

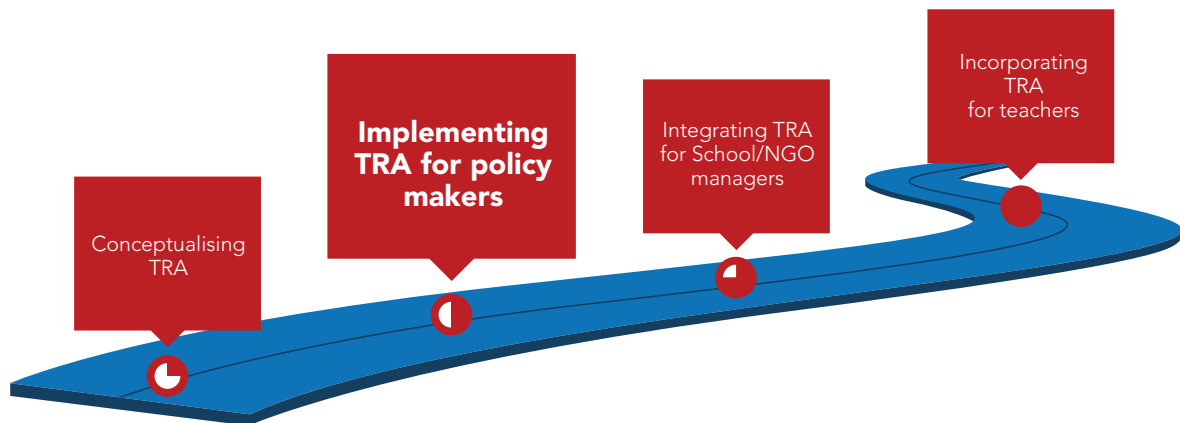


**Part 1**  
Set of 'key principles'  
for policy makers

# Contents

Learning objectives of Part 1	49
Tool 1: Development of <i>Teaching Respect for All</i> in light of the 4 As	50
Tool 2: Recommendations for making teaching and learning innovative and effective	51
Tool 3: Guide to national curriculum development/re-development	55
Building block 3.1: International suggestions and guidelines for curricular development	56
Building block 3.2: Guiding questions for curriculum re-development	57
Building block 3.3: Creation of content to integrate into all subject areas	58
Building block 3.4: Inclusion of people who are unrepresented and discriminated against in national and school curricula	59
Building block 3.5: Adequacy of the (revised) curriculum	60
Building block 3.6: Curricular and policy shifts implemented by encouraging a whole school approach	61
Building block 3.7: Inclusion of 8 principles of anti-racism	62
Tool 4: Guide to educator training and support	63
Building block 4.1: Understanding educator biases	64
Building block 4.2: Adequacy of training – teaching materials and methodology	65
Building block 4.3: Support and respect for educators and for their training	66
Tool 5: Guide to the school environment as a place of inclusion	67
Tool 6: Guide to extracurricular activities	68
Tool 7: Assessing education – quality assurance	69

# Part 1 – Set of ‘key principles’ for policy makers



*Teaching Respect for All* is particularly concerned with counteracting discrimination of all kinds in and through education. The former, ‘*in education*,’ is primarily directed at the education system, i.e. to provide discrimination-free education for all. The latter, ‘*through education*,’ is concerned with individual achievement, i.e. the acquisition and application of awareness, knowledge, skills and values for the sake of a peaceful society, in which individuals treat each other with respect. While the former is a precondition, the latter is concerned more with the results of the education process and outcomes. The education process is meant to be an interplay between curriculum, teaching, teaching methods, educators and the school/education environment. The outcomes are the acquisition of necessary competencies in order to contribute actively to the development of a more just, peaceful and inclusive society.

Policy makers play a key role both in counteracting discrimination *in* as well as *through* education. By employing a law-based human rights approach to preventing and fighting discriminatory attitudes and behaviour, policy makers are able to satisfy their international obligations as well as personal moral obligations to provide education while creating a more tolerant, respectful State. To achieve this outcome, education laws must provide the appropriate framework for curriculum development, mainstreaming principles, learning material development, teaching methodology development, and educator training programmes.

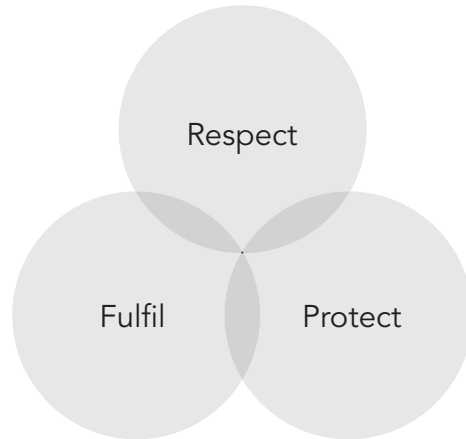


As the prime duty-bearer of the right to education, the State has the obligation to respect, protect and fulfil the right to education:

- **The obligation to respect** requires State parties to avoid measures that hinder or prevent the enjoyment of the right to education.
- **The obligation to protect** requires State parties to take measures that prevent third parties from interfering with the enjoyment of the right to education.
- **The obligation to fulfil** (facilitate) requires State parties to take positive measures that enable and assist individuals and communities to enjoy the right to education.

Thus, policy makers must establish laws to respect, protect and fulfil every child’s right to an education.

Internationally, there are diverse approaches towards the structure and institutionalisation of education policy, roughly distinguished in centralised and decentralised systems. Thus, scopes and shapes of curricula vary from State to State. However, there are some elements that are strongly encouraged in any setting as the ideal background for implementing *Teaching Respect for All*. The commitment to *Teaching Respect for All* should be supported at the highest level, ideally in the constitution, in order to state clearly why and how equality is valued. By drawing on a clearly stated commitment to equality, educational legislation can be built on principles of equality. Education policy-makers at their respective levels should also be competent and responsible for implementing *Teaching Respect for All* values. *Teaching Respect for All* values should, in principle, be taught across the whole curriculum. Finally, in order for holistic implementation to take place, all those involved, such as decision-makers in administration, headteachers, managers in non-formal education, and educators need to be accountable for respecting these values.



## Learning objectives of Part 1

This section provides policy makers with the necessary skills to develop, implement and analyse a law-based human rights approach to education policy. In addition, this section shows how to apply this framework to concrete policy areas such as legislation, its implementation through curricula, educator training, teaching materials, the teaching environment, and last but not least the monitoring and evaluation of the framework, reinforced by the accountability of all players and stakeholders.

The section contains several tools which provide guidance on what programmes and policies should include and how to assess current and future programmes and policies. The first two tools provide an overview of international standards used to evaluate national and local programmes which focus on *Teaching Respect for All*. The following four tools are guides to various aspects of policy development. The final tool provides guidelines on how to evaluate current and future education models.

By the end of all the sections in this section, you will be able to:

- identify and explain the 4 As;
- identify international conventions, declarations and initiatives which outline the right to an education free from discrimination;
- discuss important aspects for inclusion in a national curriculum in order to counter discrimination;
- guide policy to create an effective and supportive educator training programme on the concepts of respect and anti-discrimination;
- guide policy to legislate on the creation of an inclusive school environment;
- indicate the advantages to extracurricular activities;
- assess how successfully education has integrated and taught the concept of anti-discrimination.

## Tool 1: Development of *Teaching Respect for All* in light of the 4 As

The process of policy making must begin by examining what it means for education to be accessible to all and free from discrimination. Internationally, there are a series of parameters outlined in various international documents, declarations and conventions. A more detailed discussion of these can be found in the Ecosystem. The parameters for respecting, protecting and fulfilling the right to education can be summarized into four core elements, the '4 As': availability, accessibility, acceptability and adaptability.

Availability	<ul style="list-style-type: none"> <li>• permit the establishment of schools</li> <li>• ensure the availability of free and compulsory education</li> <li>• ensure that functioning educational institutions are available in sufficient quantity</li> </ul>
Accessibility	<ul style="list-style-type: none"> <li>• make education accessible to all, in law and fact, without discrimination on any of the prohibited grounds (such as racial group, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status)</li> <li>• ensure that education is within safe physical reach (either at a convenient geographic location or via modern technology)</li> <li>• ensure that it is affordable for all; ensure free access to primary (compulsory) education</li> </ul>
Acceptability	<ul style="list-style-type: none"> <li>• ensure that curricula and teaching methods are relevant, culturally appropriate and of good quality</li> <li>• take into account minority rights and the prohibition of corporal punishment</li> </ul>
Adaptability	<ul style="list-style-type: none"> <li>• ensure that education is able to adapt to the needs of changing societies and communities as well as to the individual needs of pupils within their diverse social and cultural settings</li> <li>• consider the best interests of the child as enshrined in the Convention on the Rights of the Child</li> </ul>

**Availability** embodies two different State obligations: on the one hand, education as a civil and political right requires the State to permit the establishment of schools, while on the other hand, education as a social, economic, and cultural right requires the State to ensure the availability of free and compulsory education. Moreover, functioning educational institutions have to be available in sufficient quantity within the jurisdiction of the State.

---

**Reflect:** Does my State permit the establishment of schools? Does my State ensure the availability of free and compulsory education? Does my State have enough educational institutions to meet demand? What should be changed to ensure availability?

---

**Accessibility** has three overlapping dimensions: firstly, education must be accessible to all, in law and fact, without discrimination on any of the prohibited grounds – racial group, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Secondly, education has to be within safe physical reach, either at a convenient geographic location or via modern technology (e.g. 'distance learning'). Thirdly, education has to be affordable for all. This dimension of economic accessibility is defined differently in relation to the different levels of education. The State is obliged to secure free access to primary (compulsory) education, whereas free secondary and higher education is required to be introduced progressively.

---

**Reflect:** Does my State make education accessible to all by law? Does my State make education accessible to all in fact? Does my State make sure that education is within safe physical reach of all? Does my State ensure that primary education is free of charge? Does my State make education affordable to all at various levels? What more can my State do to ensure accessibility?

---

**Acceptability** refers to the form and substance of education, requiring *inter alia* curricula and teaching methods that are relevant, culturally appropriate (to pupils and parents) and of good quality. Thus, acceptability will be the major concern in the context of *Teaching Respect for All*.

---

**Reflect:** Does my State ensure that curricula and teaching methods are relevant, culturally appropriate and of good quality for all? Does my State take into account minority rights? Does my State prohibit corporal punishment? Can my State do more to ensure acceptability?

---

**Adaptability** requires education to be flexible in order to be able to adapt to the needs of changing societies and communities as well as to the individual needs of pupils within their diverse social and cultural settings. Therefore, the educational system has to consider the best interests of the child as enshrined in the Convention on the Rights of the Child (CRC).

---

**Reflect:** Does my State ensure that education is adaptable to changing needs? Does my State consider the best interests of the child? Can my State do more to ensure adaptability?

---

## Concept check: Development of *Teaching Respect for All* in light of the 4 As

This tool examines the meaning of the four core elements of the right to a discrimination-free education.

By the end of this section, you should be able to:

- recognise what makes education available to all;
- recognise what makes education accessible to all;
- recognise what makes education acceptable to all;
- recognise what makes education adaptable to all;
- identify ways in which education in your State could be more available to all;
- identify ways in which education in your State could be more accessible to all;
- identify ways in which education in your State could be more acceptable to all;
- identify ways in which education in your State could be more adaptable to all.

## Tool 2: Recommendations for making teaching and learning innovative and effective

The following are recommendations for innovative and effective practices of teaching and learning when dealing with anti-discrimination and tolerance in education. They were identified as a part of UNESCO’s 2012 International Mapping of Existing Materials and Practices<sup>1</sup> and break down anti-discrimination interventions into three categories for review: content, methodology and usability. The baseline recommendations serve as a starting point to understanding what components should be found in an anti-discrimination intervention from the perspective of content, methodology and usability. The recommendations below provide a clear outline for discussing and developing national curricula, policies and laws.

---

<sup>1</sup> See UNESCO’s 2012 Mapping of Existing Materials and Practices in Cooperation with Universities and Research Centres, where existing materials and practices are mapped across a selection of a few countries of each continent. The study explores a collection of existing national curricula, policies, legal frameworks and strategies as well as a collection of innovative and effective practices of teaching and learning. The study then uses a series of criteria to evaluate each innovation, programme or legal policy. The criteria are listed here.

Table 1: Criteria

	No.	Title	Explanation
Content	1	<b>Three dimensions of human rights education</b>	Learning 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 <sup>2</sup> .
	2	<b>Philosophical and legal understanding</b>	Balance between philosophical (historical/political) and legal understanding of human rights, specifically of the human right to non-discrimination <sup>3</sup> .
	3	<b>Theory and practice</b>	Reciprocal relationship between theory and practice <sup>4</sup> .
	4	<b>Sustainability</b>	Sustainability of the learning experience (,when' dimension of human rights education) <sup>5</sup> .
	5	<b>Healing</b>	Promoting human rights in intra-personal and inter-personal relations <sup>6</sup> .
Methodology	6	<b>Participative and cooperative learning</b>	Methods enhance active participation and cooperative learning. They encourage collective efforts in clarifying concepts, analysing themes and doing the activities <sup>7</sup> .
	7	<b>Dignity and self-development</b>	Methods and approaches foster a sense of solidarity, creativity, dignity and self-esteem <sup>8</sup> .
	8	<b>Appropriateness</b>	Methods are appropriate to age, evolving capacities, language, cultures, learning styles, abilities and the needs of learners, or can be adapted accordingly <sup>9</sup> .
	9	<b>Inclusiveness</b>	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 <sup>10</sup> .
	10	<b>Practical orientation</b>	Methodologies provide students with opportunities to practise 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 <sup>11</sup> .
	11	<b>Experiential and testing</b>	Involving the solicitation of learners' prior knowledge and challenging this knowledge <sup>12</sup> .
	12	<b>Dialectical</b>	Requiring learners to compare their knowledge with those from sources <sup>13</sup> .
	13	<b>Analytical</b>	Learners think about why things are, how they came to be and how they can be changed <sup>14</sup> .
	14	<b>Strategic thinking-oriented</b>	Directing learner to set their own goals and to think of strategic ways of achieving them <sup>15</sup> .
	15	<b>Goal and action-oriented</b>	Allowing learners to plan and organise actions in relation to their goals <sup>16</sup> .
	16	<b>Conformity with human rights values</b>	Methods, instruments and materials are consistent with and conform to human rights and human rights values <sup>17</sup> .
	17	<b>Influence of learners</b>	Students are given the opportunity to propose and make choices that influence instruction and learning processes <sup>18</sup> .
	18	<b>Originality</b>	Unique approach specific to the human right(s) which the practice focuses on <sup>19</sup> .
	19	<b>Innovative character</b>	Methods of teaching are new; new practices, instruments and strategies are explored.

2 Kirchsclaeger/Kirchsclaeger 2009: 28-29.

3 Kirchsclaeger/Kirchsclaeger 2009: 26-27.

4 Kirchsclaeger/Kirchsclaeger 2009: 32.

5 Compendium 2009: 10.

6 Tibbitts/Kirchsclaeger 2010:11.

7 OSCE/ODIHR 2012:22; Tibbitts/Kirchsclaeger 2010:11; Kirchsclaeger/Kirchsclaeger 2009: 31.

8 OSCE/ODIHR 2012:22.

9 OSCE/ODIHR 2012:22.

10 OSCE/ODIHR 2012:22; Compendium 2009: 10.

11 OSCE/ODIHR 2012:22; Kirchsclaeger/Kirchsclaeger 2009: 31

12 Tibbitts/Kirchsclaeger 2010:11.

13 Tibbitts/Kirchsclaeger 2010:11.

14 Tibbitts/Kirchsclaeger 2010:11.

15 Tibbitts/Kirchsclaeger 2010:11.

16 Tibbitts/Kirchsclaeger 2010:11.

17 Kirchsclaeger/Kirchsclaeger 2009: 32.

18 OSCE/ODIHR 2012:23.

19 Compendium 2009: 10.

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

Table 2: 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, attitudes and skills are fostered to a certain degree.	Knowledge and understanding, values, attitudes and skills are developed to a high degree.
	2	Neither the legal nor the philosophical/historical/political understanding is fostered.	Only the legal or the philosophical/historical/political element is considered.	Either the legal or the philosophical/historical/political aspect is much stronger than the other one.	There is a balance between legal and philosophical/historical/political elements, but the links are not strong.	There are explicit links between national/international legal documents and philosophical/historical/political considerations.
	3	The topic is analysed from a purely theoretical point of view.	Practical or practical and theoretical elements are present to a certain degree, but they are not well linked.	Both practical and theoretical elements are present, but one of them is stronger than the other.	Both practical and theoretical elements are present and linked, but there is only a low degree of reciprocity.	There is a balance between the practical and theoretical two elements, and they are reciprocally explanatory.
	4	The practice is a one-off exercise.	The practice is a one-off exercise, but can be built upon.	The practice is a one-off exercise, but concrete suggestions for follow-up activities are provided.	The practice stretches over several months with different activities at regular intervals.	The practice is embedded in a broader curriculum.
	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	
	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.

20 Compendium 2009: 10.

21 Compendium 2009: 10.

22 Compendium 2009: 10.



No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
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 on which the practice focuses are paid special attention.	Teacher's notes or a teacher's guide provides special guidance on inclusion.
10	There is no practical orientation.	There is some degree of practical orientation.	Methodologies and content are in relation to the real-life experience in the specific cultural context.	There are some general guidelines on practical application of human rights education competencies.	Human rights education competencies are applied at school and/or community level.
11	There is no reference to prior knowledge.	Prior knowledge and experiences are implicitly used as a base.	There is some explicit solicitation of prior knowledge and experiences.	There is extended explicit solicitation of prior knowledge and experiences.	There is solicitation of prior knowledge and experiences, and this knowledge is challenged.
12	There is no comparison of knowledge at all.	There is some element of comparison of knowledge.	There is comparison with fellow students.	There is comparison with independent sources.	There is comparison with fellow students and independent sources.
13	Things are taken as given (no analysis).	Some analysis of certain (often historical) individual events.	Analysis of certain elements.	Detailed analysis of certain elements.	Analysis is central to the approach.
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 pre-set; learners are encouraged to think of strategic ways of achieving them.	Learners are encouraged to set their own goals and to think of strategic ways of achieving them.
15	Learners do not have any opportunity to plan or organise actions in relation to their goals.	There is some room for learners to develop some ideas for possible actions; however, this element is not explicit.	There are some suggestions for planning and organising actions.	The practice encourages learners to plan action in relation to their goals; actions are not implemented.	The practice encourages learners to plan and organise actions in relation to their goals.
16	Method and materials are not in conformity with human rights values.	Some elements of the method and materials are not in conformity with human rights values.	Materials are in conformity with human rights values; methods might risk leading to some students feeling singled out.	Method and materials are in conformity with human rights values.	A teacher's guide/ notes provide guidance on how to ensure that teaching practices are in conformity with human rights values.
17	Students have no influence on the learning process.	Students have limited influence on the learning process.	Students have some influence on the learning process.	Students have considerable influence on parts of the learning process.	Students have influence on the entire learning process.

No.	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
18	The approach is not specific to the subject.	Conventional approaches have been adapted to reflect the subject.	Some elements of the approach are specific to the subject.	Most elements are specific to the subject.	Unique approach specific to the human right(s) elements of the subject.
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
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.

### Concept check: Recommendations for making teaching and learning innovative and effective

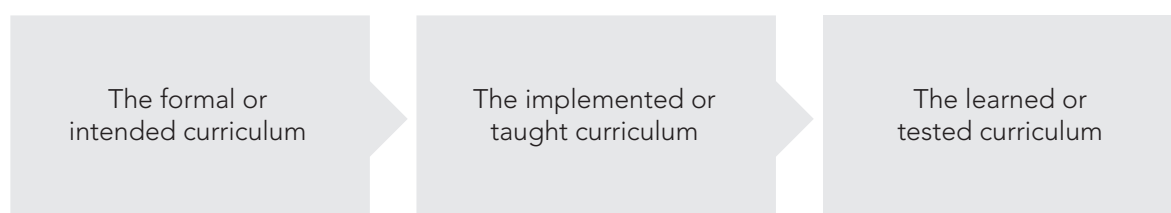
This tool provides benchmarks to use when examining your educational approach to teaching anti-discrimination.

By the end of this section, you should be able to:

- describe benchmarks with which to discuss content of national education plans;
- describe benchmarks with which to discuss methodology of national education plans;
- describe benchmarks with which to discuss usability of national education plans;
- describe how the information from the Mapping Study could be used.

### Tool 3: Guide to national curriculum development/re-development

For the purposes of this section, ‘curricula’ will be defined as not only the ‘formal’ curricula focusing on the learning content, translated into textbooks and other written learning materials, but will also take into account the ‘intended, informal, or hidden’ curricula, including the desired learning experiences within the school environment not defined in official curricula, such as attitudes learned through peer interaction, stereotypes communicated in class discussion, and the culture understood in the asking and answering of questions. The actual curricular text and the informal curriculum can be further separated into three main types or stages<sup>23</sup>:



<sup>23</sup> See International Bureau of Education (IBE), 2011, Addressing socio-cultural diversity through the curriculum. E-forum Discussion Paper (<http://www.ibe.unesco.org/en/communities/community-of-practice-cop/annual-e-forum.html>).

Part of developing a curriculum for *Teaching Respect for All* entails understanding and accepting the gaps between the formal or intended curriculum, the implemented or taught curriculum and the learned or tested curriculum. A good *Teaching Respect for All* curriculum will incorporate a hybrid to address the themes in all spheres.

In order to accomplish this, policy makers must consider and focus upon the following building blocks:

- Building Block 3.1: International suggestions and guidelines for curriculum development
- Building Block 3.2: Guiding questions for curriculum re-development
- Building Block 3.3: Creation of content to integrate into all subject matters
- Building Block 3.4: Inclusion of people who are unrepresented and discriminated against in national and school curricula
- Building Block 3.5: Adequacy of the (revised) curriculum
- Building Block 3.6 Curricular and policy shifts implemented by encouraging
- Building Block 3.7: Inclusion of 8 principles of anti-racism

---

**Reflect:** Within these building blocks, consider the following key policy questions:

1. What topics does the current curriculum address?
  2. Does the current curriculum explore concepts of intolerance, respect and anti-discrimination?
  3. In which subject areas are topics of tolerance, respect and anti-discrimination discussed?
  4. What is the added value of teaching tolerance and respect in various settings? What are the consequences of not teaching tolerance and respect in various settings?
  5. What is known about the accessibility of curricula to all?
  6. What is known about the availability of curricular materials to teach anti-discrimination?
- 

### Building block 3.1: International suggestions and guidelines for curricular development

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

- Knowledge and understanding, values, attitudes and skills should be developed to a high degree.
- There should be explicit links between national and international legal documents, and philosophical, historical and political considerations.
- There should be a balance between theoretical and practical elements which are mutually explanatory.
- The applied learning methods, programmes and activities should be embedded in a broader curriculum.
- Learners should be encouraged to think about their own attitudes towards diversity and their values.

Several international documents and conventions further elaborate what a curriculum in a respect-based 4 A's situation should/should not include:

- ICERD requires that all people have access to education and that 'race' cannot be used to counter this right.
- CRC requires that education be accessible to all, including free primary education.
- CEDAW requires a setting where no difference between curricula is made and stereotyped concepts of women and men will be eliminated.
- CRPD asks for the integration of disabled people into the mainstream education system.
- CRPD requires, in accordance with acceptability and adaptability of education, the use of braille and sign language. It particularly recommends the employment of respective teachers.
- Art 19 of ICCPR prohibits any propaganda for war, racist or nationalist hostility.

- ❑ Art 14 of DRIP states that indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
- ❑ Art 5 of CADE requires the potential for minorities to maintain their own education.
- ❑ The UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities states that maintaining language is key to maintaining cultural minority identity.

For more on UN documents and conventions see References.

The UNESCO documents CADE, Recommendation on Education for International Understanding and Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms 1974, and the Declaration on Race and Racial Prejudice 1978 provide further recommendations on education for peace:

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

---

**Reflect:** Does my State follow and observe these international standards and guidelines? If not, which standards are not followed and how could the State change its practices to observe them?

---

### Building block 3.2: Guiding questions for curriculum re-development

The need for a curriculum integrating *Teaching Respect for All* themes and values may possibly require a curriculum reform process, as detailed earlier, with regard to the State’s obligations concerning the right to education. When developing or re-developing a curriculum, it is important to consider all contexts of curriculum: formal, intended or otherwise. The necessary key skills and attitudes for fighting discrimination and developing respect for all cannot be taught in an environment where those rights are constantly violated. Therefore, the school/learning environment has to be taken into consideration when (re-)designing a curriculum. Following the holistic approach, educator training, learning materials and methodology should be considered.

24 See Brazilian Government’s 2003 *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). ([http://portal.mec.gov.br/index.php?option=com\\_content&view=article&id=13788%3Adiversidade-etnico-racial&catid=194%3Asecad-educacao-continuada&Itemid=913](http://portal.mec.gov.br/index.php?option=com_content&view=article&id=13788%3Adiversidade-etnico-racial&catid=194%3Asecad-educacao-continuada&Itemid=913)).

**Example:** Teaching ethno-racial relations in Brazil: Afro-Brazilian and African History and Culture

The Draft Plan<sup>24</sup> in Brazil is a good example of integrating *Teaching Respect for All* across education. The Plan addresses both institutionalised discrimination of minorities and the teaching of diversity education. It focuses on educator training and builds upon six strategic axes:

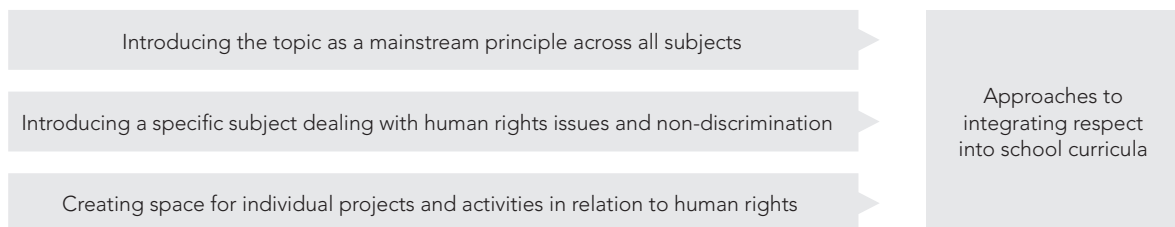
1. strengthening the legal framework;
2. a policy on training for managers and professionals in education;
3. a policy on educational materials;
4. democratic management and mechanisms for participation;
5. improving institutional conditions;
6. monitoring and evaluation.

**Reflect:** As a policy maker, when you begin to undertake the process of developing or re-developing a national curriculum, consider:

- Unrepresentative and discriminatory national and school curricula: do national and school curricula take into account literature, scientific findings, historical narratives, values and knowledge from minority and marginalised groups?
- Adequacy of the (revised) curriculum: is the (revised) curriculum adequate in order to comply with the State's obligations regarding the right to education?
- Limited effect of the (revised) curriculum: is (re-) developing a curriculum enough?
- What other measures have to be taken into account to achieve the desired outcome of the (revised) curriculum?

### Building block 3.3: Creation of content to integrate into all subject areas

There are three main approaches for integrating respect into school curricula:



Ideally, all three approaches can be introduced and institutionalised in order to support each other. However, the mainstream approach towards integration will be emphasised as the most effective strategy. In order to mainstream integration, concepts of anti-discrimination education should be included across all subject areas and in all aspects of school life, not simply in one class or in specific projects.

It is most effective to mainstream TRA values principles in all subjects.

It is easier to incorporate elements of *Teaching Respect for All* in some subjects than others, but with creativity it is possible to provide examples across all subject matters. When teaching language and history, readings often involve questions of values, morals and human interaction, providing an ideal space to discuss and teach anti-discrimination. While maths and science do not immediately appear as subjects where concepts of human rights can be taught, educators can choose examples highlighting human rights concepts such as income levels when doing fractions and demographics in science class. All in all, there is no school subject where *Teaching Respect*

for All is inappropriate. Education policy makers should refer to these options when designing curricula, most importantly, when designing the competences which learners should achieve. It is also important to include the topics in assessment procedures.

Examples of where to incorporate concepts of respect and anti-discrimination can be found in Building block 3.7: Suggestions for possible entry points/topics to link to the issues of respect for all within particular teaching subjects.

---

**Reflect:** Is *Teaching Respect for All* already incorporated across subject areas? If not, for which subject areas should content be created?

---

### Building block 3.4: Inclusion of people who are unrepresented and discriminated in national and school curricula

Neglecting to incorporate knowledge and practices of minority and marginalised groups in curricula has consequences for these pupils' experiences in the classroom. Emphasis should be put on the hidden curriculum, meaning the attitudes and behaviours children are acquiring in school beyond the academic subject matter. A curriculum that neglects minority and marginalised groups can also reinforce values and norms that reproduce discrimination and biases. If pupils learn these norms in school, even implicitly, they will often internalise these attitudes.

Therefore, knowledge and practices of minority and marginalised groups have to be taken into account when (re-)designing national and school curricula.

#### Example: The Manifesto on Values, Education and Democracy from South Africa

The Manifesto on Values, Education and Democracy (<http://www.education.gov.za/>) 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 promoted actively 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. Thus, it 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, non-sexism and open society. Despite this list of pre-defined values, the Manifesto recognises the importance of discussion and debate as opposed 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 religious education into schools;
- making multilingualism happen;
- using sport to shape social bonds and nurture nation-building in 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 places 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 common citizenship.

However, when addressing inclusion of underrepresented and disadvantaged populations, policy makers should be careful not to encourage a 'tourist approach'. Tourists visit and then leave. A tourist approach to the curriculum adds token faces, names and celebrations to the curriculum in a few predictable months of the year and does not return until the following year. This is a superficial approach to diversity and communicates insider and outsider status. Instead, curricula should work to promote the integration of knowledge of other people, places and perspectives into the everyday workings of the classroom throughout the year. Curricula should enforce the notion that everyone has similar biological needs, such as the need for food and shelter, but may satisfy these needs differently depending on culture, resources, politics, economics, language, geography, religion and custom.

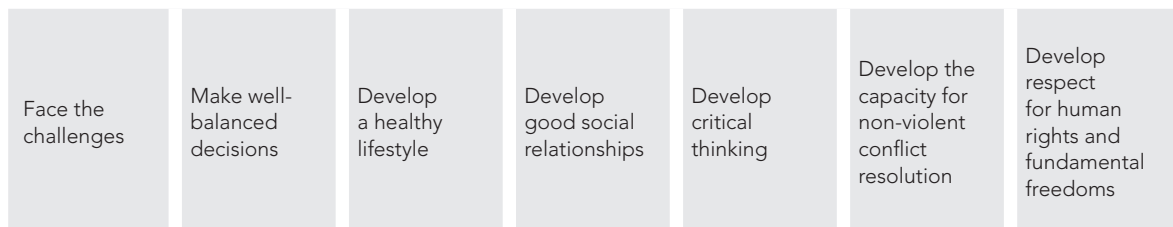
---

**Reflect:** Do my State curricula include knowledge and practices of minority or marginalised groups? How could the curricula be more inclusive?

---

### Building block 3.5: Adequacy of the (revised) curriculum

UNESCO acknowledges that a curriculum must enable every child to acquire the core academic competencies and basic cognitive skills, together with essential life skills, attitudes and behaviours that equip children to:




---

**Reflect:** Do my State curricula equip children to:

- face life challenges;
- make well-balanced decisions;
- develop a healthy lifestyle;
- develop good social relationships;
- develop critical thinking skills;
- develop the capacity for non-violent conflict resolution;
- develop respect for human rights and fundamental freedoms;
- promote respect for different cultures and values;
- promote respect for the natural environment.

How could my curricula focus more on building these nine competencies?

---

### Building block 3.6: Curricular and policy shifts implemented by encouraging a whole school approach

The whole school approach acknowledges that learning cannot be restricted to a few classrooms or even simply to all classrooms, as the school context is a multiple set of learning environments and situations in which the broad curriculum framework of *Teaching Respect for All* takes place. Learning takes place through various social interactions amongst stakeholders. This can be seen through afterschool activities, parent interactions, peer-to-peer schoolyard conversations, educator to pupil, parent to pupil, community to school, etc. Therefore, the *Teaching Respect for All* approach should be incorporated into every policy, activity and interaction that takes place in the school or educational setting. Policymakers are encouraged to engage key stakeholders (administrators, local representatives, parents and educators) with strategies to (re)-develop educational policy and curricula as they align to *TRA* themes and values. Through these collaborations, the values of *TRA* can permeate not only the classroom, but the wider community.



#### Example: Australian Government’s Safe Schools Framework

The Australian Government’s Safe Schools Framework<sup>25</sup> (<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx>) provides a useful example of a government resource available to support the creation of a safe school environment and the counteracting of biases. The Framework proposes an audit tool, which can be used by any individual education setting for self-evaluation with regard to establishing safe, supportive and respectful school communities, building respectful relationships and combating bullying. It targets all age groups and reaches out into the community, responding to new challenges such as cyber safety, cyber bullying and the use of weapons amongst young people.

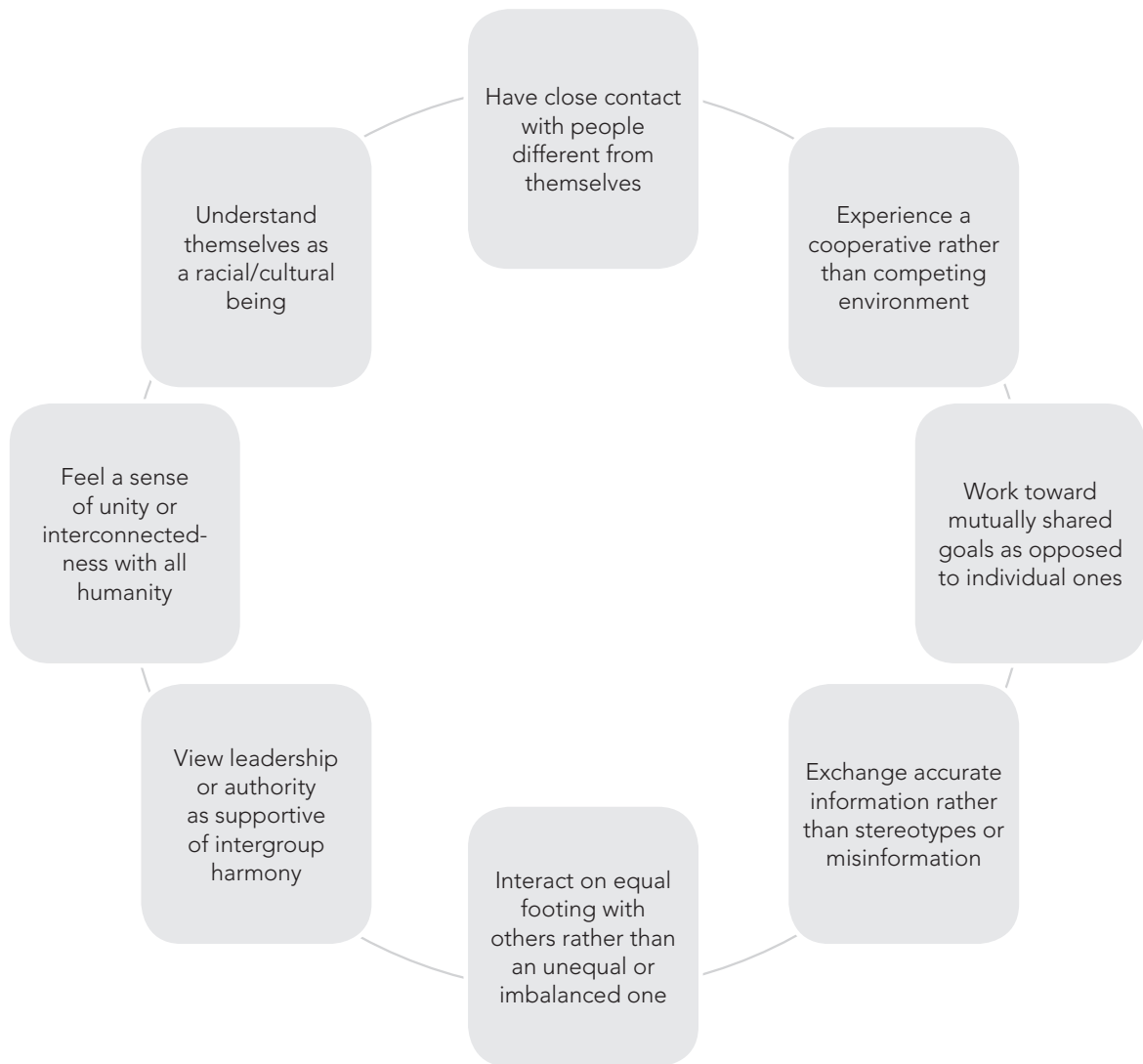
**Reflect:** Who are the key stakeholders? How can the policy writing/revision process incorporate all stakeholders (parents, staff, community, pupils, etc.)? How can policy encourage a whole school approach to implementation?

<sup>25</sup> See Australian Government Ministerial Council for Education, 2013, Early Childhood Development and Youth Affairs in *National Safe Schools Framework* (<http://www.deewr.gov.au/Schooling/NationalSafeSchools/Pages/nationalsafeschoolsframework.aspx>).



### Building block 3.7: Inclusion of 8 principles of anti-racism

The 8 principles of anti-racism<sup>26</sup> provide a guide for what activities should take place in the classroom and larger school or organizational context for pupils to learn to counteract discrimination through education:




---

**Reflect:** Do current State curricula provide opportunities for all principles of anti-racism to be addressed in the classroom and beyond?

---

### Concept check: Guide to national curriculum development/re-development

This tool provided a series of considerations and guidelines for policy makers as they (re-)develop the national curriculum and associated policies.

By the end of this section, you should be able to:

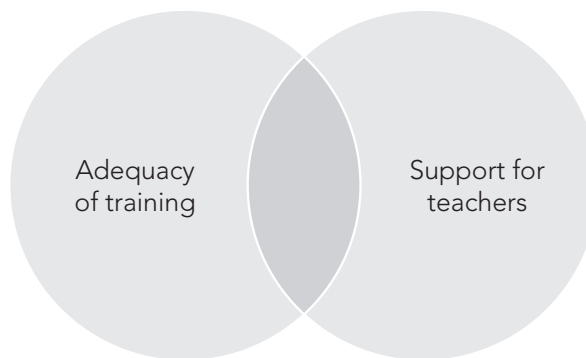
- ✓ identify important components to include in a formal written curriculum, which could entail a complex process of negotiation, deliberation and power interactions;
- ✓ identify important components for legislation regarding informal curriculum;
- ✓ pinpoint international guidelines for curricular (re-)development;

<sup>26</sup> In J.M. Jones,, S. D. Cochran, M. Fine, S. Gaertner, R. Mendoza-Denton, M. Shih and D. W. Sue, 2012, *Preventing Discrimination and Preventing Diversity*, American Psychological Association.

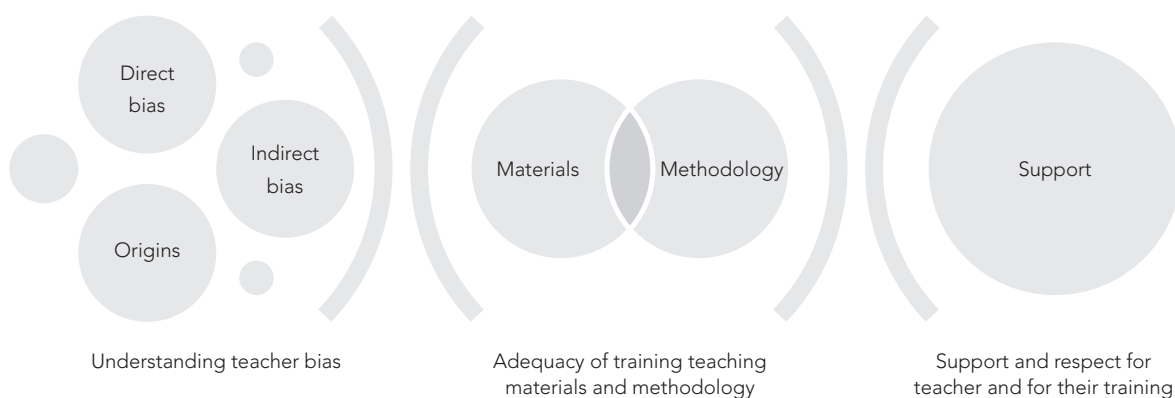
- ✓ draw upon guiding questions to understand where curricular (re-) development is needed;
- ✓ recognise why and how not to include unrepresented and disadvantaged people in national and school curricula;
- ✓ understand how to include notions of *Teaching Respect for All* across all subject areas;
- ✓ identify what skills pupils must learn through curriculum;
- ✓ develop a strategy for a whole school approach to both policy and curricular changes, as well as legislating for their implementation;
- ✓ identify the 8 principles of anti-racism and discuss how to teach them.

## Tool 4: Guide to educator training and support

Educators are the connection between the policy, the curriculum and the pupils. From a policy perspective, ensuring that educators are both trained on any curriculum changes as well as trained on how to identify and deal with their own prejudices is vital. When discussing educator-training development, policy makers should consider the two main prerequisites for its effective implementation:



To better inform the development of educator training material, policymakers should first have a clear understanding of existing educator bias. Thus, Tool 4 focuses on the following three building blocks:



Within these building blocks, consider the following key policy questions:

1. Understanding educator bias:
  - Does a self-assessment tool for educators currently exist?
  - What is known about the present situation regarding the direct discrimination of pupils (i.e. by means of negative remarks, punishments, exclusion, or jokes) on the national level as well as at local schools?

- What is known about the present situation regarding indirect discrimination of pupils (including lower expectations) of (some) pupils on the national level as well as at local schools?
2. Adequacy of training: teaching materials and methodology
    - What is the relevance of educator training in the context of implementing a curriculum designed to fight racism and discrimination?
    - Which factors are important when designing educator training?
    - Is sufficient good-quality teaching material available? Is it periodically reviewed and amended?
  3. Support and respect for Educators and for their training
    - What provision is necessary to gain support for the (newly designed) educator training and for the participants?

### Building block 4.1: Understanding educator biases

Teaching and learning are not culturally, 'racially', or ethnically neutral and therefore, even educators with the best intentions can import prejudices into the classroom. Educators are part of a wider society and as such can reflect biases unconsciously permeated through their own community. Identifying these biases can be difficult and thus, it is important to create space for self-assessment. Bias can occur in the following ways:



**Direct discrimination:** Educators may discriminate against pupils through negative remarks, punishments, exclusion or jokes.

**Indirect discrimination:** Even when overt discrimination on the part of educators is eliminated, hidden, or unacknowledged, discriminatory practices can remain. Educators may discriminate without realising it, by associating progress and civilisation with dominant forms of language or thought patterns, thus deeming minority groups' culture and language as 'uncivilised' or 'backward'. Indirect discrimination can also occur in the classroom through educators' low expectations of certain pupils or by offering less help, for example by holding dominant groups to higher standards while feeling that any progress made by minority or marginalised pupils is the best that can be expected.

The following may serve as a guideline to understanding educator bias:

#### Be aware

Being aware when preventing and fighting discrimination of the possibility that even teachers with the best intentions may inherit and express biased attitudes and behaviours that may reproduce or reinforce discrimination among students can be seen as the starting point.

#### Understand the bias

To gather a holistic picture of the situation, further assessment is needed. It is important to assess information to the extent possible about the present situation of direct and indirect discrimination of students through the attitudes and behaviours of teachers. The assessment should take place at a national as well as local level.

**Analyse the bias**

Possible sources for gaining information on teacher direct and indirect bias may be student complaints boards, school disciplinary boards or other institutions representing students. The media may also be a reference for information on how discrimination through teachers is perceived within the (local) population.

**Reflect on the bias**

The gathered information should be kept in mind when designing and implementing teacher training including training manuals, etc.

---

**Reflect:** Am I conscious of the bias that exists in my community? Do I understand the sources that might influence educator bias? What steps can be taken to better understand both direct and indirect educator bias?

---

## Building block 4.2: Adequacy of training – teaching materials and methodology

Educator training courses need to include a rights-based approach designed to build capacities and competencies on issues such as:



Therefore, both initial and in-service training should be reviewed, and policy makers should develop a rolling programme to provide all educators with training on the rights-based framework.

The educator must understand the pupils' reaction to what is being taught, since teaching only has meaning and relevance if the pupil acquires its content. As a consequence, teachers need to be educated in line with these expectations. Therefore, flexible teaching-learning methods are necessary, moving away from long, theoretical, pre-service based educator training to continuous in-service educator development.

Furthermore, policy should allow time for educator training that provides the opportunity for educators, as well as school leaders, to discuss learning and teaching methods and possibilities for development by reflecting together on their practice.

An important issue in the facilitation of initial and continuous training is the availability of adequate teaching material, both for vocational educators and pupils' classroom education. This concerns material which deals explicitly with *Teaching Respect for All*, as well as textbooks for all subjects containing *Teaching Respect for All* content or attitudes.

Policy should elaborate on guidelines on the principle values to be respected in all subject textbooks. This should include the absence of:

- hatred;
- propaganda for war;
- degradation of groups;
- degradation of minorities;
- degradation of nations ;
- stereotyped texts and pictures.

A commission with independent experts in the relevant fields with an ethics background approving textbooks is good practice. This commission should also periodically revise textbooks in use.

Modern information technologies are advantageous, as material is widely available and can be easily accessed. On the other hand, it is difficult to check whether the material respects the above-mentioned guidelines.

---

**Reflect:** What policies are currently in place for both initial and continuous educator training? Are there enough appropriate resources to support both educator training and pupils' classroom education? What new materials would strengthen this process? How could a committee be formed to oversee and manage this process?

---

### Building block 4.3: Support and respect for educators and for their training

It is indispensable to build in a system of ongoing support for educators through fortnightly or monthly meetings of educators in schools in the local community, for two main reasons:

1. **Educator network:** Regular educator training meetings provide a space and opportunity for educators to share ideas, challenges, strategies and solutions. Educators may also be encouraged to cooperate and collaborate with parents and civil society.
2. **Support network:** Regular educator training meetings also provide educators with motivation through incentives and ongoing professional development. Incentives improving educators' social status and their living conditions are necessary preconditions to professionalising the role of educators. Such incentives may include increasing salaries, providing better living quarters, providing home leave or increasing respect for their work.

---

**Reflect:** Does educator training happen regularly in my State in order to provide educators with the knowledge and support networks to succeed in their job? How could training policy provide more support for educators?

---

## Guide to educator training and support

By the end of this section, you should be able to develop policy to address:

- Biased educator attitudes and behaviours by:
  - Assessing information about the present situation of direct discrimination against pupils (e.g. by negative remarks, punishments, exclusion, or jokes) on the national level as well as at local schools, as far as possible.
  - Assessing information about the present state of indirect discrimination of pupils (including lower expectations) of (some) pupils on the national level, as well as at local schools as far as possible.
  - Using that information when designing and implementing educator training programmes and associated materials.
- Adequacy of educator training and materials by:
  - Offering continuous in-service development for educators.
  - Providing opportunities for educators as well as school leaders to discuss learning and teaching methods, and possibilities for development.
  - Designing and introducing new teaching methods, which are:
    - interactive;
    - adapted to different age groups (children, youth and adults);
    - group-oriented;
    - project-oriented.
  - Not predominantly theoretical.
- Support and respect for educators and for their training by:
  - Providing educators with the opportunity to share ideas, challenges, strategies and solutions within a certain framework (e.g. by organising regular meetings at local community levels).
  - Encouraging educators to cooperate with parents and civil society.
  - Enhancing the motivation of educators by providing incentives, such as increasing salaries, providing better living quarters, providing home leave, or increasing respect for their work.

## Tool 5: Guide to the school environment as a place of inclusion

The key skills for fighting discrimination and developing respect for all cannot be taught in an environment where those rights are constantly violated. Schools reflect their surroundings and tend to reinforce prejudiced portrayals of victims of discrimination. It is important to be aware of the fact that education is embedded in the existing values, but also helps create new values and attitudes.

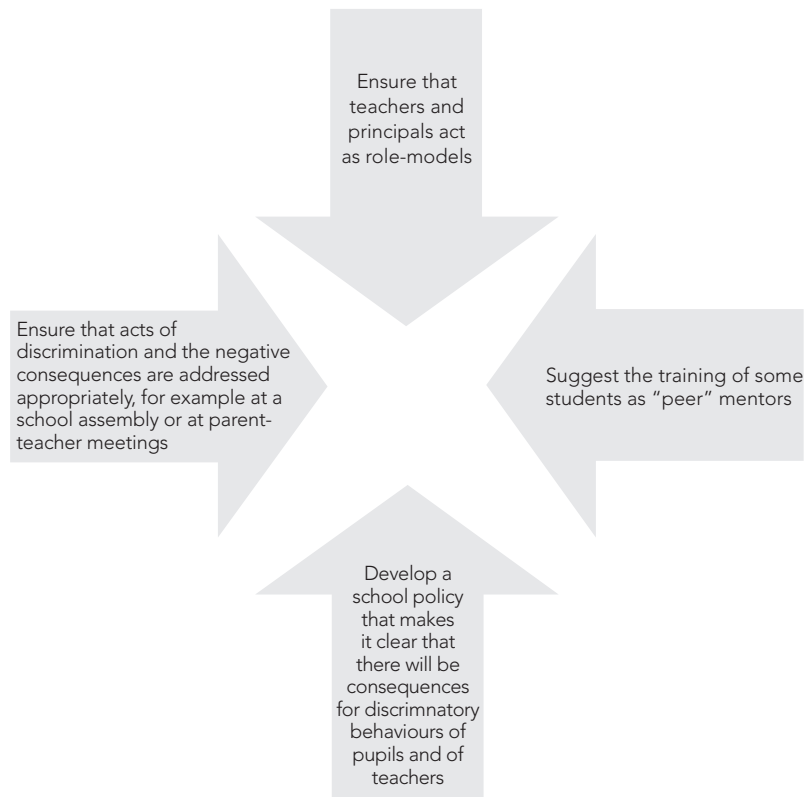
The principles of non-discrimination and respect for all must be reflected in the pupils’ everyday life at school, which means they must permeate the ethos of the school, and the behaviour of educators must be consistent with the rights about which they are teaching.

Key policy questions to be considered in this tool include:

- What are the guiding principles of the local schools?
- Are bullying, mobbing, or other discriminatory attitudes or practices an issue at local schools?

Schools need to take a proactive role in promoting a culture of inclusion and respect for all, not only through the formal curriculum but also through the way the school itself is run. The school has to be an environment free from discrimination. Thus, educators and principals should act as role models. Pupils should be trained to act as ‘peer’ mentors. Furthermore, school policy should make it clear that there will be consequences for discriminatory behaviours by pupils and by educators. Acts of discrimination and the negative consequences should not be kept quiet by either victim or bystander; they should be addressed appropriately, for example at a school assembly or at parent-educator meetings. Speaking out and addressing issues might be difficult, especially in the beginning, but it is necessary.

In order to ensure that schools take an active role in promoting tolerance and fighting discrimination, the following must occur:




---

**Reflect:** What policies work to ensure an environment of inclusion in schools? What more could policy do to ensure an environment of peace?

---

### Guide to the school environment as a place of inclusion

By the end of this section, you should be able to:

- consider key policy questions with regard to creating an environment of inclusion in schools;
- draw from four strategies for creating inclusive school environments.

## Tool 6: Guide to extracurricular activities

Extracurricular activities provide an important and meaningful channel for pupils to explore and solidify ideas of anti-discrimination, from concept to practice.

As you consider policy on extracurricular activities, important policy questions to consider might include:

- (Why) Is there a need for extra-curricular activities concerning the fight against discrimination, racism and intolerance (at school)?
- How should human rights, especially the right to non-discrimination, be integrated into and across everyday school subjects in order to maximise pupils' attention to and knowledge of the topic?

Extra-curricular activities are needed to attain effectively the goal of preventing and fighting discrimination, racism and intolerance. Pupils internalise learned topics longer and in a more detailed way when learning is supported through extra-curricular or club-based activities. Comprehension is enhanced through extra-curricular and club activities, because pupils are offered the possibility to use their knowledge and put it into practice.

---

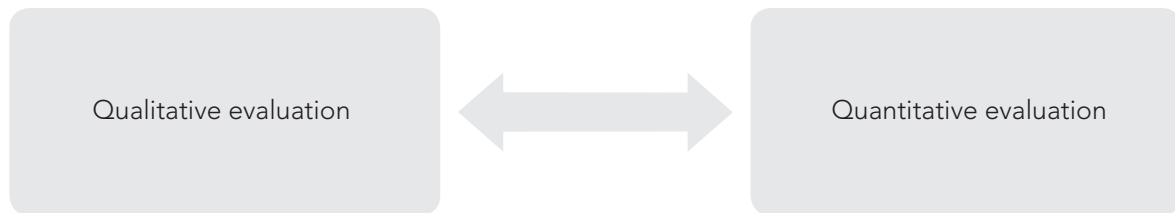
**Reflect:** What policies encourage the creation of extra-curricular/club activities? Could more be done to promote such activities as an extension of school?

---

By the end of this section, you should be able to:

Identify why it is important to ensure that extra-curricular activities (regarding the prevention of and the fight against discrimination, racism and intolerance) are offered at schools, especially by guaranteeing financial support.

## Tool 7: Assessing education – quality assurance



It has been shown that the right to education requires concrete achievement and quality. Therefore, proper implementation needs monitoring and evaluation. Quality standards of implementation and outcome, i.e. success of the education system for the learners, have to be introduced, applied and assured. Various frameworks and concrete systems for quality assurance in education have been proposed; some are already successfully applied. This tool explores and provides guidance on assessment of education strictly as it applies to the needs of *Teaching Respect for All*: building a respect-filled learning environment in which pupils learn through education to counteract discrimination. The use of both quantitative and qualitative indicators is important in this case.

Quantitative evaluation, using numbers-based data, can be used to focus on evaluating education in terms of implementation and fulfilment, whilst respecting, protecting and fulfilling the various provisions. Policy makers should keep track of data on the numbers of students attending school, accessibility, language of instruction, etc.

Analysing the qualitative dimensions of non-discrimination, inclusiveness, participation and accountability should be done through questionnaires, focus groups, observations etc., which can help policy makers understand substantive answers, feelings and subjective understanding.

In the context of *Teaching Respect for All*, the indicators of interest are those which show whether the education system, teaching and learning are aimed at the core objectives of the right to education, in addition to being appropriate and successful for the development of the individual skills necessary to achieve these objectives. The focus lies on preventing and eliminating discrimination on any grounds in and through education. This means that there will be some proposed indicators which give information about compliance of the education system with non-discrimination as a prerequisite of teaching respect. Furthermore, there will be proposed indicators on the implementation of respective curricula, i.e. teaching and accountability. The right to education is the anchor, because of its explicit objective to raise learners' awareness of human dignity and equality.



This tool breaks assessment down into three types of indicators for review:

Structural, procedural  
and outcome indicators

- Governance framework assessment
- Educational policy and plan of action assessment
- Monitoring assessment

Availability, accessibility,  
acceptability and  
adaptability indicators

- Availability assessment
- Accessibility assessment
- Acceptability and adaptability assessment

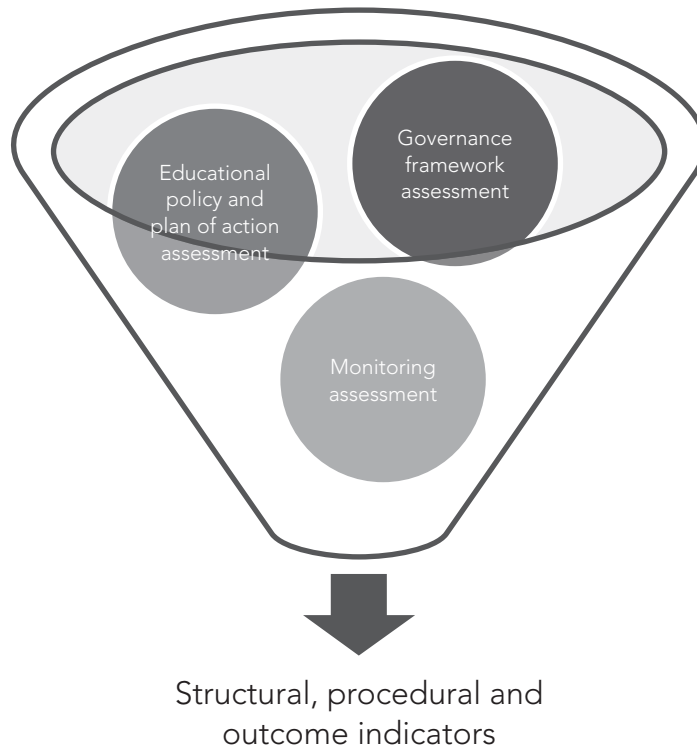
Accountability for quality  
and impact indicators

- World Programme on Human Rights Education and the Plan of Action Assessment
- Accountability assessment

Each set of indicators is further broken down into assessments and assessment questions. Use assessment questions as guides to evaluate the educational system. Remember to return to evaluation periodically to track progress and continue to promote change.

## Structural, procedural and outcome indicators

Counteracting discrimination in education begins with the law, national/local political policy, and the monitoring of educational inclusion. Policy makers must explore to which international protocols and conventions the State is party, as well as what is stated in domestic law. Furthermore, policy makers need to be aware of which procedures and programmes are presumed on a national and local level. Finally, policy makers must explore which systems are in place for continuously monitoring anti-discrimination in schools.



### 1. Is the State party to:

- the ICESCR (and its Optional Protocol)?
- the ICERD (and recognises the competence of CERD to receive complaints under Article 14 of ICERD)?
- the CEDAW (and its Optional Protocol)?
- the CRC?
- the CRPD (and its Optional Protocol)?
- the UNESCO Convention against Discrimination in Education?
- the Convention relating to the Status of Refugees?
- the Geneva Convention relative to the Treatment of Prisoners of War?
- the Geneva Convention relative to the Protection of Civilian Persons in Time of War?
- the ILO Minimum Age Convention?
- the ILO Worst Forms of Child Labour Convention?
- the ILO Indigenous and Tribal Peoples Convention?

#### 1a. In Europe, is the State party to:

- protocol 1 to the European Convention on Human Rights?
- the (Revised) European Social Charter (including Article 17)?
- the Framework Convention for the Protection of National Minorities?
- the European Charter for Regional or Minority Languages?
- the European Convention on the Legal Status of Migrant Workers?
- the OSCE Helsinki Final Act?
- the Treaty of the European Union?

1b. In the Americas, is the State party to:

- the Charter of the Organization of American States?
- the American Convention on Human Rights?
- the Protocol of San Salvador?

1c. In Africa, is the State party to:

- the African Charter on Human and Peoples' Rights?
- the protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa?
- the African Charter on the Rights and Welfare of the Child?

2. Does the Constitution protect the right to education?

3. Do domestic laws further protect the right to education in compliance with:

- Art 13 ICESCR?
- Art 28/29 CRC?
- Art 10 CEDAW?
- Art 5/7 ICERD, Art 24 ICRPD?

4. Do domestic laws forbid discrimination in education? On which grounds is such discrimination forbidden:

- age;
- gender;
- racial group;
- ethnicity;
- colour;
- origin;
- language;
- status;
- opinion;
- sexual orientation;
- disability;
- socio-economic status;
- minorities<sup>27</sup>;
- other?

### **Educational policy and plan of action assessment**

- Policy:
  - Has the State adopted a national educational policy?
  - Have regional or local governments adopted regional or local educational policies?
  - Do both ensure meaningful participation by learners, parents and civil society?
- Affordable (free) education:
  - Does the educational policy aim to achieve free and compulsory primary /secondary education for all?
  - Does the education policy aim to make education available, accessible, acceptable and adaptable without discrimination?
  - Is there a plan of action?
  - Has free and compulsory education been achieved?
  - Was civil society consulted when drafting the plan of action?
  - Which body is responsible for monitoring the plan of action?
- Out-of-school children:
  - Does the educational policy/action plan provide for the adoption of programmes for identifying children not at school, the encouragement of school attendance and the reduction of drop-out-rates?

<sup>27</sup> See <http://www.ohchr.org/EN/Issues/Minorities/Pages/internationalallaw.aspx>.

- Financial government support:
  - What is the coverage of the plan of action, if any?
- Vulnerable groups:
  - Does it prioritize vulnerable groups:
    - girls;
    - low-income groups;
    - minorities;
    - specific regions;
    - rural areas;
    - working children;
    - disabled people;
    - migrants;
    - irregular migrants;
    - refugees;
    - internally displaced or other ‘internal migrants’;
    - prisoners;
    - child soldiers;
    - other?

### Monitoring assessment

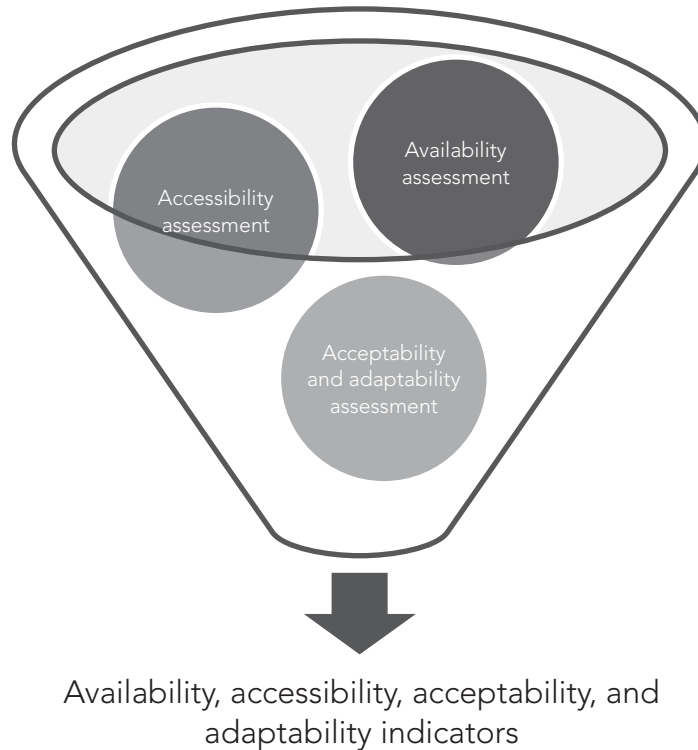
Who?

- Is there a general inspection system?
- Which body is responsible for monitoring education?
- Can civil society participate meaningfully in monitoring education?
- Are parents, educators and community leaders consulted in the monitoring process?
- At what intervals is the monitoring body reporting?
- Have indicators been created to monitor achievements?

How?

- Is the inspection system based on: visits, interviews, tests, other?
- Does the monitoring body examine: textbooks, teaching materials, school policies, other?
- Are reports made public?
- How can they be accessed?
  - What is the benchmark?
    - Does the monitoring body control whether minimum educational standards are met and whether education conforms with human rights standards?
  - What data is gathered?
    - Is data on education gathered regularly?
    - Which body coordinates the data gathering?
    - Is the data broken down into primary/secondary education level, gender, region, rural/urban, minority, income, other?
    - Is data further broken down into other relevant categories in order to address multiple discrimination?
    - Is the reliability of the data gathered verified by independent bodies?

## Availability, accessibility, acceptability and adaptability indicators



In order to achieve the TRA objectives of enabling and empowering learners ‘to be, to do, and to live together’, education needs to be available and accessible for all, in addition to being acceptable to and adaptable for all. The following is a complementary compilation of the [www.right-to-education.org](http://www.right-to-education.org) list of indicators:

### Availability assessment

It is obvious that *Teaching Respect for All* requires the general availability of education, facilities, staff, curricula, etc. For this reason, some key indicators on availability shall also be included in the monitoring and evaluation system of *Teaching Respect for All*.

- **Pupil/ (trained) educator ratio:** By primary/secondary schools and technical/vocational programmes.  
Broken down by:
  - gender;
  - region;
  - rural/urban area;
  - minority;
  - income.
- **Equipment and condition of schools:** Percentage of schools with buildings reported in good condition, including:
  - an adequate number of well-appointed classrooms (sufficient blackboards, tables, desks, chairs and space per class);
  - an adequate number of sanitation facilities;
  - access to adequate clean drinking water;
  - access to adequate electricity;
  - access to adequate ventilation;
  - access to adequate light;
  - access to adequate fire exits ;
  - access to adequate first-aid kits;

- access to adequate medical assistance;
- access to adequate canteens;
- access to adequate recreational facilities;
- sufficient recreation space;
- other.

By primary/secondary schools and technical/vocational programmes; private schools, girls only schools. Broken down by:

- region;
  - rural/urban area;
  - minority.
- **Specific support (also acceptability/adaptability):** Percentage of schools providing individual support to children with (learning, behavioural, or social) difficulties. Broken down by:
    - gender;
    - region;
    - rural / urban area;
    - minority;
    - income.
  - **Teaching conditions:**
    - Do educators enjoy: labour rights, trade union rights and social security rights?
    - Average salary/national living wage.
    - Do educators enjoy academic freedom?
    - Has there been repression against educators?
    - Have educators/professors critical of the government been: removed from office, imprisoned, reported missing, reported dead?
    - Percentage of educators absent.
    - Percentage of educator attrition.
    - Reason for educator absenteeism or attrition:
      - material conditions;
      - administrative breakdowns (i.e. no salary);
      - health (including care for family members in the absence of any other social care structure);
      - other.

Broken down by:

- primary/secondary level;
- gender;
- region;
- rural/urban area;
- minority.

### Accessibility assessment

Education needs to be accessible as a precondition for *Teaching Respect for All*. This encompasses physical and economic accessibility, in addition to non-discriminatory access to all forms of education. Along with direct access to education and education facilities, this specifically includes educational advancement and achievement. It is also necessary to reach out to children who are not (yet) or temporarily not participating in education. *Teaching Respect for All* must be an inclusive process.

- **Net enrolment ratio** for primary/secondary schools and technical/vocational programmes:

Broken down by:

- gender;
- region;
- rural/urban area;

- minority;
  - income.
- **Gross completion ratio** for primary/secondary schools and technical/vocational programmes:
    - Broken down by:
      - gender;
      - region;
      - rural/urban area;
      - minority;
      - income.
  - **Transition rate from primary to secondary school:**
    - Broken down by:
      - gender;
      - region;
      - rural/urban area;
      - minority;
      - income.
  - **Drop-out rates:**
    - Broken down by:
      - gender;
      - region;
      - rural/urban area;
      - minority;
      - income.
  - **Distance and safety** – Percentage of the population for whom the distance to school is: < 1 km, > 1 and <5km, and > 5 km:
    - Is the access to schools safe?
    - Is transportation provided?

Broken down by:

    - primary/secondary;
    - region;
    - rural/urban area;
    - minority;
    - income.
  - **Marginalised groups:**
    - Percentage of migrant, refugee, internally displaced, or other ‘internal migrant’ children enrolled in schools.
    - Have migrant, refugee, internally displaced, or other ‘internal migrant’ children attending school been expelled because they or their parents lost their residence permit?
    - Do migrant, refugee, internally displaced, or other ‘internal migrant’ children have to present documents stating their legal status to enrol in school?
    - Are measures taken to ensure that their status remains confidential if necessary?
    - Is education provided in retention centres/camps for migrant, refugee and internally displaced children?
    - Can children of seasonal migrants enrol in schools?
    - Is the right to education guaranteed to all, i.e. compulsory for all irrespective of their own or parents’ or legal representatives’ legal status (i.e. migrant, refugee, internally displaced, or other ‘internal migrant’ or irregular migrant children)?
  - **Girls:**
    - Percentage of girls enrolled in education.

- Percentage of female-only schools.
- Do families rely on girls for their subsistence?
- Are there campaigns to convince parents to send their girls to school?
- Are there measures to provide support to girls of low-income families? Is there valuable work for educated girls?
- Can educated women effectively participate in society?
- Is the State taking steps to identify girls currently not in education, to encourage their school attendance and to reduce their dropout rates?
- Are there programmes for women to continue their education?
- Is school safe for girls? Offences, sexual offences, injuries, etc.?
- Can girls return to school after giving birth?
- Are there special programmes to ensure educational achievement after pregnancy?

Broken down by:

- region;
- rural / urban area;
- income.

- **Minorities, culture and religion:**

- percentage of children receiving education in their own language;
- percentage of schools which provide specific accommodation for religious groups;
- percentage of schools which take into account dietary requirements relating to learners’ health, cultural, or individual needs;
- are there campaigns to inform parents about the importance of their children being educated?

- **Out-of-school children:**

- Is the State taking steps to identify out-of-school children, to encourage school attendance and to reduce dropout rates?
- Are parents given assistance to enrol their children?
- Are enrolment formalities reduced to a minimum?
- Are steps taken to ensure that previously out-of-school children remain in school?
- Are there measures in place to adapt education to their situation to prevent further dropouts?

Note: These indicators are important not only to evaluate the accessibility of education for girls, marginalised groups and members of minorities as such, but also for *Teaching Respect for All* in the sense of teaching respect for ‘the other’ without direct contact or without putting the ‘other’ aside with the more privileged.

## **Acceptability and adaptability assessment**

A major focus within *Teaching Respect for All* is the acceptability of education. This means a learner-centred approach should be applied. They need to be enabled to develop their personality; they need to be enabled to participate fully in society; they need to be enabled to lead a decent life and so on. And, at the core, they need to be enabled to act in and for a peaceful society and interact with other religious and ethnic cultures, and last but not least, they need to be prevented as well as protected from offences on the ground of racial group, culture, religion, etc.

Adaptability is also dealt with in this section. By this is meant the adaptability to social diversity. The following indicators are a combination of indicators proposed by OHCHR, the Right to Education Project, the UNESCO Guidelines to intercultural - as well as inclusive - education, the UNESCO international coalition of cities against racism, the indicators developed by the ETC Graz within the frame of an evaluation study on the achievement of the goals of the UN World Programme on Human Rights Education, and the ODIHR Guidelines for Human Rights Education in Secondary Schools.

- **Skills, basic education:**

- literacy rate;
- numerical skills;
- problem solving skills;
- expression (oral and written);



- are there minimum educational standards applicable to all schools?

Broken down by:

- gender;
  - region;
  - rural/urban area;
  - minority.
- **Critical thinking:**
    - Does education aim to develop critical thinking?
    - Does it enable learners to make balanced decisions and to resolve conflicts in a non-violent matter?
    - Does it encourage children to express their views freely?
  - **Hatred and respect:**
    - Does the State take measures to combat hatred or racism at school?
    - Does education promote respect for other nations, racial, ethnic or religious groups and indigenous peoples, non-violence, the environment, other?
    - Is anti-racist/anti-discrimination education/intercultural education/ education for citizenship/human rights education included in school curricula?
    - Are human rights standards taught in a child-friendly way?
    - Are children taught that they are all equal?
    - Are schools helping children to increase their capacity to enjoy human rights?
  - **Textbooks:**
    - Are textbooks accurate, neutral and fair?
    - Do they speak in good terms of minority groups living in the State?
    - Do they speak in good terms of other States?
    - In case of past conflicts, do textbooks present enemy groups or States only in bad terms and the group or State to which children belong only in good terms?
    - What is the proportion of pictures of men/women in textbooks?
    - Is the representation of both sexes unbiased?
    - Are females portrayed as inferior and males as superior in textbooks?
    - Are there campaigns to combat stereotypes?
  - **Educators' training /skills:**
    - Which skills does the training aim to improve (besides knowledge of the subject to be taught)?
    - Does it include pedagogical skills, the ability to resolve conflicts, respect for the child's dignity, anti-racist/anti-discrimination education/intercultural education/education for citizenship/human rights education, gender equality, other?
    - Do educators have access to continual professional development throughout their career?
    - Are measures taken to permit training during service? Is it adapted to the educators' and learners' needs?
  - **Gender equality:**
    - Are measures taken to promote gender equality in education?

Broken down by:

    - primary/secondary level;
    - region;
    - rural/urban area.
  - **School safety:**
    - Do children often experience violence and sexual harassment at school?
    - Are there campaigns to combat abuse against children?
    - Are steps taken to rehabilitate abused children?

- **Pregnancy:**
  - Are girls commonly expelled from schools because of pregnancy?
  - Are there special programmes to help girls to continue their education after pregnancy?

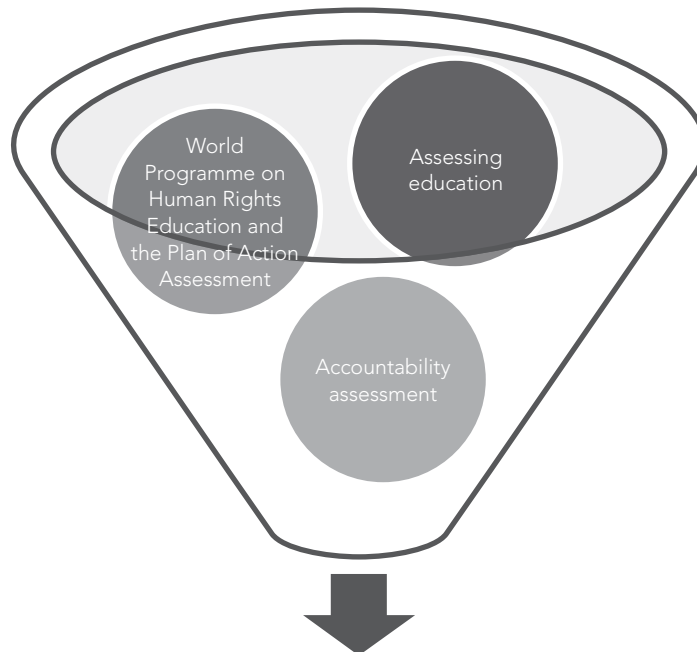
Broken down by:

  - age;
  - region;
  - rural/urban area;
  - minority.
- **Punishment:**
  - Is corporal punishment common practice?
  - Are other similar kinds of punishment taking place: bullying, public humiliation, other?
  - Are educators trained to respect children’s dignity?
- **Religious instruction/ethics:**
  - Does religious instruction mean: instruction in a particular religion, or instruction of the general history of religions and ethics (with a possible focus on that particular religion)?
  - Are exemptions granted from religious instruction?
  - Is there a choice between different religious (including moral) classes?
  - Do prayers or readings take place during or outside classes?
  - Can people be exempt from attending school on important religious days?
  - Can followers of another faith be exempt from school prayers, etc.?
  - Are they excluded from these events?
- **Minorities, teaching language:**
  - Percentage of minority schools per minority group;
  - Percentage of the population belonging to the minority group;
  - Percentage of educators belonging to minority groups;
  - Percentage of schools where children are taught in the official language(s);
  - Percentage of the population speaking the official language(s);
  - Percentage of schools where children are taught in both the official language(s) and minority languages;
  - Percentage of schools where children are taught only in the minority languages;
  - Recognition of minority languages?
  - Are school programmes sufficiently adapted to the needs of minorities?
  - Is education given in the language of the minority concerned?
  - Do schools provide specific accommodation for religious groups?
  - Do school programmes take into account the cultural particularities of indigenous people?
- **Minority inclusion:**
  - Is the State taking steps to encourage the identification of children belonging to minority groups not currently in education, in order to encourage their school attendance and to reduce their dropout rates?
- **Children with disabilities:**
  - Are reasonable adjustments made for children with disabilities in mainstream schools?
  - Percentage of educators in mainstream schools trained in appropriate forms of communication (braille, sign language, etc.)/ total number of educators.
  - Are subsidies available for parents of children with disabilities?
- **Is cultural identity of the learners respected:**
  - Does education build upon the diverse systems of knowledge and experiences of the learners?
  - Does education introduce the learners to an understanding and an appreciation of diverse cultural heritage?
  - Does education aim at to develop respect for the learners’ cultural identity, language and values?

- Are teaching methods culturally appropriate? Are learning techniques participatory and contextualised, and do they include activities resulting from collaboration with cultural institutions, study trips and visits to sites and monuments, and are they linked to the communities' social, cultural and economic needs?
- Are appropriate methods of assessment applied?
- **Cultural competencies:**
  - Does education provide learners with the knowledge, attitudes and skills necessary to achieve active and full participation in society? Does it aim to eliminate prejudices about culturally distinct population groups within a country? Does it involve various cultural systems through the presentation of knowledge from different cultural perspectives? Does it aim to help the learner understand the situation in which he or she is living, to express his or her needs, and to take part in activities in the social environment?
  - Does education employ appropriate teaching methods that promote the learners' active participation in the education process, integrate formal and non-formal, traditional and modern teaching methods, and promote an active learning environment?
  - Do learners acquire cultural skills, such as the ability to communicate or to cooperate with others?
- **Assessment:**
  - Does education apply appropriate assessment models for learning outcomes?
  - Does every learner acquire the capacity to communicate, express himself or herself, listen, and engage in dialogue in his or her mother tongue, the official, or national language(s)?
- **Educator preparation:**
  - Are educators aware of the role education ought to play in the struggle against racism and discrimination, and of a rights-based approach to education and learning?
  - Are educators trained to incorporate pupils from non-dominant cultures into the learning process?
  - Are educators equipped with the skills to take into account the heterogeneity of the learners?
  - Are educators trained to use appropriate assessment procedures?
- **Pupil comprehension:**
  - Does education provide all learners with the knowledge, attitudes and skills to enable them to contribute to respect, understanding and solidarity among individuals, ethnic, social, cultural and religious groups and nations?
  - Does education provide all learners with a critical awareness of the struggle against racism and discrimination, and knowledge about cultural heritage through the teaching of history, geography, literature, languages, artistic and aesthetic disciplines, and scientific and technological subjects?
  - Does education provide all learners with a guide to understanding and respect for all peoples; their cultures, civilisations, values and ways of life; including domestic ethnic cultures and cultures of other nations?
  - Does education provide all learners with an understanding of the necessity for international solidarity and cooperation?
- **Collaborative learning:**
  - Is the acquisition of skills to communicate and co-operate beyond cultural barriers and to share and co-operate with others assured?
  - Is learning through direct contact and regular exchanges between pupils, educators and educators in other countries or cultural environments?
  - Is learning through the implementation of joint projects between establishments and institutions from different countries, with a view to solving common problems, and acquiring the skills for conflict resolution and mediation?

## Accountability for quality and impact indicators

Accountability for the implementation of a *Teaching Respect for All* model of education is one of the most important policies to assess. Accountability ensures that all laws, policies, curricular changes, educator training, etc. are implemented and effective. Accountability also includes accountability for all parties’ understanding of a *Teaching Respect for All* education. The following is a quantitative look at pupil educator and administrative understandings of *Teaching Respect for All*, complemented by a highly quantitative checklist of accountability measures.



Accountability for quality and impact indicators

### World Programme on Human Rights Education and the Plan of Action Assessment

The World Programme on Human Rights Education and the respective Plan of Action state the following objectives:

‘[...] human rights education can be defined as education, training and information aiming at building a universal culture of human rights through the sharing of knowledge, imparting of skills and moulding of attitudes directed to:

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

Whether these objectives were met in reality can only be clarified by qualitative surveys interviewing learners, educators and headteachers. However, one will hardly find anyone to answer these questions in the form presented by the Plan of Action. Qualitative indicators on the factual knowledge, the awareness of human rights in relation to others, the awareness of human rights in relation to oneself, competencies for acting accordingly, and the learning environment are needed. The model aims at answering the following questions.

## Learners

- **Knowledge:** What human rights are known? What do learners know about their content and scope? Are human rights discussed in school (curricular/extra-curricular, in which subjects, explicitly/implicitly)? Are human rights reflected in everyday school life?
- **Awareness:** Are learners aware of the meaning of human rights for everyday life? Do they have social competencies?
- **Learning environment:** Are human rights actively promoted and protected in school? Are learners encouraged to participate and express their thoughts?

### 1. Knowledge

- 1.1.Spontaneous knowledge (6 questions)
- 1.2.With the aid of some examples (2)
- 1.3.Are human rights universal? (1)
- 1.4.How was this knowledge acquired? (4)

### 2. The awareness of human rights in relation to others

- 2.1.Respect (6)
- 2.2.Equality (4 questions on opinions on equal access to all forms of education)
- 2.3.Freedom (8 questions on who is entitled to do what)

### 3. The awareness of human rights in relation to oneself

- 3.1.Respect for oneself (8)
- 3.2.Self-determination (8)

### 4. Skills and behaviour

- 4.1.Respect in dealing with others (12)
- 4.2.Solidarity with others (2)
- 4.3.Solidarity within classroom (2)
- 4.4.Behaviour in conflicts (4)
- 4.5.Is it a topic in class? (4)

### 5. Environment

- 5.1.'Good practice'? (1)
- 5.2.Freedom of expression (6, are you allowed to voice your opinion, do you feel valued when doing so, etc.)
- 5.3.Are educators role models? (2)
- 5.4.Participation in school (decisions, teaching, etc.) (4)

## Educators

Educators were asked for their understanding of human rights education and whether they find it important, then whether it is valued in education and teaching. They were asked for their understanding of the goals of human rights education. Are human rights protected and promoted in their school? Do they teach human rights/human rights contexts, which ones, in which subject etc.? Are human rights and the struggle against discrimination part of their professional training? How do they assess the achievements of human rights education? Which factors are important for a successful implementation of human rights education?

### Administrator/Headteacher

Do they know about the World Programme on Human Rights Education? What do they think about human rights education in their schools? Do they actively support and encourage educators to teach human rights? Which factors are important for a successful implementation of human rights education? What measures do they take to implement human rights at school? Is their school safe?

### Accountability assessment

Accountability regarding the fulfilment of the right to education and the elimination of discrimination has already been addressed in many ways, both implicitly and explicitly, in other assessments and sets of indicators. In this section, accountability will be expressed as a system involving the whole education sector, accompanied by reporting instruments aimed at authorities, the learners and the public. Laws and programmes are of the utmost importance, but they alone do not guarantee implementation and they do not guarantee that human rights and non-discrimination become a reality for the holders of those rights.

Accountability is understood in a very broad way. It includes institutions, authorities, headteachers, educators, parents, and pupils. No one can be left out of the fight against racism and discrimination in all its forms. It is both a bottom-up as well as a top-down approach, one ensuring the other. Accountability is necessary to ensure the fulfilment of the rights concerned. It is a precondition for the achievement of the *Teaching Respect for All* objectives.

The accountability mechanisms for *Teaching Respect for All* should be put in place at all levels: structural, institutional, school and individual.

Accountability mechanisms:

- The objectives of the right to education and the extent of anti-discrimination should be consistently and significantly reflected in national, regional and local laws. There shall be included provision to hold education policy makers and authorities accountable for the processes and outcomes.
- Monitoring bodies need to be installed and institutionalised. These bodies shall be responsible for monitoring fulfilment, deficiencies, acceptability and adaptability of anti-discrimination in education. Monitoring bodies need to be clearly mandated with these responsibilities.
- Independent complaint mechanisms against discrimination and infringements of the right to education need to be provided. These mechanisms need to be easily accessible by all, particularly by vulnerable and marginalised people.
- Appropriate educator training on the objectives of the right to education and the prevention and elimination of discrimination should be provided in pre-service and professional training programmes.
- A whole school approach is understood to be the most appropriate for the implementation of *Teaching Respect for All*. School authorities, headteachers, educators, parents, pupils, and representatives from civil society and the local economy shall be involved in the development of such a process, which will have clearly defined goals, including indicators for success.
- Schools need to report to the monitoring bodies on implementation and achievements. Monitoring bodies can visit schools and assess the situation. Monitoring reports need to be publicly available, providing that there is no infringement of specific individual rights.

### Assessing education

By the end of this section, you should be able to:

- Conduct an assessment of your State’s governance framework.
- Conduct an assessment of your State’s educational policy and plan of action.
- Conduct an assessment of your State’s monitoring system.
- Conduct an assessment of the availability of education in your State.
- Conduct an assessment of the accessibility of education in your State.
- Conduct an assessment of the acceptability and adaptability of education in your State.
- Conduct an assessment of your State’s accountability measures with regard to how far pupils, educators and administrators understand a *Teaching Respect for All* education.
- Conduct an assessment of your State’s accountability measures with regard to *Teaching Respect for All* education.