all programmes in total in 2010[11]	--	--	--	--	--
Net *enrolment* ratio for secondary school participation from 2007 to 2010[12]	Male: 94% Female: 95%	--	Male: 92% Female: 95%	Male: 87% Female: 88%	--
Net *attendance* ratio for primary school participation from 2005 to 2010[13]	--	--	--	--	--
Net *attendance* ratio in secondary school participation from 2005 to 2010[14]	--	--	--	--	--
Youth (15-24 years) literacy rate from 2005 to 2010[15]	Male: 100% Female: 100%	Male: 100% Female: 100%	--	--	--
Public expenditure on education as % of total government expenditure: Primary education[16]	2.3% (2009)	n/a	3.5% (2009)	4.5% (2008)	n/a
Public expenditure on education as % of total government expenditure: Secondary education[17]	3.9% (2009)	n/a	5.5% (2009)	5.0% (2008)	n/a

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[9] UNESCO Institute for Statistics.

[10] UNICEF Statistics - Information by country and programme.

[11] UNESCO Institute for Statistics.

[12] UNICEF Statistics - Information by country and programme.

[13] UNICEF Statistics - Information by country and programme.

[14] UNICEF Statistics - Information by country and programme.

[15] UNICEF Statistics - Information by country and programme.

[16] UNESCO Institute for Statistics.

[17] UNESCO Institute for Statistics.

Child Labour

	Morocco	Senegal	South Africa	Tunisia	Brazil	Guatemala	USA	India	Indonesia	Japan	Qatar	Germany	Italy	Russia	UK	Australia	Fiji
Percentage of children engaged in child labour[18]	8%	22%	n/a	n/a	3%	21%	n/a	12%	7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

4. Education System

Morocco	Senegal	South Africa	Tunisia	Brazil	Guatemala	USA	India
Centralised	Centralised	The central government provides a national framework for school policy, but administrative responsibility lies with the provinces.	Centralised	Decentralised	Centralised	Decentralised	Joint responsibility of the central government and the state governments. The state governments have some freedoms organizing education within the national framework of education.

Indonesia	Japan	Qatar	Germany	Italy	Russia	UK	Australia	Fiji
Centralised	Process of decentralisation of the centralised education system.	Centralised	Decentralised	Centralised	Predominantly centralized: Regional authorities regulate education within their jurisdiction within the framework of federal law.	Each of the countries in the United Kingdom have separate education systems under separate governments: the UK Government is responsible for England, and the Scottish Government, the Welsh Government and the Northern Ireland Executive are responsible for Scotland, Wales and Northern Ireland respectively.	Decentralised	The Fijian Education System is taken care of by the government but most of the schools are managed either by the local committees or by a single racial community.

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[18] UNICEF Statistics - Information by country and programme.

5. Realization of the Rights to Education: Missions of the Special Rapporteur on the Right to Education (Summaries)

Morocco December 2006

"The Special Rapporteur on the right to education visited Morocco from 27 November to 5 December 2006 to assess the level of realization of the right to education. The mission concentrated on collecting information on the ground regarding the policies adopted to realize the right to education, the obstacles encountered, the situation of the right to education in rural areas and the degree of realization of the right to education for the most vulnerable groups of children.

The Special Rapporteur noted that significant progress had been made in education thanks to various reforms and Morocco's efforts in recent decades in institutional, legislative and budgetary areas. Thus the enrolment rate in primary schools was 93 per cent in 2006 as compared with 40 per cent in the 1960s, and there has been a significant expansion in primary education coverage and a decrease in illiteracy, which, together with the construction of new infrastructure, have facilitated access to education and improved the functioning of schools. The Special Rapporteur also welcomes the political will shown by Morocco in its National Education and Training Charter (the Charter), the gradual introduction of the Amazigh language and culture in schools and the incorporation of human rights education into the school curriculum. The Special Rapporteur notes that the fundamental principles of education in Morocco, as established by the Charter, are Islamic values and the concept of citizenship, together with the interaction between Morocco's cultural heritage and the universal principles of human rights.

The aim of the Charter, which was developed by a joint multidisciplinary committee, is to adapt Moroccan teaching to international standards.

Providing the population with basic services such as drinking water, electricity and sanitation is a major challenge that Morocco must address, first and foremost in rural areas, because these services impact greatly on the realization of the right to education, as do efforts to eliminate dropping out of school, illiteracy and non-inclusion of disabled children, street children and child workers in the education system.

The Special Rapporteur believes the Moroccan Government should redouble its efforts to promote universal, free education to ensure that children from economically vulnerable families have no difficulty in accessing quality, culturally appropriate education.

The significant increase in budget allocations and the strengthening of human rights protection observed in the last 20 years nevertheless reflect Morocco's growing commitment to the effective protection of the right to education."[19]

Senegal Mai 2011

"The Special Rapporteur on the right to education visited Senegal from 8 to 14 January 2010 to evaluate the progress made in implementing that right. To that end, he focused on the legal and institutional aspects of education, funding and the quality of education, access to education, and the status of private and religious schools. He found that significant progress has been made in the field of education, particularly in respect of universal access to primary schooling and gender parity. He also found that public funding for education has increased considerably in recent years.

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[19] General Assembly (May 2008): Mission to Morocco (November-December 2006).

The Special Rapporteur noted, however, that, despite these advances, a great deal remains to be done in order to fully implement the right to education. Meeting suitable quality standards is a major challenge to be addressed. He expresses particular concern about the fact that private schooling is expanding and is doing so in the complete absence of the necessary regulatory measures and about the unacceptable conditions existing in the traditional Koranic schools (daaras). Based on his analysis of the status of education and the factors hindering the implementation of the right to education, the Special Rapporteur makes a number of recommendations aimed at modernizing the legislation on education, establishing a legal basis for sustained investment in education, putting an end to exclusion from education and to inequality in educational opportunities, ensuring a protective school environment for girls, safeguarding the public interest in the field of education, placing greater priority on technical and vocational training, modernizing the *daaras* and combating the exploitation of children in all its forms."[20]

Guatemala July 2008

"The Special Rapporteur on the right to education, Mr. Vernor Muñoz Villalobos, visited Guatemala from 20 to 28 July 2008. During the mission the Special Rapporteur examined the status of the right to education at the different educational levels, i.e. early childhood, primary, secondary and higher education.

In the present report the Special Rapporteur analyses the main features of the Guatemalan education system in terms of organization, coverage, infrastructure, State expenditure and current government policy, as well as various special programmes such as intercultural bilingual education, the National Programme for Educational Self- Management (PRONADE) and national literacy training.

The Special Rapporteur observed a number of challenges facing the education system. He notes with concern the low level of investment in education, which is approximately 2 per cent of gross domestic product (the lowest in the region), and that indigenous peoples' right to education is in practice confined to the issue of bilingualism, with the teaching of indigenous languages solely for students in the first three years of primary schooling in a very small number of State schools and only in some languages.

The Special Rapporteur also notes the trend towards privatization of education, which undermines the established principle of free education, and the fact that 80 per cent of secondary education is in the hands of private schools, which makes it impossible to ensure education for all at the lower and upper secondary levels.

The Special Rapporteur considers that the Guatemalan Government should ensure that investment in education is increased and take steps to secure national political consensus so that the State grants an adequate budget to fulfil its obligation in this regard. The Special Rapporteur welcomes the regularization scheme for unbudgeted teachers and PRONADE teachers and also the creation of new posts. He recommends, inter alia, an increase in the budget for intercultural bilingual education in proportion to the population served, a stronger participation by the Office of the Deputy Minister for Intercultural Bilingual Education and the establishment of the criteria of multiculturalism, interculturalism and multilingualism in order that the specificities of indigenous communities are represented."[21]

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[20] General Assembly (May 2011): Mission to Senegal.
[21] General Assembly (April 2009): Mission to Guatemala (July 2008).

United States of America October 2001

"The Special Rapporteur on the right to education visited the United States of America from 24 September to 10 October 2001. Her mission gained new significance in the wake of the attacks of 11 September. Increased recognition of the need for "federalization" of and allocations for the protection of public security signal an important paradigm shift, whose impact on translating numerous commitments to provide excellent education to all children into a reality is, as yet, not known.

Key issues included progressive realization of the right to education, with attention to its enjoyment without discrimination, experiences with its legal enforcement, and the linkage between domestic and foreign policy. In Washington D.C., Mississippi, Kansas and New York, the Special Rapporteur met with a large number of actors in the fields of education and human rights, and her mission also included visits to schools.

The origins of public schooling lie in the common school model of the nineteenth century, a concept initiated as a practical exercise in all-inclusive schooling and a promising means of promoting economic self-sufficiency. The degree to which "common schooling" was successfully provided to all children was not matched, however, by all-inclusiveness, both were later addressed by the civil rights movement of the 1960s. Addressing the inter-generational transmission of privilege and disadvantage remains a challenge, evidenced in inequalities in education, economic exclusion and disparities in funding. The Special Rapporteur's visits to schools in Mississippi and New York were a reminder that child poverty remains a serious problem in the United States. The importance of the human rights approach is further underscored by a visible racial and gender profile of economic exclusion.

As domestic policy shapes the fate of education at home, the prominent role of the United States in international policy-making has transposed many local issues to the global level. The very problems which dominate the global agenda are also found in the United States. These range from the necessity to address the import and importance of gender, to the fiscal ramifications of the right to education, as well as the distinction between education as a free public service and a freely traded service.

The interplay of local autonomy over and disparate financing for education, lack of equal rights guarantees in the form of human rights correctives, and the fate of public education at the discretion of political processes and subsequent budgetary commitments sets a difficult stage for the full realization of the right to education. Moreover, the lack of recognition of the rights of the child prevents children from being treated as the subject of the right to education.

The revival of the common-school ideal seems particularly pertinent in the aftermath of 11 September. With the economic recession aggravated by the war effort, historical parallels are pertinent, especially the strong support of the United States for economic, social and cultural rights in the Universal Declaration of Human Rights, following the Great Depression and the Second World War."[22]

Indonesia July 2002

"The Special Rapporteur on the right to education carried out her mission to Indonesia from 1 to 7 July 2002 at the invitation of the Government. This report provides a snapshot of changes affecting education and human rights at the time. The Special Rapporteur has been encouraged by the Government's rapid and positive response to her draft report, and is looking forward to the follow-up. Recommendations addressed to the Government and to interna-

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[22] Economic and Social Council (January 2002): Mission to the United States of America (September-October 2001).

tional agencies suggest participatory development of a rights-based education strategy so as to merge poverty reduction, peacemaking, and gender mainstreaming.

Indonesia has undergone much upheaval during the past decade and is coping with a profound economic crisis. Nevertheless, the priority for education has been reflected in a constitutional amendment mandating a 20 per cent budgetary allocation for education, a new education law that is being finalized, an ongoing process of changing the curriculum, and the process of devolving the competence for funding and providing compulsory education to the local authorities.

The Special Rapporteur has analysed progressive realization of the right to education through her 4-A scheme, which highlights Governments' obligations to make education available, accessible, acceptable and adaptable. An in-depth review of the nature and scope of Indonesia's human rights obligations in education is necessary in view of the dual system of public and private, religious and secular education, the dichotomy of school fees being both outlawed and allowed, the vertical and horizontal division of responsibilities for financing education, and the dual scheme of civil service and "contract teachers". Moreover, the dichotomy of education as a free public service and as a traded service has exacerbated the confusion regarding Government's human rights obligations in education.

The lack of birth registration and disaggregated statistics impede knowledge about the obstacles children face in attaining their rights, including the right to education. The cost of schooling in conjunction with poverty is a key obstacle. Indonesia's ratification of the International Convention on the Elimination of All Forms of Racial Discrimination highlights the urgency of statistical monitoring of the pattern of discrimination, especially because of its known association with conflict. A rights-based policy is needed to formally recognize diversity but protect all those who may be labelled as different from discrimination and victimization. Indonesia's obligations regarding the elimination - not merely prohibition - of all forms of discrimination should be integrated in education reform.

The key recommendation is immediate elaboration of a rights-based education strategy, a blueprint that would specify the key aims of the education, define the sources and deployment of the means whereby these are to be attained, identify priorities, including the elimination of financial obstacles, assign responsibilities, and detail institutions and procedures for the monitoring and enforcement of the right to education."[23]

Germany February 2006

"The Special Rapporteur on the right to education, Vernor Muñoz, visited Germany from 13 to 21 February 2006. The Special Rapporteur extends his gratitude to the Government of Germany for the invitation and to those whom he met in the course of the visit.

During the mission, the Special Rapporteur analysed the enjoyment of the right to education in light of four cross-cutting themes: (1) the impact of the German federal system; (2) the reform of the education system initiated as an outcome of the results of the Organisation for Economic Co-operation and Development (OECD) programme for international student assessment (PISA); (3) the education system structure; and (4) the paradigm shift on migration, in conjunction with demographic changes and socio-economic factors.

The Constitution of Germany provides that the "Länder" (states) have almost a full jurisdiction in educational matters. Each "Land" (state) has extensive powers on education matters, regulated by legislation adopted by its Parliament. Consequently, Germany does not have a unified education system, since there is no consistent framework across the different Länder. At the federal level, different bodies are in charge of certain tasks related to policy debates

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[23] Economic and Social Council (November 2002): Mission to Indonesia (July 2002).

and national coordination. One of the most important is the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder (KMK), which ensures coordination between and among the Länder and the federal authorities and is in charge of education, research and cultural policies, as well as advanced training. Moreover, the administration of education is under shared supervision of the central administration and self-governing local authorities and as a result schools have reduced autonomy.

Furthermore, several studies undertaken under the PISA programme have revealed that in Germany there is high co-relation between social/migrant background of students and educational achievement. This, among other reasons, has been a trigger for education reform. The reform focuses mainly on the necessity to move to a system which supports better the specific learning needs of each individual student. On this point, the Special Rapporteur urges the Government to reconsider the multitrack school system, which is selective and could lead to a form of de facto discrimination. Indeed, the Special Rapporteur believes that the classification process which takes place at lower secondary level (average age of students is 10, depending on each Land's regulation) does not assess students in an adequate manner and instead of being inclusive, is exclusive; since he could verify during the visit that, for example, poor and migrant children - as well as children with disabilities - are negatively affected by the classification system.

Finally, regarding migrant children and children with disabilities, the Special Rapporteur considers that it is necessary to take action to overcome social disparities and to ensure equitable and equal educational opportunities to every child, especially those who are part of a marginalized sector of the population."[24]

United Kingdom December 2002

"The Special Rapporteur visited the United Kingdom (Northern Ireland) from 24 November to 1 December 2002 with the aim of examining in situ the human rights dimensions of education, at a time when normative and institutional framework that will govern post-conflict society was being developed. The suspension of the Northern Ireland Assembly and Executive at the time of her mission inevitably affected its nature and scope. The Special Rapporteur's visit thus took place in unusual circumstances. Her meetings were official and unofficial, public and private, on and off the record. The meetings and subsequent comments on her draft report encompassed a variety of actors with an even greater variety of views on the human rights dimensions of education.

Education has been profoundly affected by three decades of conflict and by Northern Ireland's self-image of a deeply divided society. Indivisibility of human rights is epitomized in problems lying at the intersection between school and society. Sectarian harassment and social exclusion victimize schoolchildren and their teachers. Solutions highlight government human rights obligations to create the conditions necessary for the enjoyment of the right to education, without obstacles of harassment or violence, social exclusion or the underlying prejudice. The Special Rapporteur has focused on the potential of education to overcome societal divisions through the ideal of all-inclusive schooling. Since the right to education encompasses civil and political as well as economic, social and cultural components, and is the passkey for the enjoyment of all human rights, human-rights mainstreaming could facilitate the ongoing process of reforming post-primary education. Issues such as teenage pregnancy or working children illustrate the advantage of the human rights approach in addressing multi-layered discrimination.

The process of integrating human rights in the numerous ongoing education reforms necessitates forging a blueprint that clearly articulates shared goals and underlying values. The

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[24] General Assembly (March 2007): Mission to Germany (February 2006).

Special Rapporteur has highlighted key parameters, exclusion *versus* inclusion, segregation *versus* integration, and inequality *versus* equality.   As comparative experiences shows, rights-based education can contribute to remedying and preventing conflict and violence when designed to do so, including by tackling the underlying causes."[25]

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[25] Economic and Social Council (February 2003): Mission to the United Kingdom (Northern Ireland) (November-December 2002).

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Global Framework

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Africa

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America

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Europe

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Annex B: Selection of Good Practices

Table 3:   Raster of Criteria (see Section 1.B.ii.)

	No.	Title	Explanation
Content	1	Three dimensions of human rights education	Learning about, through and for human rights, that is not only knowledge of human rights, but also development of skills and attitudes, as well as the will to take action for one's own rights and the rights of others.
	2	Philosophical and legal under-standing	Balance between philosophical (historical/ political) and legal understanding of human rights, specifically of the human right to non-discrimination.
	3	Theory and practice	Reciprocal relationship between theory and practice.
	4	Sustainability	Sustainability of the learning experience ("when"-dimension of human rights education).
	5	Healing	Promoting human rights in intra-personal and inter-personal relations.
Methodology	6	Participative and cooperative learning	Methods enhance active participation and cooperative learning. They encourage collective efforts in clarifying concepts, analysing themes and doing the activities.
	7	Dignity and self-development	Methods and approaches foster a sense of solidarity, creativity, dignity and self-esteem.
	8	Appropriateness	Methods are appropriate to age, evolving capacities, language, cultures, learning styles, abilities and the needs of learners or can be adapted accordingly.
	9	Inclusiveness	Instructions and learning processes facilitate the inclusion of all students, especially those who may have a barrier to learning, who are in vulnerable situations or subject to discrimination. This criterion is of special importance when the practice focuses on these vulnerable groups or minorities.
	10	Practical orientation	Methodologies provide students with opportunities to practice human rights education competencies in their educational environment and community and are always in relation to the real-life experience in the specific cultural context.
	11	Experiential and problem-posing	Involving the solicitation of learners' prior knowledge and challenging this knowledge.
	12	Dialectical	Requiring learners to compare their knowledge with those from sources.
	13	Analytical	Learners think about why things are, how they came to be and how they can be changed.
	14	Strategic thinking-oriented	Directing learner to set their own goals and to think of strategic ways of achieving them.
	15	Goal and action-oriented	Allowing learners to plan and organise actions in relation to their goals.
	16	Conformity with human rights values	Methods, instruments and materials are consistent with and conform to human rights and human rights values.
	17	Influence of learners	Students are given the opportunity to propose and make choices that influence instruction and learning processes.
	18	Originality	Unique approach specific to the human right(s) which the practice focuses on.
	19	Innovative character	Methods of teaching are new; new practices, instruments and strategies are explored.

	No.	Title	Explanation
Usability	20	Ease of use	Organised and detailed, providing background information and practical guidance for teachers.
	21	Adaptability	The practice's methodologies can be adapted to different local and national contexts.
	22	Effectiveness	Evidence of direct achievement of the learning goals; assessment tools are provided.

Table 4: Indicators (see Section 1.B.ii.)

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

	No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Methodology	6	Activities are exclusively individual.	Most activities are individual; results are discussed in the plenary.	Some activities are individual; some group or whole-class work is required.	There is extensive group and whole-class, as well as some individual work.	There is a good balance between individual, group and whole-class work; students are required to cooperate to achieve results.
	7	Methods and approaches do not foster a sense of solidarity, creativity, dignity or self-esteem.	A sense of solidarity, creativity, dignity or self-esteem is fostered to a certain degree.	A sense of solidarity, creativity, dignity and self-esteem is fostered to a certain degree.	A sense of solidarity, creativity, dignity and self-esteem is fostered to a high degree.	Specific activities help ensure that self-esteem and dignity are fostered.
	8	Methods are not appropriate for the specified target group.	Methods are appropriate for the specified target group.	Methods are appropriate for the specified target group; adaptation is possible but requires considerable effort.	Methods can be easily adapted to suit other age groups, learning styles or special needs.	Alternative activities/ adaptations are suggested.
	9	Inclusion is not considered.	Instructions and learning processes implicitly facilitate the inclusion of all students.	Inclusion is explicitly addressed.	Students belonging to the group which the practice focuses on are paid special attention.	Teacher's notes or a teacher's guide provides special guidance on inclusion.
	10	There is no practical orientation.	There is some degree of practical orientation.	Methodologies and content are in relation to the real-life experience in the specific cultural context.	There are some general guidelines on practical application of human rights education competencies.	Human rights education competencies are applied at school and/or community level.
	11	There is no reference to prior knowledge.	Prior knowledge and experiences are implicitly based upon.	There is some explicit solicitation of prior knowledge and experiences.	There is extended explicit solicitation of prior knowledge and experiences.	There is solicitation of prior knowledge and experiences and this knowledge is challenged.
	12	There is no comparison of knowledge at all.	There is some element of comparison of knowledge.	There is comparison with fellow students.	There is comparison with independent sources.	There is comparison with fellow students and independent sources.

	No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Methodology	13	Things are taken as given (no analysis).	Some analysis of certain (often historical) individual events.	Analysis of certain elements.	Detailed analysis of certain elements.	Analysis is central to the approach.
	14	No goals are defined and there is no room for development of goals.	Goals are pre-set and not discussed with students.	Goals are pre-set but discussed with students.	Goals are preset; learners are encouraged to think of strategic ways of achieving them.	Learners are encouraged to set their own goals and to think of strategic ways of achieving them.
	15	Learners do not have any opportunity to plan or organise actions in relation to their goals.	There is some room for learners to develop some ideas for possible actions; however, this element is not explicit.	There are some suggestions for planning and organising actions.	The practice encourages learners to plan action in relation to their goals; actions are not implemented.	The practice encourages learners to plan and organise actions in relation to their goals.
	16	Method and materials are not in conformity with human rights values.	Some elements of the method and materials are not in conformity with human rights values.	Materials are in conformity with human rights values; methods might risk to lead to some students feeling singled out.	Method and materials are in conformity with human rights values.	A teacher's guide/notes provides guidance on how to ensure that teaching practices are in conformity with human rights values.
	17	Students have no influence on the learning process.	Students have limited influence on the learning process.	Students have some influence on the learning process.	Students have considerable influence on parts of learning process.	Students have influence on the entire learning process.
	18	The approach is not specific to the topic which is focused on.	Conventional approaches have been adapted to reflect the topic which is focused on.	Some elements of the approach are specific to the topic which is focused on.	Most elements are specific to the topic which is focused on.	Unique approach specific to the human right(s) on which is focused on.
	19	Only conventional methods are used.	Conventional methods are adapted.	Some new methods are used.	A variety of new methods are used.	A variety of very innovative methods are used.

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

B.1.   Amnesty International UK, LGBT History Month 2006

No.	Rating	Justification
1	4	The resource aims to develop different skills and to foster knowledge about human rights, with a special focus on LGBT.
2	3	The activity makes some links to international law; but the philosophical/moral aspects are stressed more.
3	4	The emphasis is on the practice (real-life cases), more than on the theory (analysis of the law).
4	5	The resource consists of several short activities that build upon each other, as well as follow-up activities; It outlines how they fit into existing curricula in the UK.
5	3	Interpersonal-relations are strengthened by fostering understanding for the situation of LGBT.
6	5	There is a good combination of individual, group and whole-class work.
7	4	A sense of solidarity is fostered through the increased understanding of the way of live of a minority group; some of the activities foster creativity.
8	3	Different methods are used to suit different learning styles. There is not much flexibility for different age groups and children with special needs.
9	1	There is nothing to prepare the teacher for the inclusion of LGBT students. Consequently, LGBT students might feel exposed or singled out.
10	3	The link to real-life experiences is close; there is no practical follow-up.
11	3	Learners' prior knowledge influences the learning process; there is no explicit solicitation of this knowledge.
12	4	Learners compare their knowledge and experiences with sources.
13	4	There is analysis regarding the situation of LGBT and the power of words; but not regarding the causes of discrimination against LGBT.
14	1	Students do not have any influence on the goals.
15	1	There is no room for students to plan actions.
16	3	The method itself is in conformity with human rights; there is no guidance for teacher on how to avoid that LGBT students be stigmatised.
17	1	Students do not have any influence on the learning process.
18	5	The methods are well chosen to reflect the topic.
19	5	There is a variety of innovative methods.
20	4	The resource is detailed and contains worksheets for students; the teacher's notes are limited.
21	4	The activities can be easily be used in other contexts; in extra-European countries, some adaptations are necessary.
22	1	There is no evidence or tools for evaluation provided.
Average	3.2	

B.2.   Amnesty International UK, Travellers' Rights

No.	Rating	Justification
1	4	The resource aims to develop different skills and to foster knowledge about human rights.
2	5	The activity makes explicit links to UK and international law, but also asks students to think about the rights of Travellers from a philosophical and moral point of view.
3	4	The emphasis is on the practice (real-life cases), more than on the theory (analysis of the law).
4	5	Although these are short exercises, the resource outlines how they fit into existing curricula in the UK.
5	3	Interpersonal-relations are strengthened by fostering understanding for a minority group living in students' country.
6	5	There is a good combination of individual group and whole-class work.
7	3	A sense of solidarity is fostered through the increased understanding of the way of live of a minority.
8	3	Different methods are used to suit different learning styles. There is not much flexibility for different age groups and children with special needs.
9	5	The inclusion of Traveller children is explicitly stressed and there is some guidance for teachers on how to ensure that they do not feel exposed or get hurt.
10	3	The link to real-life experiences is close; there is no practical follow-up.
11	3	Learners' prior knowledge influences the learning process; there is no explicit solicitation of this knowledge.
12	4	Learners compare their knowledge and experiences with sources.
13	5	The analytical element is strong in that the approach is comprehensive (covering a multitude of aspects and points of view regarding Travellers).
14	1	Students do not have any influence on the goals.
15	1	There is no room for students to plan actions.
16	5	This element is stressed throughout the resource and extensive tips for teachers in this regard are provided.
17	1	Students do not have any influence on the learning process.
18	3	Role play is well suited for this topic; otherwise conventional methods.
19	3	Other than role plays the methods are conventional.
20	5	The resource is detailed, contains all the necessary information including extensive teacher's notes and worksheets for students.
21	3	In terms of content, a lot of work is required to adapt the exercises. In terms of method, they can be easily adapted.
22	1	There is no evidence or tools for evaluation provided.
Average	3.4	

B.3.   Anti-Defamation League: When I Grow Up I Want to Be a… - Moving Beyond Gender Boundaries in Our Lives

No.	Rating	Justification
1	5	All dimensions of HRE are addressed; well balanced.
2	3	Focuses primarily on societal and philosophical aspect.
3	5	There are both practical and theoretical elements which are well linked.
4	4	A lot of materials for follow-up and more in-depth analysis provided. Activities for different grades build upon each other.
5	4	Activities foster mutual understanding and respect.
6	4	Combination of individual, group and whole-class activities.
7	4	Creative activities; variety of methods fostering self-esteem.
8	5	Activities are appropriate to age and different learning abilities.
9	5	Teacher's note provides special guidance regarding inclusion.
10	4	Attitudes, skills and behaviours are influenced. Community-based activities are suggested; practical real-life experiences are addressed.
11	4	Knowledge and experience drawn out; serve as a starting point and are built upon.
12	4	Comparison with sources; e.g. exercise on data analysis (part II, Grade 6-9).
13	5	Makes pupils think about how things are, how they came to be, how they should be and how they could become this way.
14	2	Goals are pre-set, no influence of students.
15	4	There is a certain influence in planning actions.
16	3	Methods are consistent with human rights, but danger of stigmatising certain pupils.
17	3	Choice of learners limited, but some flexibility in some of the tasks (e.g. community projects).
18	3	Some of the methods used are quite original (musical instruments and gender).
19	2	Conventional methods are adapted to reflect the needs of this topic.
20	5	There are detailed guidelines, all materials provided, includes tips for follow-up.
21	4	Can be easily adapted (e.g. choose different instruments). Section on job titles must be adapted according to the language used.
22	1	There is no evidence of monitoring and evaluation (but objectives can be used for evaluation).
Average	3.8	

B.4.   A World of Difference Institute – I Belong to Many Groups

No.	Rating	Justification
1	3	Analysis of behaviour as a starting point.
2	2	Clear focus on moral considerations.
3	2	There is no theory.
4	3	Good starting point. The context in which the activity takes place and some follow-up activities are essential for success.
5	3	Only indirectly by fostering understanding for diversity.
6	4	Combination of individual, pair and whole-class activities.
7	3	Activity aims to foster self-esteem; there is a certain danger of singling out certain pupils.
8	3	Age appropriate, but danger of stigmatising certain children.
9	3	Inclusion is explicitly addressed.
10	4	Is a first trigger to think about the place in society, rather than about practicing HRE competencies in practice. There is a strong real-life element.
11	3	Experiential, focusing on learners' experience. Very short activity, can be built upon to influence attitudes and behaviour.
12	2	Not about knowledge, but rather about exchange of experiences.
13	3	More about how things are (which is age-appropriate).
14	-	No, but would not necessary be age-appropriate.
15	-	No, but would not be age-appropriate.
16	3	Danger of marginalising certain children.
17	2	The process is pre-determined, but students define groups etc.
18	4	Pie-diagram a good approach to think about how we define ourselves as part of different groups.
19	3	Simple but effective approach.
20	3	Detailed plan, all materials provided.
21	3	Easy to adapt.
22	3	Assessed through group discussion in the end.
Average	3	

B.5.   Educational Equity Center: Quit it! – I Feel Welcome/Unwelcome

No.	Rating	Justification
1	4	Focus on values and attitudes.
2	2	There is no legal element.
3	3	There are some theoretical and some more practical elements (no explicit human rights theory).
4	4	The toolkit is comprehensive and tips for follow-up are provided. There is one part on "connecting with families" (take-home activity).
5	2	Encourages children to think about differences and stereotypes.
6	5	Students are at the centre of all activities. There is a good balance of group and whole-class activities.
7	5	Special attention is drawn to issues of dignity of students (e.g. use students' words, take up students' remarks in discussions, etc.).
8	5	For each lesson different activities are suggested for different grades. Easier activities can also be used for children with special needs.
9	3	Inclusion is mostly implicit, but there is some guidance for provided for teachers.
10	4	Students develop their own strategies to make the classroom a more welcoming place. There are several themes that complement each other.
11	4	Students' experience is central. Students are asked to share their knowledge and experience.
12	-	There is no comparison with sources; rather, experiences are shared (short activity).
13	4	Encourages children to think about differences and stereotypes.
14	1	There are no goals for this activity.
15	-	Process is pre-determined (short activity).
16	5	Children's feeling are appreciated and the approach is in conformity with human rights.
17	2	The learning process is largely predetermined.
18	2	Conventional approaches are adapted to suit the needs of this special topic.
19	2	Mostly conventional methods are used (brainstorming, etc).
20	5	Tips for adapting lessons according to age and for leading discussions are provided. All worksheets etc. are provided.
21	4	Easy to adapt to different contexts.
22	5	Comprehensive monitoring and evaluation activities have been conducted.
Average	3.5	

B.6. HuRights OSAKA : Human Rights Lesson Plans for Southeast Asian Schools

No.	Rating	Justification
1	4	All dimensions of HRE are covered.
2	5	There is a good balance between philosophical and legal understanding. Human rights instruments are used to found specific arguments.
3	5	Theory (human rights instruments) and practice are well linked and explained. It is emphasised that rights are often violated in practice and what the children themselves can do to contribute to alleviate suffering (e.g. to improving the situation of children who are discriminated against). There is always a practical discussion part and a more theoretical abstraction part.
4	3	Recommendations for follow-up for short (1 lesson) activities (e.g. drawing posters to raise awareness at school level).
5	5	Healing through changing attitudes, behaviours and values.
6	3	Group work followed by discussions in plenary.
7	3	Various creative methods such as pantomimes, storytelling and drawings.
8	5	Use of diverse methods ensures that different learning styles are accommodated.
9	1	No recommendations on how to include children who might suffer from the discriminations that are focused on (e.g. activity on right to equality).
10	3	There is some scope for practical application. There are some practical methods of learning; some parts relate to real-life experiences.
11	3	There is some solicitation of prior knowledge in the discussion parts.
12	2	There is not much comparison with sources.
13	3	Focus is more on how things are and what we can do to contribute to improving the situation.
14	2	The objectives are preset and not discussed.
15	2	The learning outcome is limited in this regard as students have only little influence on the design of the learning process.
16	3	Consistent with human rights principles, although there is a danger of stigmatising children suffering from discrimination (for activity on equality).
17	3	There is some influence by choosing certain sub-themes.
18	2	Rather conventional methods.
19	2	Rather conventional methods, adapted to specific needs of the topic.
20	4	Contains a lot of additional information for teachers, including glossary and tips for evaluation.
21	4	Easy to adapt.
22	3	Each activity includes a section on evaluation, some of them very detailed.
Average	3.2	

B.7.   National Crime Prevention Council: Diversity

No.	Rating	Justification
1	4	There is indirect influence on attitudes and behaviour.
2	2	No legal element.
3	2	No theoretical element.
4	2	In order to be sustainable, separate follow-up activities are necessary.
5	3	Only indirectly by fostering understanding.
6	4	Group work and whole-class discussions.
7	3	Activities foster creativity, solidarity and self-esteem to a certain degree.
8	4	Appropriate to age/culture/etc. In certain contexts, cultural appropriateness might require special consideration.
9	4	Special attention is paid to pupils with disabilities.
10	3	There is a focus on reflection and on real-life elements. Some elements include experiencing exclusion.
11	3	The activities draw upon children's experiences rather than their knowledge.
12	-	The activity is too short to be source-based.
13	4	It has a strong analytical element.
14	2	Goals are pre-determined and not discussed with students.
15	-	Not possible since only a short activity.
16	3	Yes, but a certain danger of marginalising certain children.
17	3	The structure is pre-determined, but detailed implementation can be influenced by pupils.
18	3	The second activity visualises issues of concern.
19	2	Simple methodology, but appropriate in this context (short activity).
20	4	Detailed and clear, some additional information provided.
21	5	The activities can be used in a variety of contexts.
22	1	No evidence of assessment.
Average	3	

B.8.   Nürnberger Menschenrechtszentrum and the Foundation Remembrance, Responsibility and Future (EVZ): Diskriminierung trifft uns alle! (Discrimination affects us all!)

No.	Rating	Justification
1	4	All three dimensions are addressed, with a special focus on values, attitudes and behaviour.
2	5	The activities draw upon historic events, former and contemporary legislation, and moral considerations.
3	4	Theory, historical events and contemporary practice are linked.
4	3	By addressing personal values and attitudes, the sustainability of the learning experience is increased. More emphasis could be put on medium term projects/activities.
5	5	An emphasis is put on healing and on reflecting on how we deal with each other.
6	5	All activities encourage active participation and cooperative learning. The interactive element of the activities is strong.
7	5	De-briefing sessions help ensure that dignity and self-esteem is guaranteed.
8	2	Some of the activities do not seem appropriate for younger learners (7th to 9th grade). It would be useful to indicate age of learners for each activity. Some methods might require adaptation for learners with special needs.
9	2	Inclusion of all learners is addressed only implicitly.
10	5	Some activities include school/community projects and encourage them to share the newly acquired competencies with other people. Learners are asked to reflect on real-life situations.
11	5	Learners' prior knowledge is drawn upon; knowledge and attitudes are challenged and reflected upon.
12	5	Learners are encouraged to compare their previous knowledge and assumptions (with fellow students and external sources).
13	3	Focus is mainly on how things could be changed.
14	2	Goals and learning strategies are preset.
15	4	There are a few exercises focusing on planning and organising actions.
16	5	Attention is drawn to the potential stigmatisation of certain participants and strategies on how to deal with such situations are proposed.
17	2	Choices of learners are limited.
18	5	The activities are very specific to the right to non-discrimination.
19	4	The material involves a variety of methods.
20	4	The activities are well organised. Some more guidance on how to link different activities would be useful.
21	4	Most of the activities can easily be adapted to other contexts. For some, only the methodology used is useful, as the content is based on German history.
22	1	A section on self-assessment/reflection should be integrated.
Average	3.8	

B.9.   Peace School Foundation of Monte Sole: Mechanisms of Violence – Historical Tools for Human Rights Education

No.	Rating	Justification
1	4	The 2nd and 3rd dimension of HRE are central to the approach.
2	2	The workshop is mainly philosophical.
3	3	The workshop addresses human rights only implicitly. It makes direct links to contemporary life and society.
4	2	The method aims to change behaviours and to make participants think about how they deal with peer pressure.
5	5	The method encourages participants to think about their own behavioural patterns and inter-personal relations.
6	5	The method builds almost exclusively on cooperative and participative learning.
7	5	The method encourages learners to express their feelings and opinions and values diversity.
8	4	The method stresses the importance of adapting the workshop to the audience; the success of this approach depends on the individual facilitator.
9	5	The documents stress that everyone should be included and that previous experiences might affect the way participants react to certain testimonies, images or remarks by other participants/facilitator
10	3	Competencies such as debating, valuing each other, etc are fostered. There are no opportunities provided to practice HRE competencies in future. Real-life experiences are stressed.
11	5	The method departs from learners' knowledge without the facilitator giving any input. Knowledge and experiences of students are exchanged and reflected upon.
12	4	The method does not primarily work with sources, but rather with the knowledge and experience of all the participants and the facilitator.
13	5	The raison d'être of certain events and behaviours is analysed and questioned during the workshop.
14	2	The objectives are pre-set.
15	-	The activity consists almost purely of discussions.
16	5	The how-dimension is explicitly addressed, even though it can be questioned whether the approach not to challenge any remarks (including racist remarks) should be kept.
17	2	It is not very clear how much "active" influence the participants have on the learning processes, but their interests/level of prior knowledge etc. is taken into consideration.
18	5	The approach is unique in that it almost exclusively consists of discussions and remembrance, without any theoretical input.
19	5	The simplicity of the approach (discussions among participants) makes out its uniqueness, in that participants' knowledge is sincerely acknowledged and built upon.
20	3	The approach is easy to use in that it does not require a lot of resources, materials etc. It is however important that facilitators are exceptionally well trained (as there is no curriculum).
21	3	The method in itself can be easily used in other contexts. As it builds on the historical place of Monte Sole, however, adaptation is necessary regarding the content.
22	2	Some guidelines for assessment are provided.
Average	3.8	

B.10. The Advocates for Human Rights: Energy of a Nation – Immigrants in America

No.	Rating	Justification
1	5	All dimensions are addressed in a balanced way.
2	5	There is a balance and links between philosophical, historical and legal understanding.
3	5	Theory and practice are linked and the links are well explained.
4	4	Activities are well-structured and build upon each other.
5	5	Inter-personal skills are developed through activities fostering relations among children with different backgrounds.
6	4	Approaches are participative and cooperative.
7	4	Various methods are combined to foster a dignity, solidarity and self-esteem.
8	4	Methods are appropriate to age and can be adapted to suit needs of students with learning difficulties.
9	3	The activities are generally inclusive.
10	5	For instance, students practice refuting myths about migrants. School-based projects are developed and implemented. Methods draw upon everyday experience and the context the students live in.
11	5	Most activities use prior knowledge as a starting point; knowledge is challenged and applied in a variety of ways.
12	4	Students are asked to compare common myths with objective sources.
13	5	Students analyse and discuss how myths and rumours are developed. They discuss the causes and consequence of certain social phenomena.
14	4	Goals are mostly pre-set, except for projects.
15	2	Some influence on process, but limited.
16	3	Methods are consistent with human rights, but there is a certain danger of stigmatising migrant children.
17	3	Students can influence some of the activities and projects.
18	4	A variety of methods is used, reflecting the objectives of each of the activities.
19	3	A variety of (new methods) is used.
20	5	The manual is well organised, outlining overall objectives and objectives for each activity, additional resources, evaluation, etc.
21	3	Individual activities can be easily adapted for other contexts; adapting the whole manual requires a lot of work.
22	4	There is a separate appendix on evaluation.
Average	4	

B.11. American Jewish Committee, Berlin Office – Hands Across the Campus

No.	Rating	Justification
1	4	Focus on practical debating skills, values and attitudes.
2	3	There is a strong focus on the historical and philosophical aspects.
3	5	There is a good relationship between theory and practice, past and present.
4	4	Long-term follow-up activities are suggested.
5	4	Intrapersonal relations are explicitly fostered.
6	5	Cooperative learning is central to this approach. Group activities are followed by whole-class debates.
7	4	Class-projects foster solidarity and creativity.
8	4	A variety of methods is used to suit different learning styles. Most activities are age-appropriate.
9	4	Inclusivity is given special attention.
10	5	Analysis of historical events is linked to contemporary phenomena. Action plans for school- and community based activities are developed. Students choose to implement one of them.
11	5	Prior knowledge is drawn out through brainstorming activities. Students are encouraged to apply prior knowledge and complement it with new information.
12	5	Prior knowledge is compared with various sources.
13	5	In-depth analysis of historical sources through a critical lens.
14	2	Goals are pre-set.
15	4	Students have some influence on planning and organisation actions.
16	4	In conformity with human rights.
17	3	Students can decide which aspects of certain themes they want to focus on.
18	2	Approaches are rather conventional.
19	3	Partly new strategies and practices.
20	5	Work sheets are provided; detailed instructions for teachers.
21	4	Can be adapted to suit other contexts.
22	5	A pilot project conducted in Brandenburg was successful.
Average	4	

B.12. Federal Government, Brazil: A Cor da Cultura (The Colour of Culture)

No.	Rating	Justification
1	5	All dimensions of human rights are addressed and well balanced.
2	3	Stress on philosophical /societal understanding.
3	4	Practice and theory are well linked (book 5 very practical, book 3 more theoretical).
4	5	A variety of approaches and types of activities at different levels and across all subjects and Grades ensure sustainability.
5	3	Only indirectly.
6	5	Participative and cooperative learning is stressed throughout.
7	4	
8	5	A variety of methods are used, reflecting different learning styles.
9	5	Contains recommendations on how to deal with challenging issues and on how to avoid stigmatisation and exclusion.
10	5	Contains various practical activities at different levels; a variety of methods is applied to reflect topic discussed.
11	5	Experiential learning is stressed; Prior knowledge is acknowledged and built upon.
12	4	Book 3 in particular concentrates on comparison of texts and prior knowledge.
13	4	Audiovisual materials are analyses critically.
14	3	This depends largely on the teacher.
15	2	This depends largely on the teacher.
16	5	In conformity with human rights, special consideration on how to work with members of minority groups.
17	2	This depends largely on the teacher.
18	4	A variety of specific methods reflecting the topic.
19	4	Innovative methods are well combined with more conventional ones.
20	4	Comprehensive, providing a lot of guidance. The breadth of the curriculum means that a lot of effort is required (coordination with other teachers and school management, preparatory work).
21	3	Specific to the Brazilian context, but some elements can be used in different contexts.
22	3	Instructions for assessment and evaluation are provided.
Average	4	

B.13. Institute of Human Rights Education, People's Watch and KHOJ – Education for a Plural India: Education in Conflict Resolution and Human Rights

No.	Rating	Justification
1	4	Different dimensions of HRE are addressed (especially attitudes and behaviours), but skills should be focused on more
2	5	The focus is on philosophical and historical aspects, with the Indian Constitution being used to support certain arguments.
3	5	Students are asked to compare theory and reality and think about why idealistic theoretical ideas are not always reflected in practice
4	4	There could be more practical follow-up (school- and/or community-based)
5	5	Students are encouraged to think about their attitudes and to become more inclusive.
6	2	Most interactive elements consist of sharing responses to questions and opinions. More group work could be included.
7	2	The creative element is somewhat limited, as even when it comes to "community projects", students have to find answers to pre-defined questions, rather than to develop their own projects and questions.
8	4	Methods are appropriate and can be easily adapted.
9	3	Generally, the materials are accessible to all, although there is a certain danger of excluding students with learning difficulties (text-based approach). Members of vulnerable groups might feel exposed.
10	3	The exercises encourage personal reflection, but there are no suggestions as to how to transpose the acquired competencies to everyday life. Exercises are linked to students' life and put into historical and – to a certain degree - social context.
11	4	Students are encouraged to share prior knowledge and experiences and to apply them during discussions.
12	4	Prior knowledge (or rather experiences) are compared with certain sources.
13	2	Some historical events are analysed, but there is no general analysis of certain societal phenomena such as discrimination.
14	2	Objectives are pre-set and not defined in detail (only general objectives for the whole textbook)
15	2	Students have only little influence on the learning process.
16	4	In conformity with human rights
17	2	Learners' influence is limited.
18	3	The approach is not unique, but suits the topic addressed as it refers to well-known Indian human rights activists
19	1	The materials use conventional methodologies.
20	3	The activities are well-organised, but some additional information should be provided for teachers
21	3	The general methodology can be used in other contexts, but the introductory texts are very specific to the Indian context
22	2	There is no evidence of assessment or evaluation, but sharing of results of individual tasks provides some form of outcome evaluation.
Average	3.2	

B.14.   Museum of Tolerance: Teacher's Guide

No.	Rating	Justification
1	4	All dimensions of HRE are addressed, with special focus on values, attitudes, behaviour and skills.
2	3	There is a balance of historical and philosophical understanding, but the legal aspect is somewhat neglected.
3	5	Theory and practice are well linked.
4	4	Activities include pre- and post-visit activities. Suggestions for more in-depth activities are also included. Students develop strategies for addressing certain issues of concern.
5	4	Intra-personal and inter-personal relation skills are enhanced.
6	2	Although the results are discussed in groups/whole-class, most activities are oriented towards individual work.
7	4	Some activities foster creativity. Most activities aim to value one's own family history and culture.
8	5	Vocabulary and concepts are well explained. For certain activities, different methods are suggested for different grades. Most activities are text-oriented. Other forms of communication could be added (as suggested in "extensions") to suit students with different strengths.
9	2	In the first activity, students who don't know their mother or father might feel singled out. Special attention should be paid to them. Furthermore, a lot of activities include interviews with family members which might disadvantage some children depending on their family context.
10	4	Some activities involve family members (e.g. Family Culture Night) and students can demonstrate acquired competencies. Some activities include developing ideas for taking action. Although the museum is about the Holocaust, the activities are always in relation to the real-life experience of students. Past and present are linked.
11	4	Students' prior knowledge is always acknowledged, drawn upon and applied.
12	5	Students are asked to compare different sources as well as their own knowledge.
13	5	Social phenomena and their causes and consequences are analysed and discussed. There is also discussion on how issues could be addressed and how personal behaviour could be changed.
14	4	Goals are usually pre-set but students have some (limited) flexibility in thinking of ways to achieve them.
15	2	Students have only limited liberty in organising their own work.
16	5	Recommendations for teachers help avoid generalisation and other dangers when teaching about the holocaust.
17	2	Students have some limited choices such as selection of interview partner.
18	4	Methods reflect the topics discussed.
19	4	Methods are innovative, but not very varied
20	4	Hand-outs are provided; a kit outlines materials and resources which are required to conduct an activity as well as how much time will be needed.
21	2	Difficult to adapt to different contexts, as the activities are linked to a visit of the Museum of Tolerance. Moreover, the activities are based upon the Californian curriculum.
22	4	Specific activities for assessment are conducted. There is also a form for self-evaluation.
Average	3.8	

B.15.   Southern Poverty Law Center: Teaching Tolerance – Reading Ads with a Social Justice Lens

No.	Rating	Justification
1	5	All three dimensions of HRE are addressed in a balanced way.
2	2	The legal element is quite limited.
3	3	The theoretical element is quite limited.
4	4	As the series is spread over several weeks, some continuity is ensured. Some additional follow-up activities should be implemented.
5	3	By addressing the students' own thoughts and feelings, the "healing process" is initiated.
6	4	The activities require an appropriate mix of individual, group and whole-class work.
7	5	Feelings of pupils are acknowledged and addressed without criticising them. Some activities foster creativity and solidarity (e.g. development of alternative ads in groups).
8	3	Despite suggestions for adaptations for younger children, most activities seem to be difficult to conduct at K-level or lower primary, since they demand quite advanced reading skills.
9	2	The issue of how to deal with members of vulnerable groups within the class is not explicitly addressed. However, the methods used are generally inclusive.
10	4	Students are required to apply the acquired knowledge in practice and there are some initial ideas for sharing the results of the work with the community (school or wider); the activities constantly draw upon real life experiences.
11	4	Especially in the first part of the series, drawing out prior knowledge is stressed; students are required to apply their prior knowledge throughout the series.
12	3	Students are mainly asked to discuss their prior knowledge, experience and feelings among each other.
13	5	The analytical element is central in that students are asked to analyse ads, how they come to be and what impact they might have.
14	2	The objectives are mostly pre-set.
15	3	Students are given some degree of liberty when it comes to doing group work and organising themselves to produce results.
16	3	The process takes this element into consideration, but the success of this strategy will largely depend on the teachers' ability to deal with challenging issues.
17	2	Influence of students is limited. They have some opportunities to influence the types of ads they work with or some of the "learning locations".
18	4	This is a very specific approach, but more different methods could be used.
19	2	The approaches used are rather conventional.
20	3	The activities are well structured and organised, but substantial work must is required of the teacher in terms of preparation.
21	4	The activities are easy to adapt.
22	2	Assessment/evaluation is not mentioned, but "reflection" in the end of each activity ensures that the learning outcome is evaluated.
Average	3.3	

B.16.   Together for Humanity Foundation: Difference Differently

No.	Rating	Justification
1	4	The materials are oriented towards developing values, attitudes and skills. They clearly address all three dimensions of HRE.
2	2	The legal understanding is neglected almost entirely. Focus is on historical, philosophical and moral understanding.
3	3	The materials are very much practice-oriented. In higher grades, more emphasis could be put on the theoretical foundation.
4	5	The activities build upon each other over several years of learning. They are closely linked to the Australian curriculum.
5	5	Students are encouraged to think about their own relations and whether their attitudes and behaviour are appropriate.
6	5	Interactive approach, good balance of individual, group and whole-class activities.
7	4	Encourages creativity; avoiding stigmata of marginalised children might be challenging for teachers.
8	4	In general age-appropriate and taking into consideration different cultures. Some key terms should be explained in more age-appropriate language. Adapting activities to special needs is entirely left to teacher / depends on available equipment at school.
9	4	Teacher training contains a section on do's and don'ts of diversity education. Some activities might be challenging for children with special needs and/or a barrier to learning.
10	4	The materials draw on examples from the Australian context. Some activities include going out to communities, but these activities are quite limited (e.g. interviewing of a person in the module "getting to know others"). There is a lot of potential to develop these activities further to reach out to the community.
11	5	Most activities start with some kind of brainstorming and require students to reflect on their previous experiences and knowledge.
12	2	The resource focuses on values and attitudes, rather than comparison of knowledge.
13	4	Students are encouraged to think about the *raison d'être* of different phenomena (e.g. module "Who can be Australian").
14	2	The objectives of the lesson are only stated in the Teacher Guide. It is left to the teacher to discuss these objectives or not.
15	3	The students are not given a lot of liberty when it comes to planning their actions (with some minor exceptions).
16	5	Teachers are given a lot of guidance regarding the "how"-dimension in order to help them face the challenge of teaching diversity.
17	3	This is left entirely to the teacher; however, the activities are rich enough to allow for such choices.
18	4	The activities are diverse and use approaches directly linked to the topic.
19	4	The materials are innovative, but very much classroom focused.
20	4	The activities are well organised and explained. Some additional theoretical background might be useful for teachers.
21	3	The activities are tailored to the Australian context with reference to Australian legislation, folk stories, etc. Adapting them for other contexts will require substantive work.
22	4	Online surveys for teachers and learners as well as a reflection and self-assessment section allow for students and teachers to verify whether the learning goals have been achieved.
Average	3.8	

B.17. Youth Centre of Human Rights and Legal Culture: Mind Prejudice

No.	Rating	Justification
1	4	Focus on attitudes and behaviour, as well as skills.
2	3	Mostly philosophical.
3	4	Theory and practice are linked, although there is no explicit reference to the human rights framework.
4	4	The activities stretch over several months.
5	5	Focus on changing behaviour and perceptions.
6	4	Mixture of individual and group work, a variety of methods used.
7	4	Based on self-reflection, fosters sense for appreciation of diversity.
8	3	Rather difficult, clearly for high school level (too challenging for pupils with learning difficulties).
9	3	Myths are explicitly focused on, but it might be difficult not to marginalise students belonging to minorities.
10	3	No outreach activities, but a clear focus on behaviour change.
11	4	Learners' prior knowledge serves as starting point; activities re rather about comparing prior knowledge than about applying it.
12	4	Comparison of knowledge with literary texts.
13	5	Strong analytical element (focus on development and reinforcement of myths and stereotypes).
14	3	The goals are pre-set, but the content of the course is discussed with the students in the beginning of the semester.
15	1	The course is pre-determined.
16	3	Danger of involuntarily stigmatising certain groups, other than that very reflective of human rights.
17	2	Almost no influence of students.
18	5	The work with myths and linking them with literature is unique and appropriate for tolerance education.
19	3	Use of common interactive methods, but adapted in an original manner.
20	4	Clear instructions for teachers provided, but profound engagement of teacher is required.
21	3	The "myth method" can be used in different contexts, examples must be adapted.
22	1	No information provided on assessment.
Average	3.4	

C.1.   Asia-Pacific Centre of Education for International Understanding: Challenging Racial Prejudices, Promoting International Understanding

The document presents the evaluation of an educational anti-racism approach rather than specific materials. Consequently, the raster of criteria is not applicable. Nevertheless, the resource has been included for the following reasons:

It provides valuable information for the development and adaptation of educational materials in other contexts. Focus is put on developing attitudes and personal behaviour.

The assessed approach combines a variety of extra- and intra-curricular activities. Creative approaches are used in arts classes, for instance. The intra-curricular activities in particular are interactive and student-centred.

The questionnaires provided in the annex of the document can be adapted to measure the impact of various materials and approaches.

C.2.   Asia-Pacific Centre of Education for International Understanding: The Internet Debate and Deliberation (IDD) Model: an Education Tool for Fostering International Understanding in Secondary Schools

This is a very specific approach based on debating and deliberation, reason why an analysis according to the evaluation criteria cannot be conducted. It has nonetheless been included for the following reasons:

This model allows for students living in different parts of the world to exchange opinions and ideas and to learn more about their ways of living. This fosters international understanding and tolerance. The case study provides very practical guidance and the evaluation proves that the method is effective.

C.3.   Asia-Pacific Centre of Education for International Understanding: Practical Research on Current Issues – Studies on Global Perspectives in Schools in Japan

No.	Rating	Justification
1	4	There is a strong focus on interactive and cooperative learning (almost exclusively group work and debates).
2	5	The activity fosters solidarity, creativity and self-esteem in that students develop strategies for improving the relationship with Korea which they themselves can implement (empowerment).
3	3	Activities are appropriate for high school students; there is no reference to different learning styles or abilities of learners.
4	2	The methods themselves are inclusive; students with special needs are not mentioned.
5	4	Students' critical thinking and debating skills, as well as the ability to see and understand someone else's perspective are developed. The practical element is given in that students develop strategies for concrete action.
6	4	The students have considerable influence on the learning content; they identify the issues to be addressed based on the film.
7	3	Learners' experience is addressed through the film. During the debates students will derive their arguments from prior knowledge.
8	4	Students are required to compare their knowledge (and prejudices) to sources.
9	3	The focus is on how things can be changed.
10	5	The focus is on improving the relationship between Japan and Korea; students reflect on the personal contribution they can make to achieve this aim.
11	4	Students develop strategies.
12	4	The exercise stays at a more strategic level, but some ideas for concrete action are developed.
13	4	The focus is on developing skills and attitudes.
14	2	The activities focus on inter-personal relations and historical events rather than legal issues.
15	4	The activity is in conformity with human rights; there is no guidance for the teacher on how deal with challenging questions or racist remarks, or on how to include students with learning difficulties.
16	3	There is some reciprocity between the two elements; the theoretical element (research) is stressed.
17	4	The class stretches over one year.
18	5	There is a detailed assessment of the impact of the activities. It is concluded that students' awareness has risen and that they now analyse the issue more critically. The teacher emphasised that active learning was a key factor in achieving this result. The study also provides recommendations for the evaluation of classes on international understanding, mainly through classroom observation and interviews.
19	3	The methods are well-suited for the topic.
20	4	A detailed yearly plan has been developed by the teacher. The case study provides useful information for the development and adaptation of specific curricula and for integrating education on anti-racism and tolerance into existing curricula.
21	4	The used approach is easy to apply in different contexts (although a different film needs to be chosen).
22	2	These are rather conventional methods adapted to suit the context (film, group work, presentations, whole-class debate).
Average	3.6	

C.4.   Brazilian Ministry of Education: Orientações e Ações para a Educação das Relações Étnico-Raciais

No.	Rating	Justification
1	4	All dimensions of HRE are addressed, with a special focus on attitudes, values and behaviour.
2	3	There is a clear emphasis on the philosophical and societal dimensions of human rights.
3	4	There is no human rights theory as such, but theoretical elements of diversity /ethno-racial relationships are well linked with practical elements.
4	5	The booklet provides guidance for teachers of all grades. If all teachers do some of the activities in their classroom, sustainability is ensured. There might be some need to coordinate different activities.
5	4	The suggested methods foster mutual understanding and respect.
6	5	Diverse approaches requiring a lot of group and whole-class activities.
7	4	Creative approaches fostering solidarity, dignity and self-esteem.
8	4	Flexible methods which can be adapted to suit special needs.
9	4	Methods can be adapted, special consideration paid to vulnerable groups (cultural and ethnic minorities).
10	4	The methods are practical and have a clear link to everyday life of students. They are well contextualised. There is some guidance for school/community work.
11	4	Prior knowledge used to foster debates and discussions, as well as to analyse topics.
12	4	There is some comparison with sources, but more so with other learners.
13	5	Very analytical, traditions and customs are analysed (without denying their value and importance).
14	4	Most of the goals are preset, but students have some influence on how to fulfil certain tasks.
15	3	This is left to the teacher and depends thus on the way in which the method is applied in practice.
16	5	Reflective of human rights principles. Special attention is paid to danger of stigmatising or excluding children belonging to certain groups.
17	3	A lot of flexibility, influence of students determined by teacher.
18	5	The approach is contextualised and draws upon methods which help visualise certain issues. The focus on elements of cultural heritage allows brining children on board because it links diversity education to their daily life.
19	5	The material is innovative in that it links traditional songs, poems etc. to education for cultural diversity.
20	3	There is a glossary, and tips for teachers on how to avoid singling out and stigmatising students. Substantial preparatory work required.
21	3	The methodology itself can be used in different contexts. There is a need for adaptation, however, as each country has its own national holidays, songs, etc., as well as its own minorities.
22	1	There is on information on how to evaluate the activities.
Average	3.9	

C.5.   Ministerial Council for Education, Early Childhood Development and Youth Affairs:
        National Safe Schools Framework

The *National Safe Schools Framework* and accompanying manual does not outline any activities or methodologies. It focuses on rendering schools safer and more inclusive. Consequently, the raster of criteria is not applicable. It has nonetheless been decided to include this resource for the following reasons:

The resource emphasises the importance of actively engaging students in rendering the schools safe and stress cooperative approaches and peer-mediation. Students are encouraged to take part in community-based projects. Student involvement in development of safe schools guidelines and of implementation mechanisms is encouraged

Attitudes and values related to interpersonal behaviour are addressed.

Inclusiveness of practices is stressed and definitions are age-appropriate. All actors are encouraged to make provisions for students with special needs. The inclusion of minorities is explicitly stressed.

The resource is long-term oriented (e.g. skills applied at school and community level, development of procedures for conflict resolution, etc.)

Due to its general character, the Framework can easily be adapted to other contexts.

C.6.   Procurador de los Derechos Humanos de Guatemala: Derechos Humanos de Grupos
        Sociales Específicos (Human Rights of Specific Social Groups)

No.	Rating	Justification
1	5	The guide brings together information on rights of specific social groups and addresses them comprehensively. It also aims to influence attitudes and to develop skills.
2	4	It combines philosophical and legal elements.
3	4	Historical elements and contemporary social phenomena are combined; there are tips for applying the acquired knowledge at school level.
4	2	This is not addressed, but there is a good basis for sustainable learning
5	5	One of the focuses of the guide is changing inter-personal relations.
6	5	The guide stressed the importance of participative learning and there are several cooperative exercises.
7	4	The activities strive in the main to make students feel what discrimination means and to become more aware of stereotypes and discrimination in their daily lives, thereby fostering tolerance.
8	4	The methods can be easily adapted and inclusiveness is stressed.
9	5	Teachers are asked to reflect about how to ensure that diverse identities and the rights of the child are respected in the school community.
10	4	The guide makes some connections to real-life of students and contains some suggestions on how to apply the acquired knowledge at school level.
11	3	The importance of experiential learning is stressed. There is some room for applying prior knowledge.
12	2	Knowledge is compared to a certain degree.
13	3	There are some analytical elements (e.g. activity on gender roles).
14	1	This is not addressed in the guide.
15	1	This is not addressed in the guide.
16	5	Teachers are encouraged to examine whether textbooks reflect human rights principles and values.
17	1	There is no influence of students.
18	3	Some activities/approaches are very specific to the topic.
19	2	Conventional methods have been adapted to suit the specific needs of this topic.
20	3	The Guide provides valuable background information for teachers. Complex concepts are well explained and there are recommendations fort the development of new materials. It is sometimes not clear whom the activity is for (teachers or students),
21	3	Some parts of the guide can be adapted to other contexts; others are specific to the Guatemalan context.
22	1	This is not addressed
Average	3.2	

C.7.   SchLAu NRW: Different in More Ways than One – Providing Guidance for Teenagers on Their Way to Identity, Sexuality and Respect

No.	Rating	Justification
1	4	All dimensions are addressed, primarily attitudes and behaviour.
2	2	There is no legal element.
3	2	There is no theory.
4	4	Teachers are explicitly encouraged to spread the topic over several sessions so as to allow students to digest new information and reflect on the acquired knowledge. It is also recommended that teachers set intermediary objectives if necessary.
5	5	Students' attitudes and behaviours are addressed.
6	3	There are some whole-class and group debates.
7	3	Activities foster creativity and solidarity. Some of the activities might violate students' dignity (e.g. labelling exercise).
8	5	Appropriate to age, variety of methods to suit different learning styles.
9	3	Generally inclusive, but it might be challenging to include homo- or bisexual students.
10	4	Links to real-life experience are made. There is some room to practice human rights education competencies and some tips for school-based activities.
11	5	Teachers are encouraged to work on students' own experiences with gays, lesbians and migrants. Students are encouraged to apply prior knowledge in discussions and when analysing myths and stereotypes.
12	4	Students are challenged to compare their knowledge (or myths and stereotypes) with other forms of sources.
13	5	Social norms are questioned and alternatives debated.
14	2	Goals are preset.
15	1	Learning process is pre-set.
16	3	It is stressed that personal feelings must be acknowledged and accepted, even if the expressed judgements are negative. Some activities are challenging to do in a morally just way (e.g. labelling exercise).
17	1	Students have no influence.
18	4	Some of the activities are unique.
19	4	Quite innovative methods.
20	4	There are recommendations on how to deal with challenging remarks, different groups and cultural differences, and a glossary.
21	4	Can be easily adapted.
22	1	There is no evidence of evaluation/assessment.
Average	3.3	