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Human Rights Education Indicator Framework (draft)

TCG6/REF/15

Prepared by the the Office of the High Commissioner for Human Rights
and the Danish Institute for Human Rights

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HUMAN RIGHTS EDUCATION INDICATOR FRAMEWORK

MONITORING OF GLOBAL SDG INDICATOR 4.7.1, AND THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

Lack of monitoring data on human rights education

The 2030 Agenda on Sustainable Development, and Goal 4 on Quality Education and in particular target 4.7, has given new impetus for promoting human rights education.¹ It is key for the future of human rights that the quality and extent of human rights education is advanced at the national level. To this end, monitoring and follow-up with States on their progress on human rights education is crucial. **Efficient monitoring requires operational indicators** that are designed to capture the essence of the state of implementation in such a way that it becomes clear where more efforts are needed to secure effective implementation of human rights education.

This indicator framework is conceptualised as a contribution to monitoring the national implementation of the human rights education component of SDG Indicator 4.7.1 and the UN World Programme for Human Rights Education (WPHRE).

The indicator framework builds on the thematic and normative links between the four elements included in SDG Indicator 4.7.1 and the five components of the WPHRE (see text boxes), since the WPHRE is the most comprehensive internationally agreed framework that exists for human rights education. This approach operationalises the OHCHR-UNESCO self-assessment Guide for Governments regarding Human Rights Education in Primary and Secondary School Systems² into measurable indicators. In other words, the WPHRE and the OHCHR-UNESCO guide on its implementation has shaped the formulation of the proposed indicators.

Expanding indicator 4.7.1 with a focus on the learning environment

One aspect of human rights education that is strongly emphasised in the WPHRE, namely the focus on the **learning environment**, or education *through* human rights, is not reflected in the four elements included in SDG indicator 4.7.1. Since this is a key element in the current approach to human rights education this indicator framework add indicators on learning environment.

Working with the indicators

The indicator framework is designed with a primary focus on **data that is immediately available from public authorities** (administrative data). The criteria behind the selection of indicators have been the following:

- Indicators must be **applicable across a great spectrum of varying national situations**.
- Indicators must **have clear links to the core elements of the WPHRE**, and its operational guidance for implementation of WPHRE Phase 1 (primary and secondary school).
- **Data must be available** from public authorities primarily (administrative data on laws, policies, education planning and budgeting, etc.) – to make data collection feasible also in contexts where limited time and budgets are available. This also gives **transparency** and **validity** to the data.
- Indicators must address education **about human rights**, education **through human rights** and education **for human rights**, reflecting the core principles of human rights education.

Global SDG indicator 4.7.1:

“Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in:

- (a) national education policies,*
- (b) curricula,*
- (c) teacher education and*
- (d) student assessment.”*

The WPHRE’ Action Plan for implementation of human rights education in primary and secondary schools (WPHRE first phase) comprise five components, namely

- educational policies;
- policy implementation;
- the learning environment;
- teaching and learning processes and tools;
- school personnel education

¹ Education 2030 Framework of Action, para.7.

² OHCHR and UNESCO (2012): “Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments” <http://www.ohchr.org/Documents/Publications/SelfAssessmentGuideforGovernments.pdf>

Please ensure that you read all four instructions below and all prescribed steps in each instruction

INSTRUCTIONS ON HOW TO USE THIS TOOL

This survey covers five different areas - Policy, Curricula, Teachers, Student Assessment and Learning Environment - with 4 to 7 indicators each. You should answer all indicators for all of the five areas.

Instruction 1 - How to fill out the survey

Each of the five areas has its own data entry tab where you enter your answers.

Step 1: Go to the "Data entry" tab



Each indicator has a box which contains the question and the response field, a text field for specifying sources and means of verification and a text field with conceptual clarification.

Indicator 1	<p>1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).</p> <p>Choose <u>one</u> answer</p>	<p>Conceptual clarification</p> <p>The indicator question is asking if knowledge and understanding of human rights standards, norms, principles and values are explicitly mentioned in national education legislation. This includes references to:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>The UN World programme for Human Rights Education (WPHRE) states that human rights education is to be stated explicitly in objectives of educational policy development and reform, as well as in quality standards of education (Plan of Action, WPHRE, Appendix, para.2).</p> <p>The CRC stresses that "states parties agree that the education of the child shall be directed to (...) b) The development of respect for human rights and fundamental freedoms, and of the principles enshrined in the Charter of the United Nations" (CRC, Art. 29.1(b))</p>	
	<p>1.a Yes, there are explicit references to human rights</p>		<input type="checkbox"/>
	<p>1.b No, there are no references to human rights but there are references to relating themes such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others 		<input type="checkbox"/>
	<p>1.c No, there are no references to human rights</p>		<input type="checkbox"/>
	<p>1.d Don't know</p>	<input type="checkbox"/>	
	<p>Sources and means of verification</p>	<input type="text"/>	

Step 2: Enter your answer in the grey empty cells next to the question.

Note that there are questions were you are asked to choose only one answer and questions were you can choose more than one answer (multiple choice). An instruction for this is given at each indicator.

Indicator 1	<p>1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).</p> <p>Choose <u>one</u> answer</p>	<p>Conceptual clarification</p> <p>The indicator question is asking if knowledge and understanding of human rights standards, norms, principles and values are explicitly mentioned in national education legislation. This includes references to:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>The UN World programme for Human Rights Education (WPHRE) states that human rights education is to be stated explicitly in objectives of educational policy development and reform, as well as in quality standards of education (Plan of Action, WPHRE, Appendix, para.2).</p> <p>The CRC stresses that "states parties agree that the education of the child shall be directed to (...) b) The development of respect for human rights and fundamental freedoms, and of the principles enshrined in the Charter of the United Nations" (CRC, Art. 29.1(b))</p>	
	<p>1.a Yes, there are explicit references to human rights</p>		<input type="checkbox"/>
	<p>1.b No, there are no references to human rights but there are references to relating themes such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship 		<input type="checkbox"/>
	<p>1.c No, there are no references to human rights</p>		<input type="checkbox"/>
	<p>1.d Don't know</p>	<input type="checkbox"/>	
	<p>Sources and means of verification</p>	<input type="text"/>	

Indicator 1	- Civic education and citizenship	
	- Democracy and justice	
	- Peace and non-violence	
	- Others	
	1.c No, there are no references to human rights	
	1.d Don't know	
Sources and means of verification		

Most response fields have a dropdown list with an "x" or a blank option.

Indicator 1	1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).	Choose <u>one</u> answer
	1.a Yes, there are explicit references to human rights	
	1.b No, there are no references to human rights but there are references to relating themes such as:	x
	- Civic education and citizenship	
	- Democracy and justice	
	- Peace and non-violence	
	- Others	
	1.c No, there are no references to human rights	
	1.d Don't know	

Choose "x" from the dropdown list to select your response. Let the other response fields remain blank.

Indicator 1	1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).	Choose <u>one</u> answer
	1.a Yes, there are explicit references to human rights	x
	1.b No, there are no references to human rights but there are references to relating themes such as:	
	- Civic education and citizenship	
	- Democracy and justice	
	- Peace and non-violence	
	- Others	
	1.c No, there are no references to human rights	
	1.d Don't know	

In a few of the questions there are no drop down lists. Instead, you are asked to enter a percentage number. Like the example below where response category 3.a is selected and a percentage number of 12 % is specified.

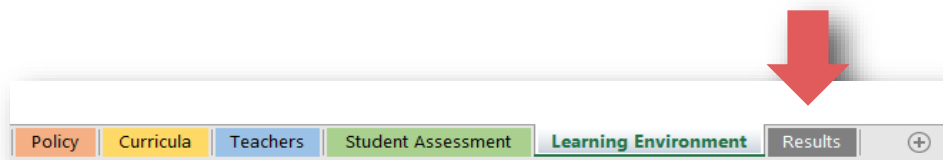
Indicator 1	3. Proportion of learners who have achieved learning outcomes concerning human rights standards, norms principles and values [IEA ICCS] [SEA-PLM].	Choose <u>one</u> answer (specify if a)
	3.a The proportion in percentage of learners who have achieved learning outcomes concerning human rights standards, norms principles and values is	12 %
	3.b No data	
	3.c Don't know	

Step 3: For each indicator please specify the sources and means of verification used to answer the question in the empty grey cell under the question.

Indicator 1	1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).	<i>Choose <u>one</u> answer</i>	Conceptual clarification The indicator question is asking if knowledge and understanding of human rights standards, norms, principles and values are explicitly mentioned in national education legislation. This includes references to: - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). The UN World programme for Human Rights Education (WPHRE) states that human rights education is to be stated explicitly in objectives of educational policy development and reform, as well as in quality standards of education (Plan of Action, WPHRE, Appendix, para.2). The CRC stresses that "states parties agree that the education of the child shall be directed to (...) b) The development of respect for human rights and fundamental freedoms, and of the principles enshrined in the Charter of the United Nations" (CRC, Art. 29.1(b))
	1.a Yes, there are explicit references to human rights	▼	
	1.b No, there are no references to human rights but there are references to relating themes such as: - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others		
	1.c No, there are no references to human rights		
	1.d Don't know		
Sources and means of verification			

Instruction 2 - Results

Once you have answered all the questions/indicators, charts are automatically generated. You can go to the 'Results' tab to find your charts.



POLICY – To what extent is human rights education incorporated in national education policies?

Indicator 1	<p>1. Existence of national education legislation that makes explicit reference to human rights standards, norms, principles and values in the operation of primary and secondary schools (ISCED level 1 to 2).</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>1.a Yes, there are explicit references to human rights</p> <p>1.b No, there are no references to human rights but there are references to relating themes such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others <p>1.c No, there are no references to human rights</p> <p>1.d Don't know</p> <p>Sources and means of verification</p>	<p>Conceptual clarification</p> <p>The indicator question is asking if knowledge and understanding of human rights standards, norms, principles and values are explicitly mentioned in national education legislation. This includes references to:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>The UN World programme for Human Rights Education (WPHRE) states that human rights education is to be stated explicitly in objectives of educational policy development and reform, as well as in quality standards of education (Plan of Action, WPHRE, Appendix, para.2).</p> <p>The CRC stresses that “states parties agree that the education of the child shall be directed to (...) b) The development of respect for human rights and fundamental freedoms, and of the principles enshrined in the Charter of the United Nations” (CRC, Art. 29.1(b))</p>
Indicator 2	<p>2. A national plan on human rights education that includes aspects on operationalising human rights standards, norms, principles and values in primary and secondary schools has been adopted (ISCED level 1 to 2).</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>2.a Yes, a national plan on human rights education has been adopted</p> <p>2.b No, a national plan on human rights education has not been adopted</p> <p>2.c Don't know</p> <p>Sources and means of verification</p>	<p>Conceptual clarification</p> <p>Human rights education can also be included as part of a national action plan on human rights more broadly.</p> <p>CRC General Comment No. 23, para. 23: “The Committee calls upon States parties to develop a comprehensive national plan of action to promote and monitor realization of the objectives listed in article 29 (1). If such a plan is drawn up in the larger context of a national action plan for children, a national human rights action plan, or a national human rights education strategy, the Government must ensure that it nonetheless addresses all of the issues dealt with in article 29 (1) and does so from a child-rights perspective.”</p>
Indicator 3	<p>3. The National SDG Action Plan includes elements on operationalising human rights standards, norms, principles and values for primary and secondary school (ISCED level 1 to 2).</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>3.a Yes, the national SDG plan includes human rights in schools</p> <p>3.b No, there is no references to human rights in schools in the national SDG plan</p> <p>3.c Don't know</p> <p>Sources and means of verification</p>	<p>Conceptual clarification</p> <p>Human rights standards, norms, principles and values include reference to:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>Education 2030 Framework For Action calls upon States to ensure strong legal and policy frameworks that lay the foundations and conditions for the delivery and sustainability of quality education - and defines human rights education as an aspect of 'quality education' (Education 2030 Framework for Action, para. 17, para. 4, and Incheon Deceleration, Para. 9).</p>

Indicator 4

4. International instruments concerning the right to education that reflects human rights education have been ratified. (List which of the following instruments the State has ratified:) *Multiple choices*

- UNESCO Convention Against Discrimination in Education (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- Convention on the Rights of Persons with Disabilities (2006)

Sources and means of verification

Conceptual clarification

A list of the ratification status of all UN member countries can be found at OHCHR’s website: <http://indicators.ohchr.org/>

A list of the ratification status of UNESCO Conventions can be found at UNESCO’s website: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html

Indicator 5

5. Reference to human rights education for primary and secondary schools (ISCED level 1 to 2) is included in the latest national reports to relevant human rights monitoring mechanisms. (List to which of the following mechanisms the State has included HRE in their latest reporting:) *Multiple choices*

- UNESCO Convention Against Discrimination in Education (1960)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- International Covenant on Economic, Social and Cultural Rights (1966)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- Convention on the Rights of the Child (1989)
- Convention on the Rights of Persons with Disabilities (2006)
- UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)
- The UN World Programme for Human Rights Education (2005-ongoing)
- Universal Periodic Review (UPR)

Sources and means of verification

Conceptual clarification

Human rights standards, norms, principles and values include reference to:

- The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes)
- Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils)
- Human rights principles (universality, inalienability, indivisibility and interdependence)
- Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy).

Submission of state reports to the WPHRE can be found at OHCHR’s website: <https://www.ohchr.org/EN/Issues/Education/Training/WPHRE/ThirdPhase/Pages/ThirdPhaseIndex.aspx>

Indicator 6

6. Proportion of public expenditure on human rights education in the last fiscal year, as a proportion of public expenditure on education or gross national income. *Choose one answer (specify if a)*

6.a The proportion in percentage is %

6.b Human rights education is not reflected in the education budget

6.c Don't know

Sources and means of verification

Conceptual clarification

The World programme for Human Rights Education (WPHRE) points towards the need for governments to adopt coherent education policies, legislation and strategies that are human rights-based - and also plan the implementation of these policies by taking appropriate organizational measures (A/59/525/Rev.1, para. 18). It furthermore states that human rights education is to be stated explicitly in objectives of educational policy development and reform, as well as in quality standards of education (Plan of Action, WPHRE, Appendix, para.2).

The 2011 UN Declaration on Human Rights Education and Training, adopted by a GA Resolution, specifies that States should develop 'strategies, policies and, where appropriate, action plans and

CURRICULA – to what extent do national curricula include elements on human rights education?

Indicator 1	<p>1. Human rights standards, norms, principles and values are integrated in national curricula areas or subjects for primary and secondary schools (ISCED level 1 to 2). <i>Choose <u>one</u> answer</i></p> <p>1.a Yes, human rights are explicitly mentioned in curricula (human rights are a fundamental part of learning objectives)</p> <p>1.b To some extent, human rights are integrated in curricula (human rights are a minor/insignificant part of curricula)</p> <p>1.c No, human rights are not integrated in curricula but there are references to relating themes, such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others <p>1.d No, human rights are not integrated in curricula</p> <p>1.e Don't know</p>	<p>Conceptual clarification</p> <p>Teaching about, through and for human rights and building human rights knowledge, skills and attitude thus includes reference to Human rights standards, norms, principles and values such as:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>CRC General Comment No 5, para. 68: "... the Committee places special emphasis on incorporating learning about the Convention and human rights in general into the school curriculum at all stages (...)."</p> <p>The World Programme on Human Rights Education calls for human rights concepts and practices to be integrated into all aspects of curricula (WPHRE, Phase 1, p. 3,4,18)</p> <p>Vienna Declaration. Para 79: "the World Conference on Human Rights calls on all States and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curricula of all learning institutions in formal and non-formal settings."</p>
	<p>Sources and means of verification</p> <div style="border: 1px dashed gray; height: 100px;"></div>	

Indicator 2	<p>2. General textbooks, teaching exemplars and other learning materials that integrate human rights standards, norms principles and values exist. <i>Choose <u>one</u> answer</i></p> <p>2.a Yes, learning materials that integrate human rights exist (human rights are a fundamental part of the learning material)</p> <p>2.b To some extent, learning materials that integrate human rights exist (human rights are a minor/insignificant part of learning material)</p> <p>2.c No, learning materials do not integrate human rights but there are references to relating themes, such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others <p>2.d No, learning materials do not integrate human rights</p> <p>2.e Don't know</p>	<p>Conceptual clarification</p> <p>Teaching about, through and for human rights and building human rights knowledge, skills and attitude thus includes reference to Human rights standards, norms, principles and values such as:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes) - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils) - Human rights principles (universality, inalienability, indivisibility and interdependence) - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy). <p>The World Programme on Human Rights Education calls for materials and textbooks to be consistent with human rights values (WPHRE, Phase 1, p. 3,4,18)</p>
	<p>Sources and means of verification</p> <div style="border: 1px dashed gray; height: 100px;"></div>	

Indicator 3

3. Guidelines or mechanisms for revising, as well as developing, textbooks and teaching materials are in line with the international human rights framework.

Choose one answer

- 3.a Yes, guidelines are in line with human rights framework (human rights are a fundamental part of guidelines)
- 3.b To some extent, guidelines are in line with human rights (human rights are a minor/insignificant part of guidelines)
- 3.c No, guidelines are not in line with human rights framework (human rights are not a part of guidelines)
- 3.d No guidelines or mechanism exist
- 3.e Don't know

Sources and means of verification

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Conceptual clarification

The World Programme for Human Rights Education calls for (...) materials and textbooks to be consistent with human rights values. (WPHRE, Phase 1, p. 3,4,18)

International human rights framework is referring to the standards, norms, principles and values in Universal Declaration of Human Rights (UDHR) and the UN conventions. Non-discrimination is thus a core human rights principle and in order for the guidelines to be in line with the international human rights framework, the textbook material has to non-discriminatory and represent all learners, including minorities.

Indicator 4

4. Human rights curricula for primary and secondary school (ISCED level 1 to 2) is related to the daily lives and concerns of students and their communities

Choose one answer

- 4.a Yes, human rights curricula contain references to children's daily lives and experiences (fundamental parts of curricula link daily life with human rights)
- 4.b To some extent, do human rights curricula contain references to children's daily lives and experiences (minor/insignificant parts of curricula link daily life with human rights)
- 4.c No, human rights curricula do not include references to children's daily lives and experiences
- 4.d Don't know

Sources and means of verification

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Conceptual clarification

Human rights curricula are defined as teaching about, through and for human rights and building human rights knowledge, skills and attitude thus includes reference to Human rights standards, norms, principles and values such as:

- The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes)
- Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils)
- Human rights principles (universality, inalienability, indivisibility and interdependence)
- Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy).

CRC General Comment No. 1, para. 15: "Human rights education should provide information on the content of human rights treaties. But children should also learn about human rights by seeing human rights standards implemented in practice, whether at home, in school, or within the community. Human rights education should be a comprehensive, life-long process and start with the reflection of human rights values in the daily life and experiences of children."

TEACHERS – to what extent do teachers’ education contain elements on human rights education?

Indicator 1

1. Teacher education curricula include knowledge about human rights standards, norms, principles and values.

Choose one answer

- 1.a Yes, curricula include human rights knowledge (human rights are a fundamental part of learning objectives)
- 1.b To some extent, human rights knowledge is included in curricula (human rights are a minor/insignificant part of curricula)
- 1.c No, human rights knowledge is not included in the curricula but there are references to relating themes, such as:
 - Civic education and citizenship
 - Democracy and justice
 - Peace and non-violence
 - Others
- 1.d No, human rights are not integrated in curricula
- 1.e Don't know

Sources and means of verification

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Conceptual clarification

Teacher education programmes are ISCED 6 level programs on teaching at ISCED levels 1 to 3 in state higher education institutions (HEI).

The WPHRE calls for the introduction of human rights principles into the training curriculum of all primary and secondary school teachers, and stresses that teacher education and professional development must foster their knowledge about, commitment to and motivation for human rights (Plan of Action, WPHRE, p.4, para 5).

CRC General Comment No 5, para. 69: " ...learning about the Convention needs to be integrated into the initial and in-service training of all those working with and for children."

CRC General Comment No 5, Art. 53: "The Committee emphasizes States' obligations to develop training and capacity-building for all those involved in the implementation process (...) the purpose of training is to emphasize the status of the child as a holder of human rights, to increase knowledge and understanding of the Convention and to encourage active respect for all its provisions. The Committee expects to see the Convention reflected in professional training curricula, codes of conduct and educational curricula at all levels."

- Knowledge about human rights standards, norms, principles and values includes references to:
- The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes)
 - Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils)
 - Human rights principles (universality, inalienability, indivisibility and interdependence)
 - Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion,

Indicator 2

2. General textbooks, teaching exemplars and other learning materials for teacher training that integrate human rights standards, norms, principles and values exist.

Choose one answer

- 2.a Yes, teaching materials that integrate human rights exist (human rights are a fundamental part of the learning material)
- 2.b To some extent, teaching materials that integrate human rights exist (human rights are a minor/insignificant part of learning material)
- 2.c No, but there are references to relating themes, such as:
 - Civic education and citizenship
 - Democracy and justice
 - Peace and non-violence
 - Others
- 2.d No, there is no teaching materials that integrate human rights
- 2.e Don't know

Sources and means of verification

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Conceptual clarification

Teaching about, through and for human rights and building human rights knowledge, skills and attitude thus includes reference to Human rights standards, norms, principles and values such as:

- The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes)
- Human rights mechanisms (human rights courts, treaty bodies, HR committees and councils)
- Human rights principles (universality, inalienability, indivisibility and interdependence)
- Human rights values (fundamental freedoms, non-discrimination, equality, participation, inclusion, solidarity and democracy).

STUDENT ASSESSMENT – to what extent do student assessments include elements on human rights?

Indicator 1	<p>1. National student assessment guidelines for primary and secondary level (ISCED level 1 to 2) anchored in human rights standards and principles exist.</p> <p>Choose <u>one</u> answer</p> <p>1.a Yes, guidelines anchored in human rights exist (human rights are a fundamental part of guidelines)</p> <p>1.b To some extent, guidelines anchored in human rights exist (human rights are a minor/insignificant part of guidelines)</p> <p>1.c No, there is no guidelines anchored in human rights</p> <p>1.d Don't know</p>	<p>Conceptual clarification</p> <p>Human rights standards and principles include:</p> <ul style="list-style-type: none"> - The universal declaration of human rights and other international human rights standards and norms (rights as outlined in conventions, declarations, resolutions, charters, programmes). - Human rights principles (universality, inalienability, indivisibility and interdependence) <p>Education 2030 Framework For Action points towards the need for viable strategies to measure learning, including learning in human rights. The assumption is that improved availability of systematic reliable and updated data and information obtained through formative and / or continuous (class-room based) assessments and summative assessments, will lead to a stronger shared understanding. This, in turn, will contribute to ensuring that all children, regardless of their circumstances, receive quality education that includes elements on human rights (Education 2030 Framework for Action, para. 33).</p> <p>Under target 4.7, Education 2030 Framework of Action furthermore calls for the development of more robust assessment systems to assess cognitive, socio-emotional and behavioural learning outcomes of Education for Sustainable Development, of which human rights education is considered an integral part (Education 2030 Framework for Action, para. 63).</p>
	<p>Sources and means of verification</p>	
Indicator 2	<p>2. Student assessments of primary and secondary level (ISCED level 1 to 2) include knowledge and understanding of human rights.</p> <p>Choose <u>one</u> answer</p> <p>2.a Yes, student assessments include human rights (human rights are a fundamental part of assessments)</p> <p>2.b To some extent, student assessments include human rights (human rights are a minor/insignificant part of assessments)</p> <p>2.c No, student assessments do not include human rights, but assessments include relating themes, such as:</p> <ul style="list-style-type: none"> - Civic education and citizenship - Democracy and justice - Peace and non-violence - Others <p>2.d No, student assessments do not include human rights</p> <p>2.e Don't know</p>	<p>Conceptual clarification</p> <p>Education 2030 Framework For Action points towards the need for viable strategies to measure learning, including learning in human rights. The assumption is that improved availability of systematic, reliable and updated data and information obtained through formative and / or continuous (class-room based) assessments and summative assessments, will lead to a stronger shared understanding. This, in turn, will contribute to ensuring that all children, regardless of their circumstances, receive quality education that includes elements on human rights (Education 2030 Framework for Action, para. 33).</p>
	<p>Sources and means of verification</p>	
	<p>3. Proportion of learners who have achieved learning outcomes concerning human rights standards, norms principles and values [IEA ICCS] [SEA-PLM].</p> <p>Choose <u>one</u> answer (specify if a)</p>	<p>Conceptual clarification</p>

Indicator 3

3.a The proportion in percentage of learners who have achieved learning outcomes concerning human rights standards, norms principles and values is

	%
	%
	%

3.b No data

3.c Don't know

Sources and means of verification

This is an outcome indicator that requires a survey methodology to get data on. Some countries can find relevant data in global and regional studies, e.g. IEA ICCS and SEA-PLM that measure children's and youth's knowledge, skills and attitudes towards rights, democracy and citizenship.

IEA's International Civic and Citizenship Education Study (ICCS)

ICCS investigates the ways in which young people are prepared to undertake their roles as citizens in a world where contexts of democracy and civic participation continue to change. It reports on students' knowledge and understanding of concepts and issues related to civics and citizenship, as well as their beliefs, attitudes, and behaviours with respect to this domain.

<https://iccs.iea.nl/home.html>

The Southeast Asia Primary Learning Metrics (SEA-PLM)

SEA-PLM is a regional assessment, which seeks to set a common approach to assessing learning outcomes of Grade 5 students in global citizenship among others.

<http://www.seaplm.org/seaplm/>

Nations/areas covered by the assessment: Belgium (Flemish), Bulgaria, Chile, Chinese Taipei, Colombia,

Indicator 4

4. Proportion of learners who reported feeling very anxious even if they were well prepared for a test [OECD Pisa].

Choose one answer (a, b or c - if a then specify for each of the listed subjects)

4.a The proportion in percentage of learners who reported feeling very anxious even if they were well prepared for a test is

	%
	%
	%

- In total
- For girls
- For boys

3.b No data

3.c Don't know

Sources and means of verification

Conceptual clarification

This is an outcome indicator that requires a survey methodology to get data on. Some countries can find data in PISA's study of student's well-being. This study explores a comprehensive set of well-being indicators for adolescents that covers both negative outcomes (e.g. anxiety, low performance) and the positive impulses that promote healthy development (e.g. interest, engagement, motivation to achieve).

https://www.oecd-ilibrary.org/education/pisa-2015-results-volume-iii/schoolwork-related-anxiety_9789264273856-8-en

LEARNING ENVIRONMENT – to what extent do policies and laws provide for schools’ learning environment to reflect human rights principles and values?

Indicator 1	<p>1. Public schools are required to adopt rights charter/ codes of conduct for a school free of violence, sexual abuse, harassment and corporal punishment, including procedures for resolving conflicts and dealing with violence and bullying.</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>1.a Yes, adoption of a rights charter/ codes of conduct is required <input type="checkbox"/></p> <p>1.b No, adoption of a rights charter/ codes of conduct is not required <input type="checkbox"/></p> <p>1.c Don't know <input type="checkbox"/></p> <p>Sources and means of verification</p> <div style="border: 1px dashed gray; height: 150px; width: 100%;"></div>	<p>Conceptual clarification</p> <p>Rights charter/ codes of conduct could include policies under various names, e.g. anti-bullying laws, child protection policies, laws on corporal punishment, safe school frameworks etc. CRC General Comment No 5, Art. 53: "The Committee emphasizes States' obligations to develop training and capacity-building for all those involved in the implementation process (...) the purpose of training is to emphasize the status of the child as a holder of human rights, to increase knowledge and understanding of the Convention and to encourage active respect for all its provisions. The Committee expects to see the Convention reflected in professional training curricula, codes of conduct and educational curricula at all levels."</p> <p>CRC, General Comment No. 1, para. 19: In addition, the school environment itself must thus reflect the freedom and the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin called for in article 29 (1) (b) and (d). A school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1). The term "human rights education" is too often used in a way which greatly oversimplifies its connotations. What is needed, in addition to formal human rights education, is the promotion of values and policies conducive to human rights not only within schools and universities but also within the broader community.</p>
Indicator 2	<p>2. Schools are required to have a mechanism for the students (and their parents) to file complaints.</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>2.a Yes, a complaints mechanism is required <input type="checkbox"/></p> <p>2.b No, a complaints mechanism is not required <input type="checkbox"/></p> <p>2.c Don't know <input type="checkbox"/></p> <p>Sources and means of verification</p> <div style="border: 1px dashed gray; height: 150px; width: 100%;"></div>	<p>Conceptual clarification</p> <p>Complaints mechanisms could be a school ombudsman, counsellor etc.</p>
Indicator 3	<p>3. Schools are required to adopt non-discrimination policies protecting all members of the school community.</p> <p style="text-align: right;"><i>Choose <u>one</u> answer</i></p> <p>3.a Yes, adoption of non-discrimination policies is required <input type="checkbox"/></p> <p>3.b No, but non-discrimination policies by federal law also applies to schools <input type="checkbox"/></p> <p>3.c No, adoption of non-discrimination policies is not required <input type="checkbox"/></p> <p>3.d Don't know <input type="checkbox"/></p> <p>Sources and means of verification</p> <div style="border: 1px dashed gray; height: 150px; width: 100%;"></div>	<p>Conceptual clarification</p> <p>CRC, General Comment No. 1, para. 19: In addition, the school environment itself must thus reflect the freedom and the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin called for in article 29 (1) (b) and (d). A school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1). The term "human rights education" is too often used in a way which greatly oversimplifies its connotations. What is needed, in addition to formal human rights education, is the promotion of values and policies conducive to human rights not only within schools and universities but also within the broader community.</p>

Indicator 4

4. Schools are required to provide all learners opportunities for self-expression, responsibilities and participation in decision-making in accordance with their age and evolving capacity (e.g. student government or council programs).

Choose one answer

- 4.a Yes, student participation in decision making in schools is a requirement
 4.b No, student participation in decision making in schools is not a requirement
 4.c Don't know

Sources and means of verification

Conceptual clarification

CRC General Comment No 5, para. 69: "(...) human rights training should use participatory methods and equip professionals with the skills and attitudes that enable them to interact with children and young people in a manner that respects their rights, dignity and self-respect".

Indicator 5

5. Human rights are integrated into quality assurance standards for schools.

Choose one answer

- 5.a Yes, human rights are integrated into quality assurance (human rights are a fundamental part of quality assurance)
 5.b To some extent, human rights are integrated into quality assurance (human rights are a minor/insignificant part of quality assurance)
 5.c No, human rights are not integrated into quality assurance
 5.d Don't know

Sources and means of verification

Conceptual clarification

WPHRE, Plan of Action, First Phase, Appendix, p. 43: (x) Establish a rights-based **quality assurance system** (including school self-evaluation and development planning, school inspection, etc.) for education in general and create specific quality assurance mechanisms for human rights education

CRC, General Comment No. 1, para. 22: The Committee calls upon States parties to devote more attention to education as a dynamic process and to devising **means by which to measure changes** over time in relation to article 29 (1). Every child has the right to receive an education of good quality which in turn requires a **focus on the quality** of the learning environment, of teaching and learning processes and materials, and of learning outputs. (...)

Indicator 6

6. Proportion of learners who reported that they are hit or pushed around by their peers at least once per month [OECD Pisa]

Choose one answer
(specify if a)

- 6.a The proportion in percentage of learners who reported that they are hit or pushed around by their peers at least once per month is
 6.b No data
 6.c Don't know

	%

Sources and means of verification

Conceptual clarification

This is an outcome indicator that requires a survey methodology to get data on. Some countries can find data in **OECD's PISA studies** on student's well-being. <http://www.oecd.org/education/pisa-2015-results-volume-iii-9789264273856-en.htm>

CRC, General Comment No. 1, para. 19: In addition, the school environment itself must thus reflect the freedom and the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin called for in article 29 (1) (b) and (d). A school which allows bullying or other violent and exclusionary practices to occur is not one which meets the requirements of article 29 (1). The term "human rights education" is too often used in a way which greatly oversimplifies its connotations. What is needed, in addition to formal human rights education, is the promotion of values and policies conducive to human rights not only within schools and universities but also within the broader community.

7. Proportion of school community members who felt that they have a say and influence in school decision-making.

Choose one answer
(specify if a)**Conceptual clarification**

Indicator 7

- 7.a The proportion in percentage of school community members who felt that they have a say and influence in school decision-making is
- 7.b No data
- 7.c Don't know

	%

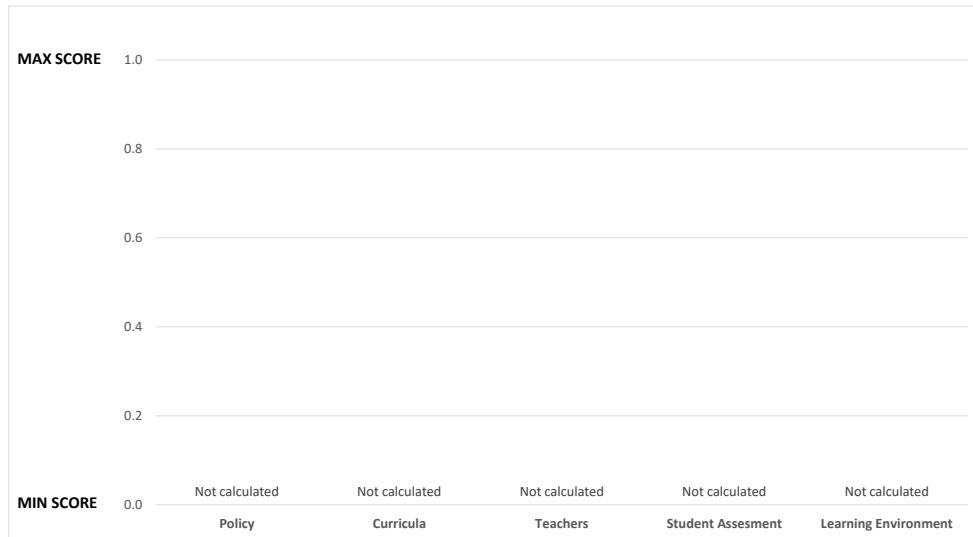
This is an outcome indicator that requires a survey methodology to get data on.

Sources and means of verification

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RESULTS - OVERVIEW

Overview - Area total score



This chart provides an overall overview of your responses.

For each of the five area a total score is calculated. The higher the score the better. The maximum score is 1 and the minimum score is 0.

The total score contains both indicators with yes/no responses, with a range of three or four responses and few with multiple choices. However, indicators where a percentage number is asked for is not included in the total score.

Below it is specified which indicators that are included in the total score:

- Policy: Indicator 1-5 & 8
- Curricula: Indicator 1-4
- Teachers: Indicator 1-4
- Student Assessment: Indicator 1-2
- Learning Environment: Indicator 1-5

Each area consists of indicators with different response ranges. For some indicators, the responses are limited to yes=1 and no=0, in others a range of three or four responses ("to which extent" responses) is possible, which can take the values 0/1/2 or 0/1/2/3 respectively. Indicators with multiple choices have values from 0-1 or 0-2 according to the type of question, where the value is based on the number of selected choices out of the total number of possible choices. For a more detailed description about the multiple choice indicators see the textbox under "Indicator score by area".

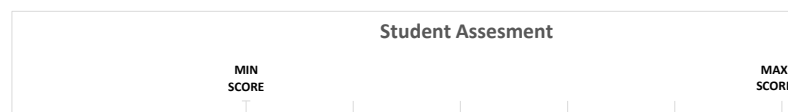
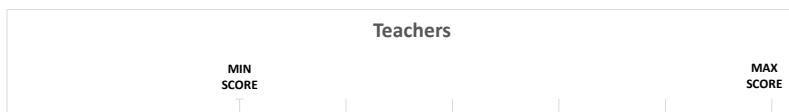
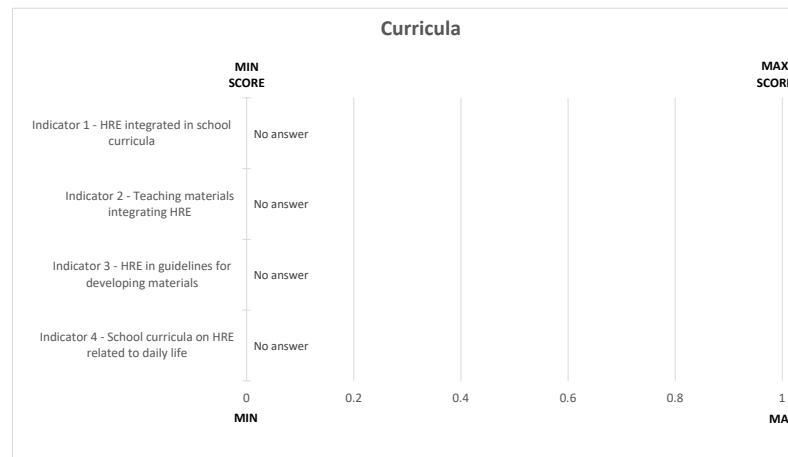
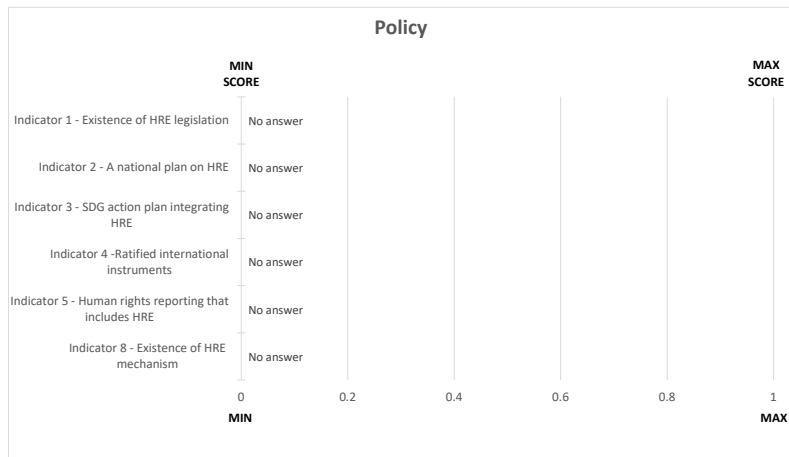
In order to create the total score for each area all the indicators are standardised to fall between 0 and 1 as follows:

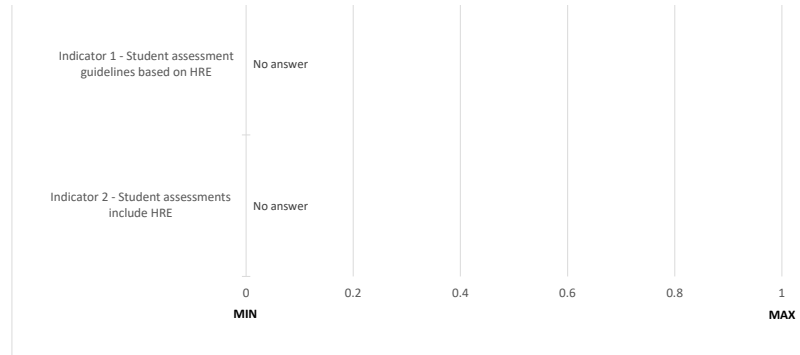
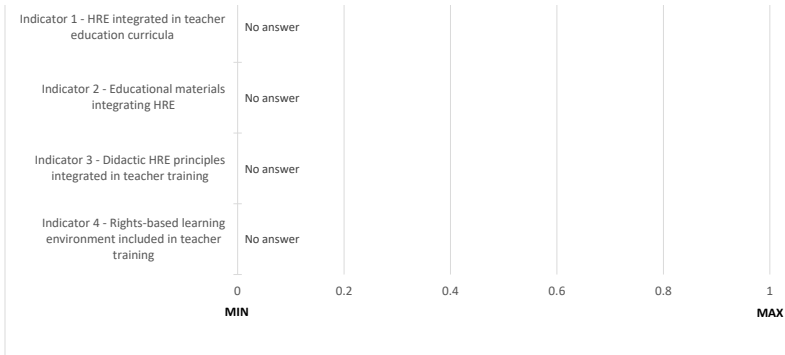
$$z = (\text{actual score} - \text{theoretical min}) / (\text{theoretical max} - \text{theoretical min})$$

The total area score is then calculated as the simple mean of the indicators score/standardised score.

Since responses to indicators can include "don't know" the total scores are based only on the other possible responses. If the majority of the indicators in an area have a "don't know" response or is blank the total score for that area will not be calculated.

Indicator score by area





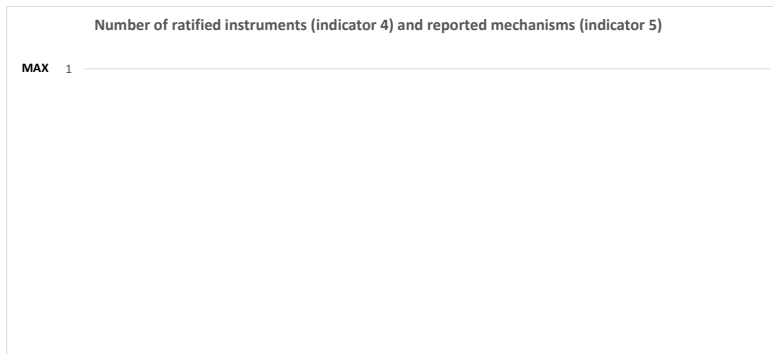
These charts provide a more detailed overview of your responses.

There is a chart for the indicators in each area. Only indicators that are included in the total area score are shown in the charts. All indicators are shown with its standardised score, where the minimum score is 0 and the maximum score is 1 (See the textbox under "Overview - Area total score"). The higher the score the better.

Below we describe indicators with multiple choice and how these are treated:

- Policy, indicator 4 and 5: Can have a value from 0-1. The value is calculated as the number of selected choices divided by the total number of possible choices. This means that if all the possible choices are selected the assigned value is 1, if only half of the possible choices are selected the value is 0,5 and so on. However, for indicator 5 the calculations are only based on the first six choices, and thus the last three choices do not affect the indicator score.
- Teacher, indicator 3: Can have a value from 0-2 (before standardisation). The indicator has a range of three choices - 'no'/'to some extent'/'yes'. Further, the 'yes' response has multiple choices. If the response is 'no' the value is 0, if the response is 'to some extent' the value is 1 and if the response is 'yes' the value is between 1-2 according to the number of selected choices under 'yes'. Here we only look at the first three choices under 'yes', so the last choice ('other') does not affect the indicator score. If all of the first choices are selected the value is 2, if two out of the first three choices are selected the value is 1,67 and if only one of the first three choices are selected the value is 1,33.

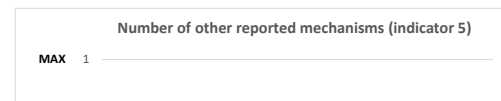
Policy Indicator 4 and 5



The chart to the left compares the selected responses for indicator 4 and 5 under the policy area. The first column shows which of the listed international instruments the State has ratified (indicator 4) and the second column shows in which of the listed mechanisms the State has included HRE in their latest reporting (indicator 5). The chart only shows the six choices that are listed for both of the indicators.

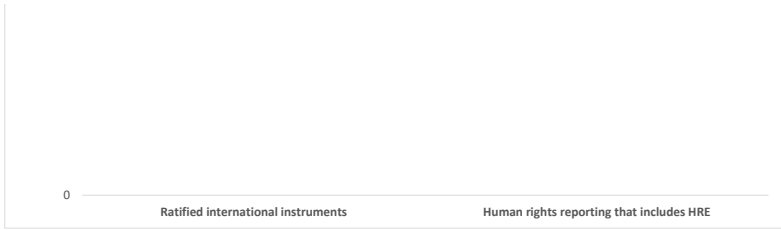
The six possible choices are (and their abbreviated names):

- UNESCO Convention Against Discrimination in Education (1960) = **UNESCO Anti-Discrimination**
- International Convention on the Elimination of All Forms of Racial Discrimination (1965) = **Racial Discrimination**
- International Covenant on Economic, Social and Cultural Rights (1966) = **ESCR**
- Convention on the Elimination of All Forms of Discrimination against Women (1979) = **Discrimination against women**
- Convention on the Rights of the Child (1989) = **Childrens rights**
- Convention on the Rights of Persons with Disabilities (2006) = **Person with Disabilities' rights**



This chart shows the selected responses for the last three choices of indicator 5. This is the choices that are not included in the chart that are comparing indicator 4 and 5.

The three possible choices are (and their



THE THREE POSSIBLE CHOICES ARE (AND THEIR abbreviated names):

- UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974) = **UNESCO Recommendation**
- The UN World Programme for Human Rights Education (2005-ongoing) = **World Programme for HRE**