Part 4
Support materials
for engaging with
children and youth

Contents

Part 4 – Support materials for engaging with children and youth

Hello boys and girls from across the world!

Are you between 8-16 years old? Then, this chapter is for you!

This chapter will help you:

- **Think** about the importance of respecting every person in the world and being treated respectfully.
- **Learn** more about discrimination, why people discriminate against others and how.
- **Develop ideas** about what you and other children and young people around the world can do to stop discrimination.

You can read this chapter on your own or with your friends, classmates, brothers and sisters. You can also read it with grown-ups (for example an older brother or sister, your parents or guardians or your teacher). They can help you if you have any questions or do not understand something.

Discrimination is a serious subject and thinking about it is not always comfortable. There are activities and games in this chapter that will make it easier and more fun to learn about respect and discrimination. The most important messages are highlighted in a text box so that you can easily recognise and remember them.

As you will also see, sometimes a page has a dotted line. This indicates that the content or activity that follows might be a bit more difficult to understand, so it is probably more suitable for those of you who are older (12-16yrs).

That doesn't mean that if you are younger you can't do the activity or read the text: it only means that you might prefer to work with someone else! Have a go anyway. Challenge yourself and if you don't understand something ask a friend or a grown-up to help.

Icon marks:

Questions to make you think

Look up in the Glossary

Activity you can do by yourself

Group activity

Take now your first step on the pathway towards RESPECT FOR ALL!

Who am I? My identity…

"This is me"

- My name is…

- I am from…

- My mother tongue is…

- In my free time I really enjoy doing ….

- My favourite food is…

- I feel happy when…

- I feel sad when…

- The person I admire the most is…

- Other things about me…

Draw or stick a picture of yourself

Do this activity in a small group. Each person should write their answers on a different piece of paper. Once you finish, share your answers and try to group together the ones that are similar.

What do you see? (You may notice that some of you share the same characteristics or hobbies whilst being different in other ways

What are the characteristics that you like but do not share with someone else from the group?

Every person in the world is unique...

Your physical characteristics, the things you like and do not like, your hopes and dreams represent who you are, your **identity**.

Many other things also contribute to making you who you are: for example, your family, the country you are from, the religion you practice, your own views on matters.

You should be proud of your own identity because it is part of who you are!

> **Did you know that...**
>
> - There is nobody in this world who is exactly the same as somebody else? Even identical twins, who look the same can have different hobbies or interests.
> - Every human being has a thumb, but each of us has a different fingerprint?

Now think of your classmates or other members of your community. You may be of the same nationality and religion **but** have different interests, dress differently or even eat different kinds of food. Even your best friend, with whom you share much in common, is different from you in some ways.

In fact, **no matter how much you have in common with others, you will always be different**. This is what makes each person unique.

Can you think of other people in your school or neighbourhood with whom you share something similar but who are also different from you in other ways at the same time?

It is also important to remember that **people who live from different cultural backgrounds also have similarities**.

For example, football is the most popular sport in the world. People from different parts of the world, who may support different teams and sing their team songs in different languages, still share a passion for the sport.

Also, people from countries which are very far apart and have different cultures may speak the same language. Take the case of Spanish, the third most spoke language in the world. *Can you find out in how many countries it is spoken and where these countries are on a map?*

Can you think of other examples similar to the ones listed above?

> - Learn more about yourself, about others and about the world we live in.
> - You will find out that all human beings are similar and different in some ways to each other. This happens in nature too.
> - Being different is a precious thing because we can learn from each other and always discover new things. This is called diversity. Imagine how it would be, if everyone wore the same clothes, ate the same food, did the same job!
> - Therefore, differences are something to celebrate, not something to be afraid of or to dislike.

How can you understand and learn from diversity? **Here are some ideas:**

- In a group: each of you collects 5 used materials that can be easily found at home or in the community. These materials should represent 5 aspects of your identity. Let each member of the group guess what characteristics those materials represent.

- Organise an event where everyone represents his/her own country or community with a traditional food, dance or music. Invite other children in your school or members of your community to participate in the event and get involved.

- Learn about cultural practices of different communities living in your country. Make posters to illustrate them and share what you have learnt with your classmates, friends and adults.

What other ways can you think of to explore and celebrate differences (or diversities)?

May 21st: World Day for Cultural Diversity

In 2002 the United Nations established May 21st as the *"World Day for Cultural Diversity for Dialogue and Development"*.

On this day people across the world are encouraged to:

- learn more about different cultures

- share information and experiences about their cultures, religion and traditions

- understand the importance of protecting all cultures

To celebrate this day, join with your friends the campaign *"Do One Thing for Diversity and Inclusion"* and take concrete action to support diversity. Examples of simple things you can do to celebrate World Day for Cultural Diversity are:

- Invite a family or people in the neighbourhood from another culture or religion to share a meal with you and talk about each other's values and traditions.

- Watch a movie or read a book from another country or religion than your own. Discuss with you friend or family about the new things you have discovered.

- Visit a place of worship different than yours and participate in the celebration.

- Learn about traditional celebrations from other cultures

- Explore music of a different culture.

- Research and learn about the great thinkers, scientists, writers and artists of other cultures than yours and discuss what you find with your friends and family.

- Visit an art exhibit or a museum dedicated to other cultures.

Despite their differences, people should learn to understand and respect each other and live together. Different identities can live together and enrich the culture of a place. This is called multiculturalism.

If you have access to the Internet, you can find more information and ideas on the <u>UNESCO Culture Web Portal</u> and on the <u>UN World Day for Cultural Diversity</u> web pages.

…But we all have the same rights!

From the moment you were born there is something very important that you cannot see but that you have simply because you are a person: **your rights!**

Every person in this world has the same rights as you have: whether he/she is rich or poor, a boy or girl, whatever language he/she speaks, or what country he/she is from, or religion he/she practices, or ethnic group he/she belongs to, or whether he/she has a disability or not. There are NO exceptions.
- Nobody should ever take these rights away from you.
- You should not take away these rights from anybody.
- All countries should have laws that protect your rights.

The 1948 **Universal Declaration of Human Right** (UDHR) and the 1989 **UN Convention on the Rights of the Child** (CRC) are the two most important documents that spell out what the rights of all people and children of the world are.

Country leaders who have signed these documents have made a promise to protect these rights with laws and put the laws into practice. Not only leaders but also every person should be responsible to respect and protect these rights. You included!

Activity: Link each right to the corresponding responsibility

Children have the right to practise their own culture, religion and language	*You have the responsibility to listen to what other children are saying*
Children have the right to express their opinions	*You have the responsibility not to hurt others with your actions and words*
Children have the right to be protected from any form of harm	*You are responsible for accepting people's identities*

Unfortunately, too often people, especially children are denied their rights. In some countries for example girls are not allowed to go to school and are forced to get married very young; children are recruited into the army and sent out into battle;

In what other ways can children's rights get taken away?
Can you think of other examples?

Have you ever thought that…

Sometimes certain people have different needs that have to be accounted for so that they are able to enjoy the same right as others.

For example, a child refugee might need extra support in school because he/she finds it difficult to understand the language. Children with disabilities sometimes need specifics programmes at school which allow them to learn at their own pace.

Activity: "In somebody else's shoes"

Choose a game that you can play with another friend or a group of friends.

- Try to play it being blindfolded.

- How did you find playing the game without seeing?

- What did you find more difficult about being blindfolded?

- What did you do to help yourself?

Our ideas about others

Activity: On a piece of paper draw a doctor, a nurse, a farmer, a school teacher and a police person.

First, ask to the group: *What do the drawings have in common? In what ways are they different?* (Notice how everyone has drawn the same person but in different ways).

Then try to think why you drew each person in that particular way: for example, is it because this is what you see in your community? Or is it because that is how they are portrayed in books?...

When we meet, talk and do things with people we form ideas about how people are. We also form ideas about people based on something we have read in a newspaper or a book, something we might have seen on television or something we have heard from a friend or family member.

If such ideas are attached like a label to all people who share something in common (like speaking the same language, being from the same country, having the same skin colour or being male or female) they are called **stereotypes.**

Creating stereotypes is natural as it helps us understand people better. However…

- Because they do not take into account each person's characteristics they are NOT always TRUE. As we found out earlier, everyone is unique and has something in common with other people. So no individual or group can be exactly alike in the way that stereotypes tell us they are.

- If the labels we give to certain groups of people are negative or unkind then they are wrong and hurtful.

For example: we often think that certain activities or jobs are for boys only or girls only; such as "football is a boys' sport"; "house work is for girls". These are called **gender stereotypes**.

Do you agree or disagree with these ideas? Why?

What other examples of stereotypes do you know?

Creating stereotypes can lead us to form very strong OPINIONS about people. So, for example, we think certain groups (usually the ones we belong to) are superior or better than others. When we form or express our views based on negative stereotypes and we judge people belonging to a certain group according to them, this is called **being prejudiced**.

Having prejudice is wrong and very dangerous because it can lead us to treat people in an unkind and unfair way. A clear example is the way people with different skin colours have been treated by others in the past. Some are still treated differently today.

Does this happen in your community or did it happen in the past? Why do you think some people are unkind or treat differently those of a different skin colour?

The "Stereotype and Prejudice" game:

Stick a piece of paper on your forehead with the name of a country (you must not know what this name is). Your friends will describe how the people from that particular country are (physical characteristics, what jobs they do…) without naming the country. Your aim is to guess the name of the country.

Reflect: What stereotypes or prejudice are shared by your group? Can you identify them? Why do you think you have them?

- Stereotypes and prejudices are often not true because they are based on our own very limited knowledge or experiences with others.
- If we behave towards others according to shared stereotypes and prejudices we sometimes hurt people's feelings and also take away the right of everyone to have an identity and to be treated in the same way as others.
- Get to know someone better before expressing a strong opinion about him or her. You might find out that you have many things in common, or that the person is different from how you first portrayed him or her.

Respect for All

Something you should always remember is to treat the people you know and strangers, even if they are different from you, in the same way you would like to be treated. There is a word that expresses this idea well and it is **respect**.

It makes us feel good, happy and confident when others respect who we are, what we think and what we do. So, it is important that you do the same to others too!

- Can you think of a time when someone has done something nice to you?
- What did she or he do to you?
- How did you feel?

Sometimes people do not behave respectfully towards others because their actions are driven by stereotypes and prejudices.

Activity: Connect the following examples to the option you think they represent

Respectful behaviour

a) Children welcome a new classmate who is from a different country.

b) A child with disability is excluded from games.

c) A child who has just come from a different country is isolated because he or she cannot understand the language spoken.

d) A brother is helping his sister with the house chores.

Non-respectful behaviour

e) Children help a classmate with some learning difficulties catching up by doing homework with him after school.

f) Some children are laughing at a boy who is wearing old and torn clothes.

Can you think of a time when you or a friend has been treated unfairly or disrespectfully by someone or a group of people?

Why do you think the person or the group acted like that?

How did you or your friend feel?

It is not always easy to be who you are and do what you think is right.

Sometimes we do or say certain things because our friends do so or because your family or community expects you to do so. And if we refuse, we risk being left out of the group or being told off.

For example, your classmates might tell you to refuse to do homework with another classmate who comes from a different country. They might tell you it's ok to laugh at someone who is not wearing expensive clothes.

- Being part of a group is also an important part of who you are (for example a clan, ethnic group or sport club). It makes you feel that you are accepted and safe.
- BUT it is important to say "NO!" if you think that what your friends or community is doing is wrong. You will see in the last part of this chapter what you can do to stop these things from happening.

Have you ever been forced by your friends to do or say something you didn't want to?

What did you do?

How did you feel?

What is discrimination?

When you or others treat someone without respect on the basis of a set of ideas (stereotypes) or opinions (prejudices) that are not true, it is called **discrimination**.

World leaders have set up a group of experts, called *"The Human Rights Committee"* to make sure that everyone's human rights are respected in the world. The Committee says that we discriminate against others if we:

"Distinguish between people, exclude people, limit their freedom or prefer some people over others because of one or more of the following reasons:

- They are boys or girls
- Their skin is of a different colour
- They speak a different language
- They follow a different religion
- They have one or more disabilities
- They are ill
- They are infected and/or affected by HIV & AIDS
- They are attracted to people of the same sex
- Their parents have low-paid jobs
- They have different opinions
- They live in poor areas or outside the city

Do you think that it is ok to treat people differently because of the above reasons? Why? Why not?

- Discrimination affects boys, girls, women, men and the elderly from any culture, religion all over the world. It can happen at home, in school, in the work place and in many other places. Whether people are poor or rich; well educated or not, everybody can be discriminated against.
- When we discriminated against others we violate their human rights.

Sometimes you can clearly see that some people are discriminated against by others. But in many cases discrimination is HIDDEN and difficult to spot.

For example, very often children and young people are discriminated against simply because of their age: grown-ups might think that they know what is best for them because they believe that children and young people are not capable of making good decisions. So they do not listen to their opinions seriously.

In some situations it is the majority group that considers itself better or superior and thus discriminates against the minority group. In other situations, it is the minority group that discriminates against the majority group.
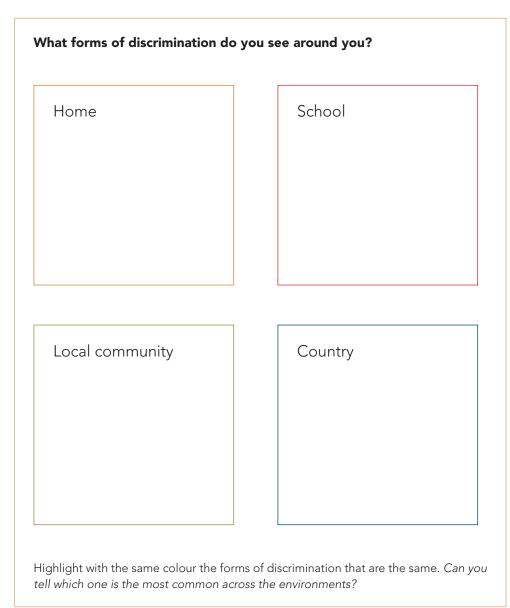
Read the examples below. Can you recognize in which case a minority group is being discriminated against by the majority group and in which case the majority group is being discriminated against by a minority group?

- "You need to speak our language because you are in our land".
- "You did not go to the best school so you cannot be part of our group".

Can you think of other examples?

What forms of discrimination do you see around you?

Home

School

Local community

Country

Highlight with the same colour the forms of discrimination that are the same. *Can you tell which one is the most common across the environments?*

Examples of discrimination

Activity: Read the following scenario and try to answer the questions below. If you are in a group find a new positive ending and act out the story.

"School today was horrible. It's been the worst day since I arrived here. I was sitting by myself having lunch. The same group of boys and girls passed by me and whispered "you are dumb" and "your clothes are old and torn". A girl pushed me and my food fell on the floor. Suddenly all the people near me started staring at me and burst into laughter". I run to the toilet and locked myself in".

- How did the child feel? How would you feel if that happened to you?
- Can you think why he was discriminated against?
- Why do you think that group picked on that child?
- In what other way could the boy have reacted?
- What would you do if that happened to you?
- How should the group have behaved towards someone who felt new and alone in a new place?

Situations and actions like those describe in the text above are very common.

When a group of people targets one person and repeatedly says bad and untrue things, teases, threatens, isolates or physically harms him/her, it is called **bullying**.

Generally, there is a "chief bully" who is responsible for planning actions against the victim (person who is bullied). The victim is usually someone who is new, shy or different in some way to the rest of the group.

An increasing number of people worldwide use mobile phones and the Internet to communicate between each other. This is a great thing because it means that we don't have to travel long distances to talk to someone and we can always get in touch with someone if we need something.
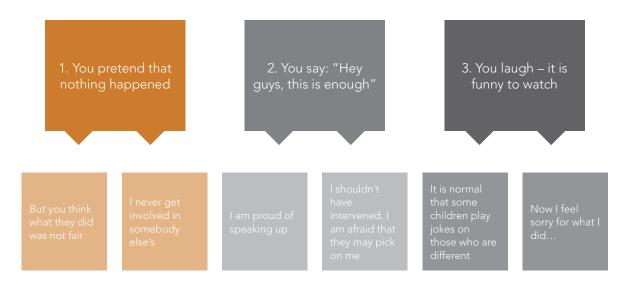
However, because people cannot be seen when they say things on text messages, emails or online social networks, they sometimes say very nasty things to others. This may upset those who they are talking to and make them feel horrible about themselves. This is another form of bullying, called "Cyberbullying".

Cyberbullies might do this for different reasons: for example because they are themselves being bullied in real life and they are seeking revenge; they are angry; or they think it is funny.

- Children and young people who are bullied feel hurt, sad, excluded, isolated, lonely or angry. Sometimes they think that they are not worth anything and that maybe they deserve to be treated that way.
- Bullying is a form of DISCRIMINATION and it is NEVER ok.
- Remember what you have learnt, everyone has the right to be treated with respect.

Game: "What would you do?"

A new girl has joined your sport club. She doesn't speak much. Her name sounds strange; you have never heard it before. She is the only one wearing a long dress and a veil. The coach divides your team into small groups. You should pass the ball to each other to warm up. You start and you pass it to your best friend who passes it

*along to another good friend. The girl hasn't touched the ball yet. You hear someone saying: "why is she here with us, she should stay with her people", "she cannot play dressed that way, is she mad?". A girl kicks the ball really hard so that the quiet girl trips over and …***what would you do?**

1. You pretend that nothing happened	2. You say: "Hey guys, this is enough"	3. You laugh – it is funny to watch

But you think what they did was not fair	I never get involved in somebody else's	I am proud of speaking up	I shouldn't have intervened. I am afraid that they may pick on me	It is normal that some children play jokes on those who are different	Now I feel sorry for what I did…

and then what would you do...? (check your answer on page 290)

I keep any thought to myself and do not do or say anything

I believe she doesn't have the same rights as I do

I will tell the coach about it, he must say something to them

I will ask her if she wants to come and practice at my house

She seems fine so I won't bother doing anything

I go to her and apologize

I won't do anything unless they do it to me

Next time it happens I'd better be quiet

I would like to say something but I am too scared to go against the bullies

Speak out against discrimination…

Based on what you have learnt about your right to be treated with respect, if you are a victim of discrimination or you see someone being discriminated against remember:

Be brave and say "NO". It is not an easy thing to do but you have to try and put a stop to discrimination or you will keep being hurt.

Don't keep it to yourself, even if you may feel ashamed that some children pick on you and you just want to hide away from everybody.

Whether you are feeling down, hurt or angry it is always good to talk to someone such a friend, your brother, sister or an adult that you trust. You will feel much better afterwards, like you had dropped a heavy bag off your shoulders!

No matter what, being discriminated against is NEVER OK.

Don't listen to people who say you deserve to be treated badly. It is never your fault if you are being discriminated against.

And do you know another good thing about speaking out?

Others will follow you! Either because they have been discriminated against, are currently being discriminated against, or agree with you that discrimination is never ok.

…And take action to stop discrimination

Even if the problem seems too big for you, remember, there is a lot that you and other children can do to stop discrimination and prevent it from happening. First of all, find friends and form a group: doing things together is easier, better and more fun than doing them by yourself!

Then, follow the steps below to plan your action:

1   Think of the type of discrimination that you experience and/or observe (you can use the exercise at page 278)

2   Do some **research about it**: where; when and why it happens? What have other people done to address the same problem?

3   Think properly about what **you would like to achieve or change**. For example, do you want to let people know about some discriminatory behaviors happening in your school? Or do you want to report a case of discrimination to the head teacher or local authorities?

4   **Start planning** an activity or a series of activities. Here are some ideas:

- Write and perfom a **play**
- Make **posters or a video**
- Organize an **evening** to celebrate people or children of different origins living in your community
- Celebrate an International Day (check the calendar at page 285)
- Write an **article** for the school magazine or local newspaper
- With the help of an adult that you trust and some friends form an **respect for all committee** to take actions to stop discrimination and promote a culture of respect in your community

5   **Do it!** And when you have finished the activity, discuss what went well and what you could make better next time.

Get inspired

Important people and events in the fight against discrimination and for a culture of respect

Many people took action to defend everyone's right to be treated equally and respectfully. Sometimes they began alone and had many obstacles to face but they ended up making big changes.

Look below to find out about some key events in the fight against discrimination and learn about some of the people who greatly contributed to combating discrimination in the world.

- 1893. New Zealand. The first country to give women the right to vote.

- 1906-1948. India. Mahatma Gandhi fights for the freedom and equal treatment of all Indian people. Quote: "Be the change you want to be in the world"

- 1948. Universal Declaration of Human Rights

- 1955. In the USA Rosa Parks sparks the civil right movement by refusing to give up her seat on the bus to a white person because she was black.

- 1963. USA. Martin Luther King leads a march to Washington against racial discrimination in America. Quote: "I have a dream that my four little children will one day live in a nation where they will not be judged by the colour of their skin, but by the content of their character."

- 1969. UN Convention on the Elimination of All Forms of Racial Discrimination entered into force.

- 1970. The first LGBT (lesbian-gay-bisexual-transgender) Pride Parade is held in New York.

- 1978. UNESCO adopted the Declaration on Race and Racial Prejudice. It states that "All human beings belong to a single species and are descended from a common stock. They are born equal in dignity and rights and all form an integral part of humanity".

- 1979. Sweden (North Europe) bans corporal punishment of children.

- 1979. UN Convention on the Elimination of All Forms of Discrimination against Women.

- 1981. UN Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion or Belief.

- 1989. Convention on the Rights of the Child

- 1994. Nelson Mandela is the first black President of South Africa. This marks the end of the racial system, called "Apartheid". Quote: "For to be free is not merely to cast off one's chains, but to live in a way that respects and enhances the freedom of others."

- 2006. UN Convention on the Rights of Persons with Disabilities

- 2007. Declaration on the Rights of Indigenous Peoples

- 2013. Malala Yousafzai, young child rights activist from Pakistan, speaks up for the right of education of all children in front of a special UN Youth Assembly. Quote: "I raise my voice not so that I can shout, but so that those without a voice can be heard"

Do you know anyone in your country that did something to stop discrimination?

Who is this person? What did she or he do and why?

What do you think about it?

Now that you've learnt about respect for all, are you ready to take the next step?

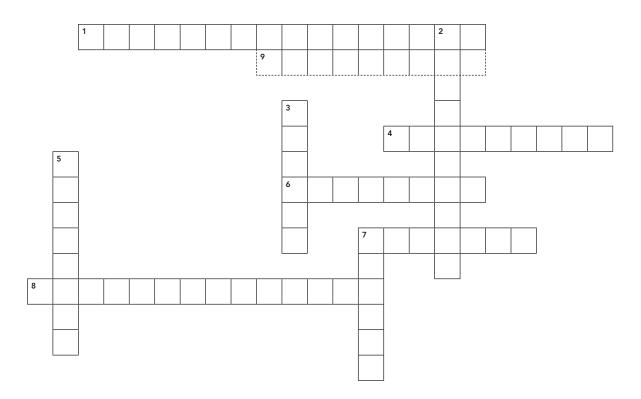Raise your voice and take action to stop discrimination and spread Respect for All!

Appendix 1 – Calendar of international days

International Days are specific dates celebrated each year when people across the world are encouraged to do activities and reflect upon a specific issue.

Look at the calendar below and make notes of the International Days relevant to the theme of discrimination and respect. **Why don't you pick one and organize an activity around it with your friends?**

January	February	March
2: International Day of Commemoration in Memory of the Victims of the Holocaust	21: International Mother Language Day	1: Zero Discrimination Day 8: International Women's Day 21: International Day for the Elimination of Racial Discrimination 25: International Day of Remembrance of the Victims of Slavery and the Transatlantic Slave Trade
April	**May**	**June**
6: International Day of Sport for Development and Peace	21: World Day for Cultural Diversity for Dialogue and Development	12: World Day Against Child Labour 20: World Refugee Day
July	**August**	**September**
18: Nelson Mandela International Day 30: International Day of Friendship	9: International Day of the World's Indigenous Peoples 12: International Youth Day 23: International Day for the Remembrance of the Slave Trade and its Abolition	8: International Literacy Day 21: International Day of Peace
October	**November**	**December**
2: International Day of Non-Violence 5: World Teachers' Day 11: International Day of the Girl Child 15: International Day of Rural Women	16: International Day for Tolerance 20: Universal Children's Day 25: International Day for the Elimination of Violence against Women	1: World AIDS Day 2: International Day for the Abolition of Slavery 3: International Day of Persons with Disabilities 10: Human Rights Day 18: International Migrants Day 20: International Human Solidarity Day

Appendix 2 – Crosswords to test your knowledge (solution on page 296)

Across

1. The case of several different cultures existing peacefully and equally together in a single country

4. A strong opinion that shows preference or dislike towards an individual or a group without a reasonable explanation

6. It represents who you are and what makes you unique

7. Another word that means "appreciation" for every person in the world

8. Treating people differently because of their sex, origins, language, opinions, religion, disability or economic status

9. A word that refers to something that can exist in different forms or kinds

Down

2. A general idea about people based on some shared characteristics

3. A type of discrimination towards someone because of the colour of his or her skin

5. Targeting one person and repeatedly saying bad and untrue things, teasing, threatening or isolating him/her

7. Something that you are entitled to and nobody can take away from you

Appendix 3 – The Respect for All glossary

Bullying: When a person or a group of people repeatedly hurts or make someone feel bad. These people are called bullies. In general, bullies hurt someone whom they judge to be weaker or different. Bullying often involves repeated name-calling; frightening; damaging or taking away possessions; causing physical harm and falsely blaming someone for things going wrong. Bullying is a form of discrimination.

Convention: An agreement between countries to follow the same set of principles about a specific topic. When a country signs and ratifies (see 'ratification') a convention, it is bound by law to implement these principles and to change or introduce policies to support these principles.

Convention on the Rights of the Child (CRC): It spells out the basic human rights of all the children of the world. It was adopted by the United Nations (see 'United Nations') General Assembly in 1989. Every year, a group of experts come together as "the Committee on the Rights of the Child" to review the status of children's rights in all States.

Cyberbullying: A form of bullying characterised by the fact that bullies use the Internet (mainly Social Networks, such as Facebook) and mobile phones to hurt and upset people's feelings.

Declaration: A declaration is a document that sets out standards that are agreed upon during an international meeting or conference. Declarations have a strong influence on policies; but, governments are not bound by law to implement these standards.

Discrimination: Discrimination is the exclusion or unfair treatment of one particular person or group of people based on sex, gender, religion, nationality, ethnicity (culture), 'race', or other personal traits. Victims of discriminations are prevented from enjoying the same rights and opportunities as other people. Discriminating is against a basic principle of human rights: that all people are equal in dignity and entitled to the same fundamental rights**.**

Human Rights Committee: A group of 18 human rights experts that meets three times a year at the UN Headquarters in New York or Geneva. The committee reviews the reports submitted by UN Member States about how human rights are being implemented. It also highlights progresses and challenges and makes recommendations.

Multiculturalism: The idea that several different cultures can co-exist peacefully and equitably in a single country. Multiculturalism encourages people to appreciate ethnic diversity in a society and to learn from the contributions of those of diverse ethnic backgrounds.

Prejudice: Prejudice means favouring or disliking an individual or group without a reasonable or logical explanation. It is generally due to a wrong belief and stereotypes (see definition) linked to ethnicity, sex, religion, etc.

Racism: a form of discrimination that is based on the belief that certain group of people is by birth and nature superior to others. People who are victim of racism are treated in an unfair way and sometimes in a violent way. In 60s, UNESCO worked with a group of experts with different specialities. They emphasized that race is not so much a biological phenomenon as a 'social myth' and demonstrated that racist theories and racial prejudice are without foundation. UNESCO adopted in 1978 the Declaration on Race and Racial Prejudice.

Ratification: the process by which governments approve a convention and become legally bound to do their best to enforce the convention they have signed.

Refugee: Someone who was forced to flee his or her own country to a foreign country because of war, religious or political reasons.

Respect: A feeling of understanding and appreciation for all human being and creatures in the world.

Stereotype: A generalized and over-simplified idea about people based on one or a specific set of characteristics. Stereotypes are usually untrue and often lead to prejudice (see definition) and discrimination. A stereotype that refers to girls, boys, men or women is called **gender stereotype**.

Tolerance: It means being willing to accept feelings, habits, or beliefs that are different from your own and which you may not agree with.

United Nations (UN): The UN is an International Organization (based in New York, USA), which was established in 1945 in response to the horrible crimes committed during the Second World War. Today, it is formed by representatives of 193 countries. The UN plays a key role in keeping peace throughout the world and helping

governments work together to improve the lives of people across the world. Countries that form part of the UN are called 'Member States' and take decisions through the United Nations General Assembly, which is very similar to a world parliament. Sometimes these decisions are included into Declarations or Conventions.

United Nations Educational, Scientific and Cultural Organization (UNESCO): UNESCO is an International Organization (based in Paris, France), which was established on 16 November 1945. Its Constitution stipulates that "Since wars begin in the minds of men, it is in the minds of men that the defences of peace must be constructed." UNESCO promotes dialogue and cooperation among civilizations, cultures and peoples, based upon Respect for All.

Universal Declaration of Human Rights (UDHR): Adopted by the United Nations General Assembly on December 10th 1948, it is the only Declaration that has been signed by all Member States of the United Nations. It sets out the fundamental rights of all human being: to be free, equal, to live, to feel safe, to rest, to think and believe in what you want.

Appendix 4 – Online resources for children and young people

Websites:

UNESCO *Teaching Respect for All* Youth Forum – An online forum to share your ideas and experiences.

UNESCO Associated Schools – Transatlantic Slave Trade education project (TST) – An online platform for exchange among schools with learning materials.

Youth of Voice (UNICEF) – An online discussion on how the rights of every child should be protected.

Let's Fight Racism! (UN) – A website to share ideas for combating racism.

United Nations Cyberschoolbus – Here you can find a lot of information and educational materials about global issues and the United Nations.

Download below a simplified version of some UN Declarations and Conventions:

The Universal Declaration of Human Rights (1948).

The International Convention on the Elimination of All Forms of Racial Discrimination (1969).

The UNESCO Declaration on Race and Racial Prejudice (1978).

The UN Convention on the Elimination of All Forms of Discrimination against Women (1979).

The UN Convention on the Right of the Child (1989) in 58 Languages.

The Convention on the Rights of Persons with Disabilities (2006).

The UN Declaration on the Rights of Indigenous People (2007).

Other child-friendly resources are available to download at: http://www.unicef.org/rightsite/484_540.htm

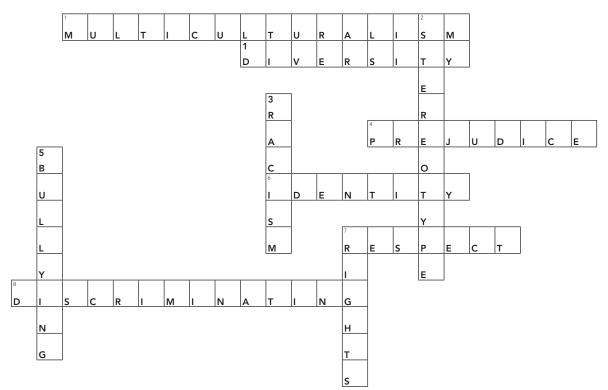# Appendix 5 – Solutions

"What would you do?" Check your answers above according to the colour:

Great you are champion of respect. You know that discriminating is not right and that it hurts people's feelings. Now, why don't you try passing this message on to more friends? Together with your friends you could also think of ways to stop discrimination in your school or community.

You probably do not know her enough to say whether you like her or not. Don't be afraid of people who are new or who look somehow different from you. Go and talk to them. You might find out that you have many things in common.

How would you feel if you were that girl? You wouldn't like it to be treated that way, would you? No one should be treated without respect. Watching someone being discriminated against without doing or saying anything is not good either. It sends the message that discrimination is acceptable.

CROSSWORDS TO TEST YOUR KNOWLEDGE

¹M	U	L	T	I	C	U	L	T	U	R	A	L	I	²S	M

Across / Down solution grid:

1. MULTICULTURALISM
1. DIVERSITY
2. STEREOTYPE
3. RACISM
4. PREJUDICE
5. BULLYING
6. IDENTITY
7. RESPECT / RIGHTS
8. DISCRIMINATING

Useful resources

Interfaith Council on Ethics Education for Children Global Network of Religions for Children
Arigatou Foundation (2008). Learning to Live Together, an Intercultural and Interfaith Programme for Ethics Education. Accessible at: http://unesdoc.unesco.org/images/0016/001610/161059e.pdf.

Save the Children Sweden (2008). Translating the Right to Non-Discrimination into Reality.. Accessible at: http://resourcecentre.savethechildren.se/sites/default/files/documents/2617.pdf.

Save the Children (2006). Safe You and Safe Me. Accessible at: http://resourcecentre.savethechildren.se/library/safe-you-and-safe-me.

Equitas – International Centre for Human Rights Education (2008). Play It Fair! Human Rights Education Toolkit for Children. Accessible at: http://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf.

Council of Europe (2007). Universal Declaration of Human Rights (Child-Friendly version) in Compasito: Manual on Human Rights Education for Children. Accessible at: http://www.eycb.coe.int/compasito/chapter_6/pdf/1.pdf.

The Child-to-Child Trust (2007). Child-to-Child: A Resource Book (3rd edition).

The Save the Children Fund (2001). Every child's right to be heard a resource guide on the un committee on the rights of the child general comment no.12. Accessible at: http://www.unicef.org/french/adolescence/files/Every_Childs_Right_to_be_Heard.pdf.

This is My Home, A Minnesota Human Rights Education Experience-Glossary of Terms http://hrusa.org/thisismyhome/project/glossary.shtml.

Merriam-Webster (Online) Dictionary. http://www.merriam-webster.com/dictionary/.

Human Rights Educators' Network Amnesty International USA (1998). A Human Rights Glossary. Accessible at: http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/6_glossary.htm.

Discovery Education. Understanding Stereotypes. http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm.

United Nations Online Portal https://www.un.org/en/events/culturaldiversityday/index.shtml.

http://www.un.org/en/events/observances/days.shtml.

Amnesty International (2007). We Are All Born Free: the Universal Declaration of Human Rights in Pictures. Accessible at: http://svn.putumayo.com/sites/default/files/uploads/userfiles/file/Universal%20Declaration%20of%20Human%20Rights%20for%20Kids.pdf

UNICEF (no date). Little Book of Rights and Responsibilities. Accessible at: http://www.unicef.org/rightsite/files/little_book_rights.pdf.

References

References

Actionaid, Right to Education Project. 2010. *Promoting Rights in Schools: Providing Quality Public Education*. Johannesburg.

Adams, A. V. 2011. The role of skills development in overcoming social disadvantage. Paper commissioned for the *EFA Global Monitoring Report 2012*. Paris, UNESCO.

ADL Curriculum Connections. *Anti-Bias Lesson Plans and Resources for K-12 Educators*. 2008. http://archive.adl.org/education/curriculum_connections/.

Aikman, S. and Unterhaler, E. (eds). 2005. *Beyond Access: Transforming Policy and Practice for Gender Equality in Education*. Oxford, Oxfam.

Alfredsson, S. 2001. The Right to Human Rights Education. Eide, A., Krause, C. and A. Rosas (eds) *Economic, Social and Cultural Rights*. Brill, Nijhoff. The Hague.

American Psychological Association. 2011. *Answers to your Questions about Transgender People, Gender Identity and Gender Expression*. http://www.apa.org/topics/lgbt/transgender.aspx.

American Psychological Association. 2011. *Definition of Terms: Sex, Gender, Gender Identity, Sexual Orientation.*

http://www.apa.org/pi/lgbt/resources/sexuality-definitions.pdf.

Amnesty International. 2012. *South Africa: Justice for Noxolo*.

http://www.amnesty.ca/get-involved/take-action-now/south-africa-justice-for-noxolo.

Arigatou Foundation and Interfaith Council for Ethics Education for Children. 2008. *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*. Published with the assistance of UNESCO. Geneva, Switzerland.

Associated Press. 2009. South African Official Apologizes for Concealing Gender Tests. *New York Times*. http://www.nytimes.com/2009/09/20/sports/20track.html?_r=1.

Attewell, P. and Newman, K. S. 2010. *Growing gaps: Educational inequality around the world*. New York, Oxford University Press.

Au, W. 2009. *Rethinking Multicultural Education: Teaching for Racial and Cultural Justice*. Milwaukee, WI, Rethinking Schools Press.

Australian Government Ministerial Council for Education. 2013. *Early Childhood Development and Youth Affairs National Safe Schools Framework*. http://docs.education.gov.au/system/files/doc/other/national_safe_schools_framework.pdf.

Australian Government Department of Education. 2012. *Difference Differently*.

http://www.differencedifferently.edu.au.

Banks, J. A. and Banks, C. M., (eds) 2004. *Handbook of Research on Multicultural Education*. San Francisco, CA, Jossey-Bass.

BBC. 2012. *Languages of the world – Interesting facts about languages.*

http://www.bbc.co.uk/languages/guide/languages.shtml.

Benedek, W. (ed.). 2003-2012. *Understanding Human Rights, Manual on Human Rights Learning*. Graz, Austria, ETC.

Brazilian Government. 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 Curricu- lum 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.

Brock, C. and Pe Symaco, L. 2011. *Education in South-East Asia*. UK, Symposium Books.

Brown, K. D. and Brown, A. L. 2010. Silenced memories: An examination of the sociocultural Knowledge on race and racial violence in official school curriculum. *Equity & Excellence In Education*, Vol. 43, No 2, pp. 139-154.

Brown, M. R. 2007. Educating all students: Creating culturally responsive teachers, classrooms and schools. *Intervention in School & Clinic*, Vol. 43, No 1, pp. 57-62.

Buddhist Blog. 2007. *What is Vesak Day and Why Celebrate it?*

http://thebuddhistblog.blogspot.ro/2007/04/what-is-vesak-day.html.

Carroll, K. S. 2008. Building a Learning Community through Curriculum. *International Journal of Progressive Education*, Vol. 4, No 3, pp. 53-73.

Carter, D. and O'Neill, M. 1995. *International Perspectives on Educational Reform and Policy Implementation*, London, Falmer Press.

CESCR. 1999. *General comment No. 13: The Right to Education* (UN doc. E/C.12/1999/10).

CESCR. 2009. *General Comment No. 20: Non-discrimination in economic, social and cultural rights* (UN doc. E/C.12/GC/20).

CESCR. 2010. *General Comment No. 16: The equal right of men and women to the enjoyment of all economic, social and cultural rights* (UN doc. E/C.12/2005/4).

Costa, A.L. and Kallick, B. 2000. *Discovering and Exploring Habits of Mind*. Alexandria, VA, ASCD.

Cox S., Dyer C., Robinson-Pant A. and Schweisfurth, M. (eds). 2010. *Children as Decision-Makers in Education: Sharing Experiences Across Cultures*. London, Continuum International.

Crawford, A., Saul, W., Mathews, S. and Makinster, J. 2005. *Teaching and Learning Strategies for the Thinking Classroom*. Amsterdam, International Debate Education Association (IDEA).

CRC (Committee on the Rights of the Child). 2001. *General Comment No.1: The Aims of Education*. (CRC/GC/2001/1).

Darling-Hammond, L. 2010. America's commitment to equity will determine our future. *Phi Delta Kappan*, Vol. 91, No 4, p. 8.

Dasgupta, N. 2004. Implicit in-group favoritism, out-group favoritism, and their behavioral manifestations. *Social Justice Research*, Vol. 17, pp. 143-169.

Davies L. 2008. *Educating against Extremism*. Stoke on Trent, UK, Trentham Books.

De Beco, G. 2009. *Right to Education Indicator based on the 4s A framework. Concept Paper*. Right to Education Project.

DeBruyn R. D. 2011. *International Scoping Study on Racism, Xenophobia and Discrimination of All Types in School*. Paris, UNESCO.

DeBruyn, R. D. 2012. *Teaching Respect for All in Schools: An International Scoping Study on Racism, Xenophobia and Discrimination of All Types in Schools*. Paris, UNESCO.

de Lorretta, P. 2007. Systemic Racism: the hidden barrier to educational success for indigenous school students. *Australian Journal of Education*. http://research.acer.edu.au/aje/vol51/iss1/5/.

Delors J. 2012. *Learning: The Treasure Within*. Paris, UNESCO.

http://www.unesco.org/delors/delors_e.pdf.

Eck, K. 2010. Recruiting rebels: Indoctrination and political education in Nepal. Lawoti, M. and Pahari, A.K. (eds), *The Maoist Insurgency in Nepal: Revolution in the Twenty-First Century*. Abingdon, UK/New York, Routledge, pp. 33-51.

Eide, A., Krause, C. and Rosas, A. (eds). 2001. *Economic, Social and Cultural Rights*. The Hague, Brill/Nijhoff.

Equitas – International Center for Human Rights Education. 2008. *Play It Fair! Human Rights Education Toolkit for Children*.

http://equitas.org/wp-content/uploads/2010/11/2008-Play-it-Fair-Toolkit_En.pdf.

Erdély, M. 2012. Új kiáltó szó – a nagybányai és bányavidéki magyarságért! – Aláírásgy jtés. [New voice crying – a large Hungarian minority rural mining and mine!] http://erdely.ma/dokumentum.php?id=120012.

Essed, P. 1991. *Understanding Everyday Racism: An Interdisciplinary Theory*. Sage Publications, Newbury Park, CA.

Flinders, D. and Thornton, S. 2004. *The Curriculum Studies Reader*. New York and London, RoutledgeFalmer.

Food and Agriculture Organization of the United Nations. 2010. *Global hunger declining, but still unacceptably high, Economic and Social Development Department*. http://www.fao.org/docrep/012/al390e/al390e00.pdf.

Food and Agriculture Organization of the United Nations. 2012. *Hunger Statistics*. http://www.fao.org/hunger/en/.

Fowler, A. 2010. Life in the classroom: a pupil perspective, in *Children as Decision-Makers in Education: Sharing Experiences Across Cultures*. Cox, S., Dyer, C., Robinson-Pant, A. and Schweisfurth, M. (eds), London, Bloomsbury.

Furlong, C. and Monahan, L. 2000. *School Culture and Ethos: Cracking the Code*. Dublin, Marino Institute of Education.

Gandhi, M. and Fischer, L. 2012. *The Essential Gandhi: An anthology of his writings on his life, work, and ideas*. New York, Random House, Inc.

Gay, G. 2010. *Culturally responsive teaching: Theory, research, and practice*. (Multicultural Education Series). New York, Teachers College Press.

Genocide Watch. 2012. *Convention on the Prevention and Punishment of the Crime of Genocide*. http://www.genocidewatch.org/genocide/genocideconvention.html.

Government of India. 2005. *National Curriculum Framework for School Education – 2005 Background*. http://pib.nic.in/newsite/erelease.aspx?relid=9606.

Hamilton, L. and Powell, B. 2007. Hidden Curriculum. Ritzer, G. (ed.) *Blackwell Encyclopedia of Sociology*. Canada, John Wiley & Sons Ltd.

Harber, C. (ed.). 1995. *Developing Democratic Education*. Derby, UK, Education Now Books.

HM Inspectorate of Education. 2007. *How good is our school? The Journey to Excellence.* Appendix 5. http://www.educationscotland.gov.uk/Images/HowgoodisourschoolJtEpart3_tcm4-684258.pdf.

Hurst, M. 2009. Caster Semenya has male sex organs and no womb or ovaries. *The Daily Telegraph*. http://www.dailytelegraph.com.au/sport/semenya-has-no-womb-or-ovaries/story-e6frexni-1225771672245.

Husén, T. and Postlethwaite, T.N., (eds). 1994. *The International Encyclopedia of Education*. New York, Pergamon.

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

International Labour Organization. 2001. *Code of practice on managing disability in the workplace.* Tripartite meeting of experts on the management of disability at the workplace. http://www.ilo.org/public/english/standards/relm/gb/docs/gb282/pdf/tmemdw-2.pdf.

International Labour Organization. 2012. *Child labour.* http://www.ilo.org/global/topics/child-labour/lang--en/index.htm.

International Labour Organization. 2012. *Tackling child labour: from commitment to action.* International Programme on the Elimination of Child Labour (IPEC). Geneva, ILO. http://www.ilo.org/ipecinfo/product/download.do?type=document&id=20136.

Irivine, J. J. and Armento, B. J. 2001. *Culturally Responsive Reaching: Lesson planning for elementary and middle grades.* New York, Magraw-Hill.

Jones, J. M., Cochran, S. D., Fine, M., Gaertner, S., Mendoza-Denton, R., Shih, M., Sue, D. W. 2012. *Preventing Discrimination and Promoting Diversity.* American Psychological Association.

Jyotsna, J. 2011. *Education for All Global Monitoring Report 2011: a Gender Review.* New York, United Nations Girls' Education Initiative.

Kanyangarara, T., Mayberry, A., Pai, A. and Shanahan, M. 2012. *Gender Analysis in Education.* Paris, United Nations Girls' Education Initiative.

Kauppinen H. and Diket, R. 1995. *Trends in Art Education from Diverse Cultures.* Virginia, VA, National Arts Education Association.

Keating, A., Kerr, D., Benton, T., Mundy, E. and Lopes, J. 2010. *Citizen Education in England 2001-2010.*

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/181797/DFE-RR059.pdf.

Kelly, A.V. 2009. *The Curriculum: Theory and Practice.* 6th ed. Los Angeles, London, Sage.

Kentli, F., D. 2009. Comparison of hidden curriculum theories. *European Journal of Education Studies,* Vol. 1, No. 2, pp. 83-88.

Kids Net. (2012). Kids Net Australia. http://dictionary.kids.net.au/.

Kirchschlaeger, P. G. and Kirchschlaeger, T. 2009. Answering the 'What', the 'When', the 'Why' and the 'How': Philosophy-Based and Law-Based Human Rights Education, *Journal of Human Rights Education,* Vol. 1, No. 1, pp. 26-36.

Kirchschlaeger, P., Rinaldi, S., Brugger, F. and Mitrovic, T. 2012. *Teaching Respect for all Mapping of Existing Materials and Practices in Cooperation with Universities and Research Centres.* Centre of Human Rights Education (ZMRB).

Kridel, C. (ed.). 2010. *Encyclopaedia of Curriculum Studies.* London, Sage.

Krieger, N. 2008. Does racism harm health? Did child abuse exist before 1962? On explicit questions, critical science, and current controversies: An ecosocial perspective. *American Journal of Public Health,* 98S20-S25.

Labelle, M. 2006. Un Lexique du Racisme. Etude sur les définitions opérationnelles relatives au racisme et aux phénomènes connexes. Montréal, UNESCO et CRIEC.

Lesbian, Gay, Bisexual, Transvestites and Transsexuals, ABGLT – Brazilian Gay, Lesbian, Bisexual, Transvestite and Transsexual Association. 2010. *LGBT Communication Manual.* http://data.unaids.org/pub/manual/2010/lgb0_communication_manual_20100301_en.pdf.

Lynagh, N. and Potter, M. 2005. *Joined Up: Developing Good Relations in the School Community.* http://www.hrea.org/erc/Library/display_doc.php?url=http%3A%2F%2Fwww.hrea.org%2Ferc%2FLibrary%2FJoined-Up.pdf&external=N.

Mahalingam, R. and McCarthy, C. 2000. *Multicultural Curriculum: New Directions for Social Theory, Practice, and Policy.* New York, Routledge.

Mc Cowan, T. 'Prefigurative' approaches to participatory schooling: experiences in Brazil. Cox, S., Dyer, C., Robinson-Pant, A. and Schweisfurth, M. (eds). 2010. *Children as Decision-Makers in Education: Sharing Experiences Across Cultures.* London, Continuum International.

McCullouch, G. and Crook, D. (eds.). 2008. *The Routledge International Encyclopedia of Education.* London, Routledge.

Miller, R., and Pedro, J. 2006. Creating Respectful Classroom Environments. *Early Childhood Education Journal,* Vol. 33, No. 5, pp. 293-299.

Mitakidou, S., Tressou, E., Swadener, B.B. and Grant, C.A. 2009. *Beyond Pedagogies of Exclusion in Diverse Childhood Contexts: Transnational Challenges.* New York, Palgrave Macmillan.

National College For School Leadership. 2006. *Creating and sustaining an effective professional learning community.* http://networkedlearning.ncsl.org.uk/knowledge-base/programme-leaflets/professional-learning-communities/professional-learning-communities-05-booklet2.pdf.

National Institutes of Health. 2012. *Teenage pregnancy.* MedLine Plus. http://www.nlm.nih.gov/medlineplus/teenagepregnancy.html.

Noddings, N. 2005. *The Challenge to Care in Schools.* Second Edition. New York, Teachers College Press.

Northern Ireland Curriculum. 2012. *Personal Development and Mutual Understanding.* http://www.nicurriculum.org.uk/foundation_stage/areas_of_learning/pdmu/.

Northern Ireland Curriculum. 2012. *Thinking Skills and Personal Capabilities for Key Stages 1 & 2.* http://www.nicurriculum.org.uk/docs/skills_and_capabilities/training/TSPC-Guidance-KS12.pdf.

Northern Ireland Curriculum. 2013. *Thinking skills and personal capabilities.* http://www.nicurriculum.org.uk/TSPC/.

Nowak, M. 2001. The Right to Education. Eide, A., Krause, C. and Rosas, A. (eds). *Economic, Social and Cultural Rights.* Brill/Nijhoff, The Hague.

Oakes, J. 2005. *Keeping track: How schools structure inequality.* New Haven, CT, Yale University Press.

OECD. 2003. *Transforming Disability into Ability. Policies to Promote Work and Income Security for Disabled People.* Paris, OECD Publishing.

OECD. 2009. *Creating effective teaching and learning environments: first results from TALIS.* Paris, OECD Publishing.

OHCHR. 1989. *Convention on the Rights of the Child.* http://www2.ohchr.org/english/law.

OHCHR, UNESCO. 2006. *Plan of Action. World Programme for Human Rights Education, first phase.* Geneva and Paris, UNESCO.

Opotow, S. 1997 In Jones, J. M., Cochran, S. D., Fine, M., Gaertner, S., Mendoza-Denton, R., Shih, M., Sue, D. W. *Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity.* American Psychological Association.

Orfield, G., Kucsera, J. and Siegel-Hawley, G. 2012. *E Pluribus...Separation: Deepening double segregation for more students.* Civil Rights project Reports. http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/e-pluribus...separation-deepening-double-segregation-for-more-students.

OSCE-ODIHR, CoE, OHCHR and UNESCO. 2009. *Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice.* Warsaw, OSCE Office for Democratic Institutions and Human Rights (ODIHR). http://www.osce.org/odihr/39006.

Organization for Security and Co-operation in Europe and Office for Democratic Institutions and Human Rights. 2011. *Addressing Anti-Semitism: Why and How? A Guide for Educators.* Warsaw, OSCE/ODIHR. http://www.osce.org/odihr/29890.

Organization for Security and Co-operation in Europe, Office for Democratic Institutions and Human Rights. 2011. *Guidelines for Educators on Countering Intolerance and Discrimination against Muslims: Addressing Islamophobia Through Education.* Warsaw, ODIHR & UNESCO.

http://unesdoc.unesco.org/images/0021/002152/215299e.pdf.

OSCE/ODIHR. 2012. *Guidelines on Human Rights Education for Secondary School Systems.* Warsaw, ODIHR. http://www.osce.org/odihr/93969.

Philipp, S., Starl, K. et al. 2011. *Menschen. Rechte. Bildung. Eine qualitative Evaluation von Menschenrechtsbildung in allgemein bildenden höheren Schulen.* Graz, Austria, ETC.

Pigozzi, M.J. 2004. The Ten Dimensions of Quality in Education. *Training Tools for Curriculum Development.* UNESCO, IBE.

Pimplapure, G. 2007. TNN, Teacher sprinkles cow urine to 'purify' Dalit kids. *The Times of India.*

http://articles.timesofindia.indiatimes.com/2007-04-21/india/27887915_1_dalit-students-lady-teacher-upper-caste.

Pinar, W. (ed.). 2003. *International Handbook of Curriculum Research.* New Jersey, Lawrence Erlbaum Associates Inc.

Pinheiro, P. S. 2006. *The world report on violence against Children.* UNICEF. http://www.unicef.org/violencestudy/reports.html.

Pinno, J. and Starl, K. 2010. *Challenges in the development of local equality indicators. A human rights-centred approach.* Paris, UNESCO.

Plan International Learn Without Fear. 2008. *The Campaign to Stop Violence in Schools, Third Progress Report.*

http://plan-international.org/learnwithoutfear/files/third-progress-report.

Raihani. 2011. A Whole-school approach: A proposal for education for tolerance in Indonesia. *Theory and Research in Education,* Vol. 9, No. 1, pp. 23-39.

Regional Bureau for Education in Latin America. 2008. *Student achievement in Latin America and the Caribbean: Results of the Second Regional Comparative and Explanatory Study (SERCE).* Regional Bureau for Education in Latin America Latina and the Caribbean. Santiago, OREALC/UNESCO. http://unesdoc.unesco.org/images/0016/001610/161045e.pdf.

Richards, J.C. 2006. Focus on inclusion. Question, Connect, Transform (QCT): a strategy to help middle school students engage critically with historical fiction. *Reading & Writing Quarterly,* Vol. 22, pp. 193–198.

Richardson, R. (ed.). 2004. *Here there and everywhere: belonging, identity and equality in schools.* Derby, UK, Derbyshire Advisory and Inspection Service LC213.3.

Riedel, E., Arend, J. and Suárez Franco, A. M. 2010. Indicators – Benchmarks – Scoping – Assessment. IBSA Procedure Workshop, Geneva.

Scanlan, M. 2011. Inclusion: How school leaders can accent inclusion for bilingual students, families, and communities. *Multicultural Education,* Vol. 18, No. 2, pp. 4-9.

Schön, D. A. 1991. *The reflective turn: Case studies in and on educational practice.* New York, Teachers Press, Columbia University.

Schwille, J., Deiubele, M. and Schubert, J. 2007. *Global perspectives on teacher learning: improving policy and practice.* Paris, UNESCO.

SEDL. 2012. *SEDL.* http://www.sedl.org/.

Springate, D. and Lindridge, K. 2010. Children as researchers: experiences in a Bexley primary school. Cox, S., Dyer, C., Robinson-Pant, A., Schweisfurth, M. (eds), *Children as Decision-Makers in Education: Sharing Experiences Across Cultures.* London, Continuum International.

Starkey, H. 2007. Language Education, Identities and Citizenship: Developing Cosmopolitan Perspectives. *Language and Intercultural Communication,* Vol. 7, No. 5, pp. 56-71. http://www.tandfonline.com/doi/pdf/10.2167/laic197.0.

Stenhouse, L. 1975. *An introduction to Curriculum Research and Development.* London, Heinemann.

Stoll, L., Bolan, R., McMahon, A., Thomas, S., Wallace, M., Greenwold, A. and Hawkey, K. 2006. *Professional learning communities: Source materials for school leaders of professional learning.* General Teaching Council England, National College for School Leadership. UK, DfES.

Sue, D. W. 1991. A Model for Cultural Diversity Training. *Journal of Counselling and Development*, Vol. 70, No. 1, pp. 99-105.

Sue, D. W. 2010a. *Microaggressions in everyday life: Race, gender, and sexual orientation.* Hoboken, NJ, Wiley.

Sue, D. W. 2010b. Microaggressions, marginality and oppression: An introduction. Sue, D. W. (ed.) *Microaggressions and marginality: Manifestation, dynamics, and impact.* Wiley: Hoboken, NJ, pp 3-22.

Tajmel, T. 2010. *Aller Fachunterricht ist Sprachunterricht.* Berlin.

Tajmel, T. and Starl, K. (eds). 2009. *Science Education Unlimited, Equal Opportunities in Learning Science.* Münster & New York, Science Education Unlimited.

Teaching Tolerance. 2012. *About Us.* http://www.tolerance.org/about.

Thomas, J., 2012. *Did Caster Semenya Lose the Women's 800 Meters on Purpose?* http://www.slate.com/blogs/five_ring_circus/2012/08/11/caster_semenya_2012_olympics_did_the_south_african_runner_lose_the_women_s_800_meters_on_purpose_.html.

Tibbitts, F. and Kirchschlaeger, P. G. 2010. Perspectives of Research on Human Rights Education. *Journal of Human Rights Education* Vol. 2, No. 1, pp. 8-29.

Tomaševski, K. 2001. *Human rights in education as prerequisite for human rights education* Gothenburg, Novum Grafiska AB.

Tomaševski, K. 2003. *Education Denied: Costs and Remedies.* London, Zed Books.

Tropp, L. R. & Pettigrew, T. F. 2005. Dual Pathways to a better America. Jones, J. M., Cochran, S. D., Fine, M., Gaertner, S., Mendoza-Denton, R., Shih, M., Sue, D. W. 2012. *Preventing Discrimination and Promoting Diversity.* American Psychological Association.

Tyler, R. W. 1957. The curriculum then and now. *Proceedings of the 1956 Invitational Conference on Testing Problems.* Princeton, NJ, Educational Testing Service.

UNDHRE. 2011. *United Nations Declaration on Human Rights Education and Training.* http://www.ohchr.org/EN/Issues/Education/Training/Pages/HREducationTrainingIndex.aspx.

UNESCO. 1960. *Convention against Discrimination in Education.* Paris, UNESCO.

http://portal.unesco.org/en/ev.php-URL_ID=12949&URL_DO=DO_TOPIC&URL_SECTION=201.html.

UNESCO. 1974. *Recommendation concerning education for international understanding, co-operation and peace and education relating to human rights and fundamental freedoms.* Paris, UNESCO. http://www.unesco.org/education/nfsunesco/pdf/Peace_e.pdf.

UNESCO. 1978. *Declaration on Race and Racial Prejudice.* Paris, UNESCO.

http://portal.unesco.org/en/ev.php-URL_ID=13161&URL_DO=DO_TOPIC&URL_SECTION=201.html.

UNESCO. 1995. *Declaration on Principles of Tolerance.* Paris, UNESCO. http://unesdoc.unesco.org/images/0015/001518/151830eo.pdf.

UNESCO. 2000. *The Dakar Framework for Action.* Paris, UNESCO. http://unesdoc.unesco.org/images/0012/001211/121147e.pdf.

UNESCO. 2002. *Global Monitoring Report: Is the world on track?* Paris, UNESCO. http://unesdoc.unesco.org/images/0012/001290/129053e.pdf.

UNESCO. 2004. *Changing Teacher Practices: Using curriculum differentiation to respond to students' diversity.* Paris, UNESCO. http://unesdoc.unesco.org/images/0013/001365/136583e.pdf.

UNESCO. 2005. *Teacher Involvement in Educational Change.* Santiago de Chile, UNESCO. http://unesdoc.unesco.org/images/0014/001446/144666e.pdf.

UNESCO. 2006. *Guidelines for Intercultural Education.* Paris, UNESCO. http://unesdoc.unesco.org/images/0014/001478/147878e.pdf.

UNESCO. 2008. Challenging Racial Prejudices, Promoting International Understanding. *EIU Best Case Studies*, Series No.11 http://www.unescoapceiu.org/bbs/files/pdf/2008/n11eiubestcase.pdf.

UNESCO. 2009. *Policy Guidelines on Inclusion in Education.* Paris, UNESCO. http://unesdoc.unesco.org/images/0017/001778/177849e.pdf.

UNESCO. 2009. *Promoting Gender Equality in Education.* Bangkok, UNESCO. http://unesdoc.unesco.org/images/0018/001864/186495e.pdf.

UNESCO. 2009. *Strengthening the Fight against Racism and Discrimination: UNESCO' achievements from the 2001 World Conference against racism, racial discrimination, xenophobia and related intolerance to the 2009 Durban review Conference.* http://unesdoc.unesco.org/images/0018/001848/184861e.pdf.

UNESCO. 2010. *Global Monitoring Report: Reaching the marginalized.* http://unesdoc.unesco.org/images/0018/001865/186525e.pdf.

UNESCO. 2011. *Enhancing Learning of Children From Diverse Backgrounds: Mother Tongue-Based Bilingual or Multilingual Education in the Early Years.* http://unesdoc.unesco.org/images/0021/002122/212270e.pdf.

UNESCO. 2011. *Global Monitoring Report: The hidden crisis: armed conflict and education.* Paris, UNESCO. http://unesdoc.unesco.org/images/0019/001907/190743e.pdf.

UNESCO. 2011. *Media and information literacy: curriculum for teachers*. Paris, UNESCO. http://unesdoc.unesco.org/images/0019/001929/192971e.pdf.

UNESCO. 2012. *Cities Fighting Against Racism: Identifying and sharing good practices in the international coalition of cities*. Paris, UNESCO.

http://unesdoc.unesco.org/images/0021/002171/217105e.pdf.

UNESCO. 2012. *Good policy and practice in HIV and health education, Booklet 8, Education Sector responses to homophobic bullying*. http://unesdoc.unesco.org/images/0021/002164/216493e.pdf.

UNESCO. 2012. *Inclusive Education*. http://www.unesco.org/new/en/education/themes/strengthening-education-systems/inclusive-education/.

UNESCO and Council of Europe. 2005. *Tool For Quality Assurance of Education for Democratic Citizenship*. Paris, UNESCO.

http://unesdoc.unesco.org/images/0014/001408/140827e.pdf.

UNESCO and EIU Experiential Learning Programme. 2007. *Practical Research on Current Issues: Studies on Global Perspectives in Schools in Japan*. Paris, UNESCO. http://www.unevoc.unesco.org/go.php?q=UNEVOC+Publications&lang=fr&unevoc=0&akt=id&qs=3954&id=&st=adv.

UNICEF. 2007. *A human rights-based approach to Education for All: A framework for the realization of children's right to education*. Paris, UNICEF. http://unesdoc.unesco.org/images/0015/001548/154861E.pdf.

UNESCO and IBE. 2012. *Training Tools for Curriculum Development*. http://www.ibe.unesco.org/fileadmin/user_upload/COPs/Pages_documents/Resource_Packs/TTCD/TTCDhome.html.

UNESCO. 2012. *A place to learn: Lessons from research on learning environments*. Paris, UNESCO.

http://unesdoc.unesco.org/images/0021/002154/215468e.pdf.

UNGEI. 2013. *Nigeria Newsline*. http://www.ungei.org/infobycountry/nigeria_321.html.

UNHR. 2013. *Minorities Under International Law*. http://www.ohchr.org/EN/Issues/Minorities/Pages/internationallaw.aspx.

UNICEF. 2009. *Child-Friendly Schools Manual*. UNICEF. http://www.unicef.org/publications/index_49574.html.

UNICEF. 2012. *Child-Friendly schools*. http://www.unicef.org/lifeskills/index_7260.html#A%20Framework%20for%20Rights-Based,%20Child-Friendly.

UNICEF. 2012. *Factsheet: Child soldiers*. http://www.unicef.org/emerg/files/childsoldiers.pdf.

UNICEF. 2012. *Children associated with Armed Forces or Armed Groups*.

http://www.unicef.org/protection/images/UNICEF-child-soldier-infographic-16-03-2012-en.jpg.

UNICEF. 2012. *The State of the World's Children 2012. Children in an Urban World*.

http://www.unicef.org/sowc/files/SOWC_2012-Main_Report_EN_21Dec2011.pdf.

United Nations General Assembly. 2002. *Progress for Children: A World Fit for Children*. Twenty-seventh special session, Resolution adopted by the General Assembly. [(A/S-27/19/Rev.1 and Corr.1 and 2)]. http://www.unicef.org/publications/files/Progress_for_Children_No_6_revised.pdf.

United Nations. 1948. *The Universal Declaration of Human Rights*. http://www.un.org/en/documents/udhr/index.shtml.

United Nations High Commissioner for Refugees. 2011. *Working with Lesbian, Gay, Bisexual, Transgender & Intersex Persons in Forced Displacement*. http://www.unhcr.org/refworld/docid/4e6073972.html.

UNOHCHR. 2008. *Report on Indicators for Promoting and Monitoring the Implementation of Human Rights (HRI/MC/2008/3)*. Geneva, UNOHCR.

http://www2.ohchr.org/english/issues/indicators/docs/HRI.MC.2008.3_en.pdf.

UNOHCHR. 2009. *World Programme for Human Rights Education 2005-2009*. UNOHCHR. http://www.ohchr.org/EN/Issues/Education/Training/Pages/Programme.aspx.

UNOHCHR. 2011. *Report of the United Nations High Commissioner for Human Rights to the Economic and Social Council, Geneva 4-29 July 2011 (E/2011/90)*. UNOHCHR. http://www.ohchr.org/Documents/Issues/ESCR/E_2011_90_en.pdf.

Viatori, M. 2009. *One State, Many Nations: Indigenous Rights in Ecuador*. Santa Fe, CA, SAR Press.

Wagner, P. A. 2011. Socio-sexual education: a practical study in formal thinking and teachable moments. *Sex Education*, Vol. 11, No. 2, pp. 193-211.

Walters, S. 2012. *Ethnicity, Race and Education*. London, Continuum.

Wessler, S. L. 2003. Rebuilding classroom relationships – It's hard to learn when you're scared. *Educational Leadership*, Vol. 61, No. 1.

WHO. 1997. *Life Skills Education for Children and Adolescents in Schools*. New York, WHO. http://whqlibdoc.who.int/hq/1994/who_mnh_psf_93.7a_rev.2.pdf.

WHO and The World Bank. 2011. *World Report on Disability*. http://whqlibdoc.who.int/publications/2011/9789240685215_eng.pdf.

Woo, J. (Director). 2012. *Song Song and Little Cat*. http://youtu.be/xdvNTgEVePc.

WorldHunger.org. 2012. *2012 World Hunger and Poverty Facts and Statistics. Hunger Notes*. http://www.worldhunger.org/articles/Learn/world%20hunger%20facts%202002.htm.

UN Documents

The following are UN and UN partner agency documents which provide a good reference for exploring international commitments to anti-discrimination, education free from discrimination and the right to an education.

Normative instruments, frameworks, action plans:

- Universal Declaration of Human Rights. 1948. https://www.un.org/en/documents/udhr/
- Convention against Discrimination in Education. 1960. http://www.unesco.org/education/information/nfsunesco/pdf/DISCRI_E.PDF
- International Covenant on the Elimination of All Forms of Racial Discrimination. 1965. http://www.ohchr.org/EN/ProfessionalInterest/Pages/CERD.aspx
- International Covenant on Economic, Social and Cultural Rights. 1966. http://www.ohchr.org/EN/ProfessionalInterest/Pages/CESCR.aspx
- International Covenant on Civil and Political Rights. 1966. http://treaties.un.org/doc/Publication/UNTS/Volume%20999/volume-999-I-14668-English.pdf
- UNESCO Recommendation on Education for International Understanding and Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms. 1974. http://www.unesco.org/education/nfsunesco/pdf/Peace_e.pdf
- UNESCO Declaration on Race and Racial Prejudice. 1978. http://portal.unesco.org/en/ev.php-URL_ID=13161&URL_DO=DO_TOPIC&URL_SECTION=201.html
- Convention on the Elimination of All Forms of Discrimination against Women. 1979. http://www.un.org/womenwatch/daw/cedaw/text/econvention.htm
- Convention on the Rights of the Child. 1989. http://www.ohchr.org/en/professionalinterest/pages/crc.aspx
- UN Declaration on the Rights of Persons Belonging to National or Ethnic, Religious and Linguistic Minorities. 1992. http://www.un.org/documents/ga/res/47/a47r135.htm
- UN Decade for Human Rights Education. 1995-2004. http://www.hrea.org/decade/ & http://www.unhchr.ch/huridocda/huridoca.nsf/(Symbol)/A.51.506.Add.1.En?OpenDocument
- World Education Forum in Dakar, Senegal 2000: http://unesdoc.unesco.org/images/0012/001211/121147e.pdf
- UNESCO's Integrated Strategy to Combat Racism, Discrimination, Xenophobia and Related Intolerance. 2003. http://www.unesco.org/new/en/social-and-human-sciences/themes/fight-against-discrimination/strategy/
- The Convention on the Rights of Persons with Disabilities. 2006. http://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx
- World Programme for Human Rights Education (Phase I and II). 1st Phase Plan of Action. 2006. http://unesdoc.unesco.org/images/0014/001478/147853e.pdf 2nd Phase Plan of Action. 2012. http://unesdoc.unesco.org/images/0021/002173/217350e.pdf
- United Nations Declaration on the Rights of Indigenous Peoples. 2007. http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf
- A Human Rights Based Approach to Education for All. UNICEF & UNESCO. 2007. http://unesdoc.unesco.org/images/0015/001548/154861E.pdf
- UN Declaration on Human Rights Education and Training. 2011. http://www.hrea.org/resource.php?base_id=1323&language_id=1
- OHCHR/UNESCO Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments. 2012. http://www.ohchr.org/Documents/Publications/SelfAssessmentGuideforGovernments.pdf

Teaching
Respect for All

Deeply concerned by the rise of racism, xenophobia, intolerance and violence, UNESCO considers education as key to strengthening the foundations of tolerance, promoting learning to live together, and cultivating respect for all people regardless of colour, gender or descent, as well as of national, ethnic or religious identity.

This *Teaching Respect for All Implementation Guide* comprises a set of policy guidelines, questions for self-reflection, ideas and examples of learning activities to integrate *Teaching Respect for All* into all aspects of upper primary and lower secondary education in an effort to counteract discrimination in and through education. It mainly targets policy makers, administrators/headteachers and formal and non-formal educators. The *Implementation Guide* also includes support materials for engaging with children and youth. The material aims to provide all concerned stakeholders with the skills, background and knowledge to build respect, tolerance and critical thinking among learners.

With the support of

DEPARTMENT OF STATE
UNITED STATES OF AMERICA

Ministry of
Education

BRAZILIAN GOVERNMENT
BRASIL

UNESCO
United Nations
Educational, Scientific and
Cultural Organization

**Education
Sector**

9 789231 000256