THE DANISH INSTITUTE FOR HUMAN RIGHTS

Human Rights Education Indicator Framework

MONITORING OF GLOBAL SDG TARGET 4.7 AND THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION.

Lack of monitoring data on human rights education

The 2030 Agenda on Sustainable Development, and in particular 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.

> **Global SDG target 4.7:**
> *"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."*

This indicator framework is conceptualised as a contribution to monitoring the national implementation of the human rights education component of SDG target 4.7 and the UN World Programme for Human Rights Education (WPHRE)[2].

The indicator framework builds on the thematic and normative links between the four elements included in SDG Target 4.7 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 Systems[3] into measurable indicators. In other words, the WPHRE and the OHCHR-UNESCO guide on its implementation has shaped the formulation of the proposed indicators. Thus, **the proposed indicator framework serves a double purpose of operationalizing data collection for monitoring the implementation of SDG target 4.7 and the WPHRE.**

> **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] The implementation of the UN WPHRE is linked to human rights treaty provision on human rights education. Thus the indicator framework contributes to HRE monitoring broadly within international human rights law.

[3] 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

Expanding target 4.7 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 target 4.7. Since this is a key element in the current approach to human rights education we propose to add it to the global monitoring of SDG target 4.7.

Another slight expansion of the four elements included in the current global SDG target 4.7, is our inclusion of **availability of tools / teaching material on human rights education** in order to align our indicators with the elements contained in the WPHRE. We consider this as an aspect of targets 4.7's element on curricula (b).

> **The United Nations Declaration on Human Rights Education and Training** defines Human Rights Education in Article 2, paragraph 2 as:
>
> Human rights education and training encompasses:
>
> (*a*) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
>
> (*b*) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
>
> (*c*) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

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:

- o Indicators must be **applicable across a great spectrum of varying national situations.**
- o Indicators must **have clear links to HRE treaty provisions and the core elements of the WPHRE**, and its operational guidance for implementation of WPHRE Phase 1 (primary and secondary school).
- o **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.
- o Indicators must address education *about human rights,* education *through human rights* and education *for human rights,* reflecting the core principles of human rights education.

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

Indicator 1

1. International instruments concerning the right to education that include human rights education in primary and secondary school systems (ISCED level 1-3) 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 (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)	

Comments and sources used

Indicator 2

2. Status on human rights education for primary and secondary school systems (ISCED level 1-3) is included in the latest national reports to relevant human rights monitoring mechanisms and other processes. (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)	
· None of the latest national reportings include status on human rights education	

Comments and sources used

Indicator 3

3. Existence of national education legislations that refer explicit to human rights standards and mechanisms in the operation of primary and secondary school systems (ISCED level 1-3).	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	3.1 Primary	**3.2 Lower secondary**	**3.3 Upper secondary**
3.a Yes, there are explicit references to human rights standards and mechanisms			
3.b There are no explicit references to human rights standards and mechanisms			
3.c No data available			

Comments and sources used

Indicator 4

4. National education legislations on primary and secondary school systems (ISCED level 1-3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms). (Select which of the following related themes are included:)	Multiple choices		
	4.1 Primary	**4.2 Lower secondary**	**4.3 Upper secondary**
4.a Gender equality			
4.b Global citizenship			
4.c Cultural diversity and/or tolerance			
4.d Peace and/or non-violence			
4.e Non of the listed themes are included in national education legislations			
4.f No data available			

Comments and sources used

Indicator 5

5. Existence of a National Action Plan on human rights education (HRE) in primary and secondary school systems (ISCED level 1-3).	Choose <u>one</u> answer
5.a Yes, a National Action Plan on HRE has been adopted	
5.b No specific National Action Plan on HRE has been adopted, but HRE is included in other National Action Plans (e.g. Human Rights action plan, SDG action plan, childrens action plan etc.)	
5.c No, a National Action Plan on HRE has not been adopted	
5.d No data available	

Comments and sources used

Indicator 6

6. Proportion of public expenditure on human rights education in primary and secondary school systems (ISCED level 1-3) for the last fiscal year, as a proportion of government expenditure of National Education Accounts or Gross National Income. *(Please indicate, if you have national data on this:)*	Choose <u>one</u> answer
6.a Yes, a porportion of public expenditure is allocated for HRE	
6.b No public expenditures are allocated for HRE	

(If yes) Please provide a number in percentages and indicate whether it is of National Education Account or Gross National Income:

Comments and sources used

Indicator 7

7. Existence of targeted public funding for initiatives/activities that include human rights education in primary and secondary school systems (ISCED level 1-3) in the education budget in the last fiscal year. (Select which of the following there is targeted funding:)	Multiple choices		
	7.1 Primary	**7.2 Lower secondary**	**7.3 Upper secondary**
7.a Human rights principles, standards and mechanisms			
7.b Global citizenship			
7.c Cultural diversity and/or tolerance			
7.d Gender equality			
7.e Peace and/or non-violence			
7.f No targeted funding for human rights or related themes			
7.g No data available			

Comments and sources used

Indicator 8

8. Existence of a governmental mechanism or agency mandated and funded to coordinate human rights education in primary and secondary school systems (ISCED level 1-3).	Choose one answer for each sub question; Primary, Lower secondary and Upper secondary		
	8.1 Primary	**8.2 Lower secondary**	**8.3 Upper secondary**
8.a Yes, with a funded work plan			
8.b Yes, but without a funded work plan			
8.c No			
8.d No data available			

Comments and sources used

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

Indicator 1

1. Human rights standards and mechanisms are explicit referred to in mandatory subjects of the national curricula for primary and secondary school systems (ISCED level 1- 3).	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	1.1 Primary	**1.2 Lower secondary**	**1.3 Upper secondary**
1.a Yes, there are explicit references to human rights standards and mechanisms in mandatory school subjects			
1.b Human rights standards and mechanisms are only includeded in elective subjects			
1.c No, there are no explicit references to human rights standards and mechanisms in mandatory school subjects			
1.d No data available			

Comments and sources used

Indicator 2

2. Mandatory subjects of the national curricula for primary and secondary school systems (ISCED level 1- 3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms). (Select which of the following related themes are included:)	Multiple choices		
	2.1 Primary	**2.2 Lower secondary**	**2.3 Upper secondary**
2.a Gender equality			
2.b Global citizenship			
2.c Cultural diversity and/or tolerance			
2.d Peace and/or non-violence			
2.e No, non of the listed themes are included in mandatory subjects.			
2.f No data available			

Comments and sources used

Indicator 3

3. Existence of general textbooks, teaching exemplars and other learning materials for primary and secondary school systems (ISCED level 1-3) that refer to human rights standards and mechanisms.	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	3.1 Primary	**3.2 Lower secondary**	**3.3 Upper secondary**
3.a Yes, learning materials with explicit references to human rights standards and mechanisms exist			
3.b No, there are no explicit references to human rights standards and mechanisms in general textbooks, teaching exemplars and other learning materials			
3.c No data available			

Comments and sources used

Indicator 4

4. Guidelines for revising, as well as developing, textbooks and teaching materials for primary and secondary school systems (ISCED level 1-3) have explicit references to human rights.	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	4.1 Primary	**4.2 Lower secondary**	**4.3 Upper secondary**
4.a Yes			
4.b No			
4.c No data available			

Comments and sources used

Indicator 5

5. Human rights curricula for primary and secondary school systems (ISCED level 1-3) are related to the daily lives and concerns of children and their communities.	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	5.1 Primary	**5.2 Lower secondary**	**5.3 Upper secondary**
5.a Yes, human rights curricula relate to children's daily lives and experiences			
5.b No, human rights curricula do not relate to children's daily lives and experiences			
5.c There are no human rights curricula			
5.d No data available			

Comments and sources used

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

Indicator 1

1. Education about human rights standards and mechanisms are explicit referred to in the mandatory curricula for teacher education (ISCED level 6 on teaching at level 1-3).	Choose one answer for each sub question; Teaching primary, Teaching lower secondary and Teaching upper secondary		
	1.1 Teaching primary	**1.2 Teaching lower secondary**	**1.3 Teaching upper secondary**
1.a Yes, the mandatory curricula include explicit references to human rights standards and mechanisms			
1.b No, human rights standards and mechanisms are not included in the mandatory curricula			
1.c Human rights standards and mechanisms are only includeded in elective subjects			
1.d No data available			

Comments and sources used

Indicator 2

2. Mandatory curricula for teacher education (ISCED level 6 on teaching at level 1-3) include human rights-related themes (in addition to/or instead of explicit references to human rights standards and mechanisms). (Select which of the following related themes are included:)	Multiple choices		
	2.1 Primary	**2.2 Lower secondary**	**2.3 Upper secondary**
2.a Gender equality			
2.b Global citizenship			
2.c Cultural diversity and/or tolerance			
2.d Peace and/or non-violence			
2.e No, non of the listed themes are included in mandatory teacher education curricula			
2.f No data available			

Comments and sources used

Indicator 3

3. Existence of general textbooks, teaching exemplars, and other learning materials for teacher education (ISCED level 6 on teaching at level 1-3) that include explicit references to human rights standards and mechanisms.	Choose <u>one</u> answer for each sub question; Teaching primary, Teaching lower secondary and Teaching upper secondary		
	3.1 Teaching primary	**3.2 Teaching lower secondary**	**3.3 Teaching upper secondary**
3.a Yes, teaching materials that include explicit references to human rights standards and mechanisms exist			
3.b No, there are no explicit references to human rights standards and mechanisms in general textbooks, teaching exemplars and other learning materials			
3.c No data available			
Comments and sources used			

Indicator 4

4. Teacher Education curricula (ISCED level 6 on teaching at level 1-3) include human rights education methodology: rights-respecting, child-centred, participatory, experiential (education <u>through</u> human rights)	Choose <u>one</u> answer for each sub question; Teaching primary, Teaching lower secondary and Teaching upper secondary		
	4.1 Teaching primary	**4.2 Teaching lower secondary**	**4.3 Teaching upper secondary**
4.a Yes, teacher education curricula include human rights methodology			
4.b No, teacher education dcurricula do not include human rights methodology			
4.c No data available			
Comments and sources used			

Indicator 5

5. Existence of a policy that requires completion of human rights education training for accreditation, qualification or promotion of teachers (ISCED level 6 on teaching at level 1-3).	Choose <u>one</u> answer for each sub question; Teaching primary, Teaching lower secondary and Teaching upper secondary		
	5.1 Teaching primary	**5.2 Teaching lower secondary**	**5.3 Teaching upper secondary**
5.a Yes, Yes, policy on completion of HRE qualifications exist			
5.b No, policy on completion of HRE qualifications do not exist			
5.c No data available			

Comments and sources used

Indicator 6

6. Proportion of trained and qualified teachers who have achieved learning outcomes concerning human rights standards and principles. (please indicate, if you have national data on this:)	Choose <u>one</u> answer
6.a Yes, we have national data on human rights learning outcomes for teachers	x
6.b No national data on human rights learning outcomes for teachers	

(If yes) Please provide key finding and data from the study/studies:

List sources:

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

Indicator 1

1. Existence of a national student assessment policy for primary and secondary school systems (ISCED level 1-3) that include human rights knowledge, skills and attitudes.	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	1.1 Primary	**1.2 Lower secondary**	**1.3 Upper secondary**
1.a Yes, human rights are included in student assessment policy			
1.b No, human rights are not included in student assessments policy			
1.c No data available			

Comments and sources used

Indicator 2

2. Existence of national student assessment guidelines for primary and secondary school systems (ISCED level 1-3) which are anchored in and apply human rights principles and standards.	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	2.1 Primary	**2.2 Lower secondary**	**2.3 Upper secondary**
2.a Yes, guidelines anchored in and applying human rights principles and standards exist			
2.b No, there is no guidelines anchored in and applying human rights principles and standards			
2.c No data available			

Comments and sources used

Indicator 3

3. Proportion of school children (primary and/or secondary) who have achieved learning outcomes concerning human rights standards and principles.
(Please indicate, if you have national data on this:)

Choose *one* answer

3.a Yes, we have national data on human rights learning outcomes for school children	
3.b No national data on human rights learning outcomes for school children	

(If yes) Please provide key finding and data from the study/studies:

List sources:

Indicator 4

4. Proportion of school children (primary and/or secondary) who report that they experience inequality and/or discrimination when being assessed in schools.
(Please indicate, if you have national data on this:)

Choose *one* answer

4.a Yes, we have national data on reported inequality and/or discrimination in student assessments	
4.b No national data on reported inequality and/or discrimination in student assessments	

(If yes) Please provide key finding and data from the study/studies:

List sources:

LEARNING ENVIRONMENT – to what extent do policies provide for learning environment to reflect human rights principles?

Indicator 1

1. Existence of a national policy that requires primary and secondary school systems (ISCED level 1-3) to adopt a code of conduct ensuring a rights-based schools environment. (Select which of the following issues schools are required to have codes of conduct for:)	Multiple choices		
	1.1 Primary	**1.2 Lower secondary**	**1.3 Upper secondary**
1.a Human rights			
1.b Children's rights			
1.c Non-discrimination			
1.d Peace and/or non-violence			
1.e Anti-bullying			
1.f Cultural diversity and/or tolerance			
1.g Gender equality			
1.h No, adoption of a rights-based code of conduct is not required			
1.i No data available			

Comments and sources used

Indicator 2

2. Existence of a policy which requires primary and secondary school systems (ISCED level 1-3) to have complaint mechanisms.	Choose one answer for each sub question; Primary, Lower secondary and Upper secondary		
	2.1 Primary	**2.2 Lower secondary**	**2.3 Upper secondary**
2.a Yes, a complaints mechanism is required			
2.b No, a complaints mechanism is not required			
2.c No data available			

Comments and sources used

Indicator 3

3. Existence of policy that requires primary and secondary school systems (ISCED level 1-3) to provide all pupils with opportunities for self-expression, responsibilities and participation in decision-making in accordance with their age and maturity (e.g. student government or council programs).	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	3.1 Primary	**3.2 Lower secondary**	**3.3 Upper secondary**
3.a Yes, student participation in decision making in schools is a requirement			
3.b No, student participation in decision making in schools is not a requirement			
3.c No data available			

Comments and sources used

Indicator 4

4. Human rights are integrated into quality assurance standards for primary and secondary school systems (ISCED level 1-3).	Choose <u>one</u> answer for each sub question; Primary, Lower secondary and Upper secondary		
	4.1 Primary	**4.2 Lower secondary**	**4.3 Upper secondary**
4.a Yes, human rights are integrated into quality assurance			
4.b No, human rights are not integrated into quality assurance			
4.c No data available			

Comments and sources used

Indicator 5

5. Proportion of school children (primary and/or secondary) who reported a problematic school environment *(e.g. bullying, violence, discrimination, lack of involvement and free expression)* (Please indicate, if you have national data on this:)	Choose <u>one</u> answer
5.a Yes, we have national data on reported problematic school environment	
5.b No national data on reported problematic school envionment	

(If yes) Please provide key finding and data from the study/studies:

List sources:

Examples of results overview

Overview - Dimension score
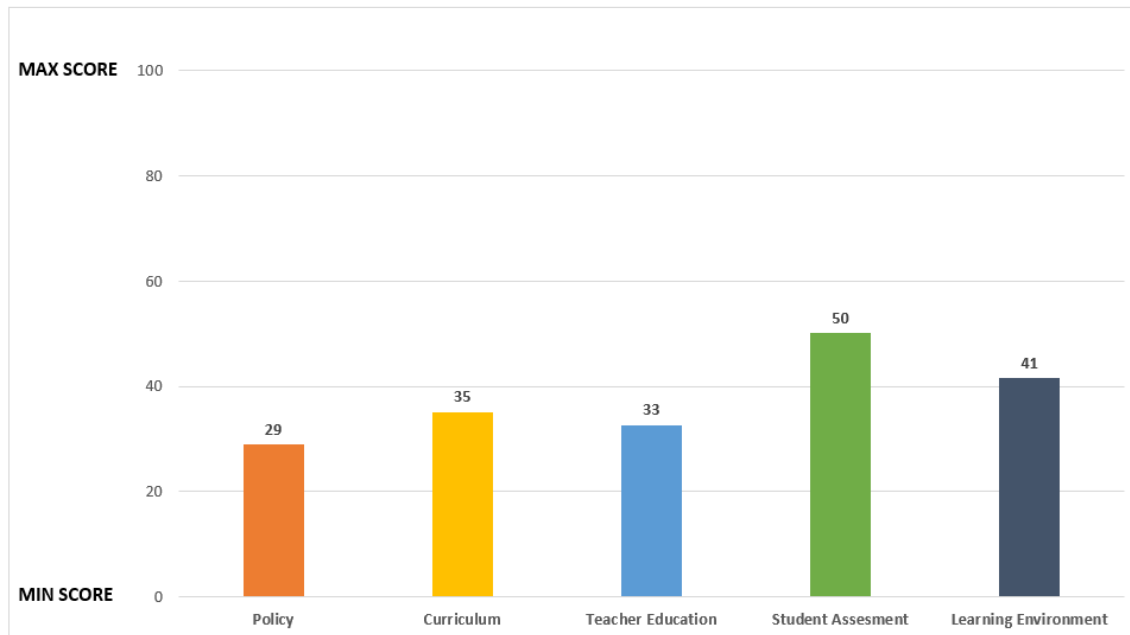
This chart provides an overall overview of your responses.

For each of the five dimensions a total score is calculated. The higher the score the better. The maximum score is 100 and the minimum score is 0.

The total dimension score contains both indicators with yes/no respones, with a range of three responses and few with multiple choices.
Below it is specified which indicators that are included in the total score:
  - Policy: Indicator 1-3 & 5-8
  - Curriculum: Indicator 1 & 3-5
  - Teacher Education: Indicator 1 & 3-5
  - Student Assessment: Indicator 1-2
  - Learning Environment: Indicator 1-4

Each dimension 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 responses is possible, which can take the values 0/1/2. Most of the indicators have a 'No data available' response. This response will also take the value 0. Indicators with multiple choices have values from 0-1, where for all except one indicator the value is based on the number of selected choices out of the total number of possible choices except for no-answers which have a value of 0. For a more detailed description about the multiple-choice indicators see the textbox under "Indicator score by area".
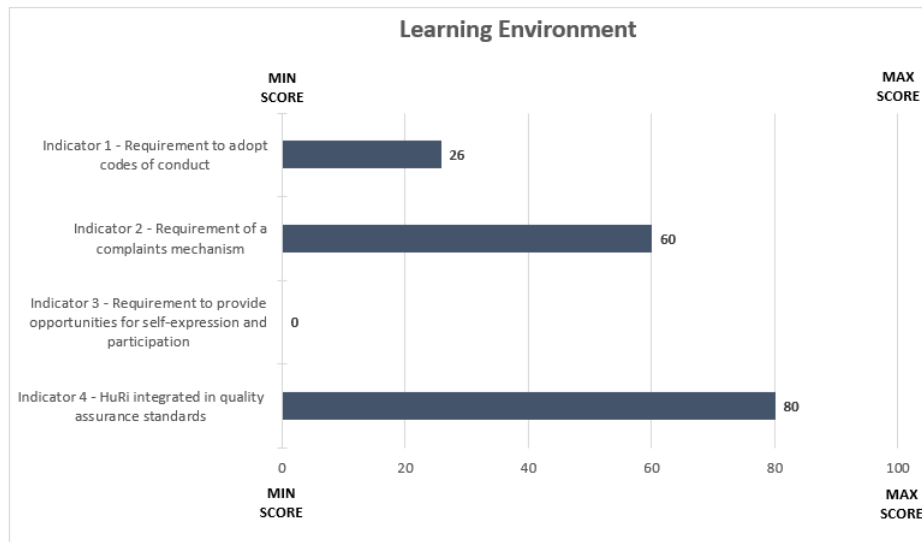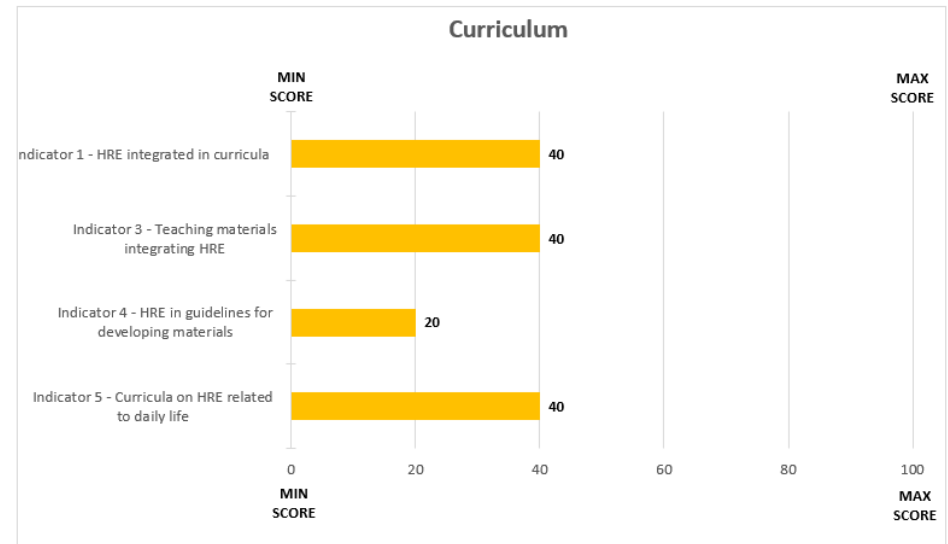
In order to create the total score for each dimension all the indicators are standardised to fall between 0 and 100 as follows:
$$z = ((\text{actual score} - \text{theoretical min})/(\text{theoretical max} - \text{theoretical min}))*100$$

Many of the indicators contain three "subindicators" for the education levels 'Primary' , 'Lower secondary' and 'Upper secondary'. In these cases the total indicaor score is calculated as a weighted average of the three subindicators where 'Primary' weighs 20% and 'Lower secondary' and 'Upper secondary' both both weigh 40%.

The total dimensions score is then calculated as a weighted average of the indicators score/standardised score. For all dimensions except 'Policy' the indicators are equally weighted. In the Policy dimension indicator 3 weighs 35%, indicator 1 weighs 15% and the rest of the indicators weigh 10%.

Indicator score by dimensions

Policy

MIN SCORE — MAX SCORE

Indicator	Score
Indicator 1 - Ratified international instruments	50
Indicator 2 - HuRi reporting that includes HRE	33
Indicator 3 - Existence of HRE legislation	0
Indicator 5 - A national plan on HRE	0
Indicator 6 - Public expenditure on HRE	100
Indicator 7 - Targeted public funding for HRE	40
Indicator 8 - Existence of HRE mechanism	40

MIN SCORE — MAX SCORE

Curriculum

MIN SCORE — MAX SCORE

Indicator	Score
Indicator 1 - HRE integrated in curricula	40
Indicator 3 - Teaching materials integrating HRE	40
Indicator 4 - HRE in guidelines for developing materials	20
Indicator 5 - Curricula on HRE related to daily life	40

MIN SCORE — MAX SCORE

Learning Environment

MIN SCORE — MAX SCORE

| Indicator	Score
Indicator 1 - Requirement to adopt codes of conduct	26
Indicator 2 - Requirement of a complaints mechanism	60
Indicator 3 - Requirement to provide opportunities for self-expression and participation	0
Indicator 4 - HuRi integrated in quality assurance standards	80

MIN SCORE — MAX SCORE

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 dimension 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 100 (See the textbox under "Overview - Dimensions score"). The higher the score the better.

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

- Policy, indicator 1 and 2: Can have a response value from 0-1 (which is multiplied by 100 to get the indicator score)
  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 2 the calculations are only based on the first six choices, and thus the last three choices do not affect the indicator score.

- Policy, indicator 7: Can have a response value from 0-1 (which is multiplied by 100 to get the indicator score)
  Responses in 7.a to 7.e takes the value 1 regardless of the number of selected choices. The two no-responses (7.f and 7.g) takes the value 0.

- Learning Environment, indicator 1: Can have a response value from 0-1 (which is multiplied by 100 to get the indicator score)
  The value is calculated as the number of selected choices from 1.a to 1.g divided by seven (the total number of choices except the no-responses). The two no-responses (7.h and 7.i) takes the value 0.

Policy
Indicator 4 and 5

Number of ratified instruments (indicator 1) and reported mechanisms (indicator 2)
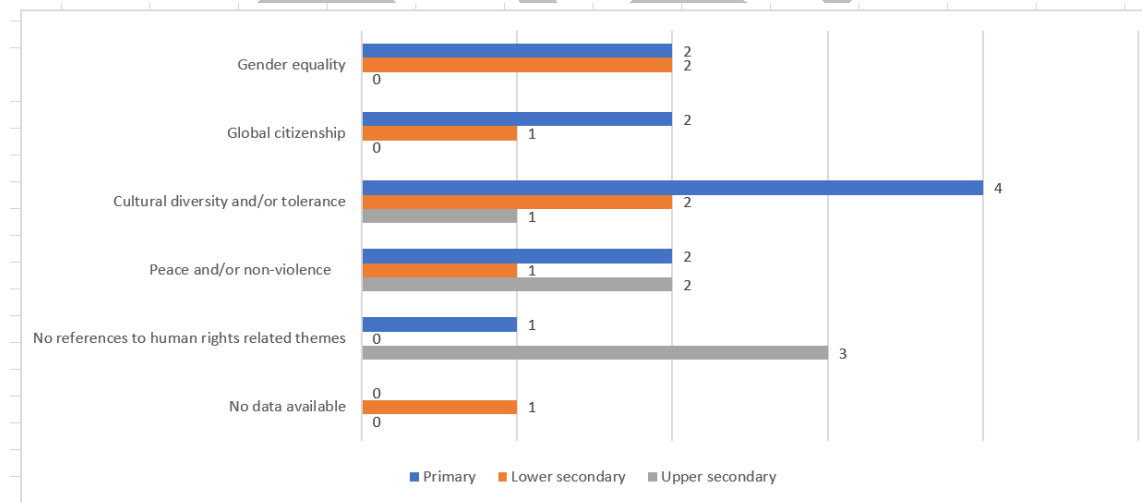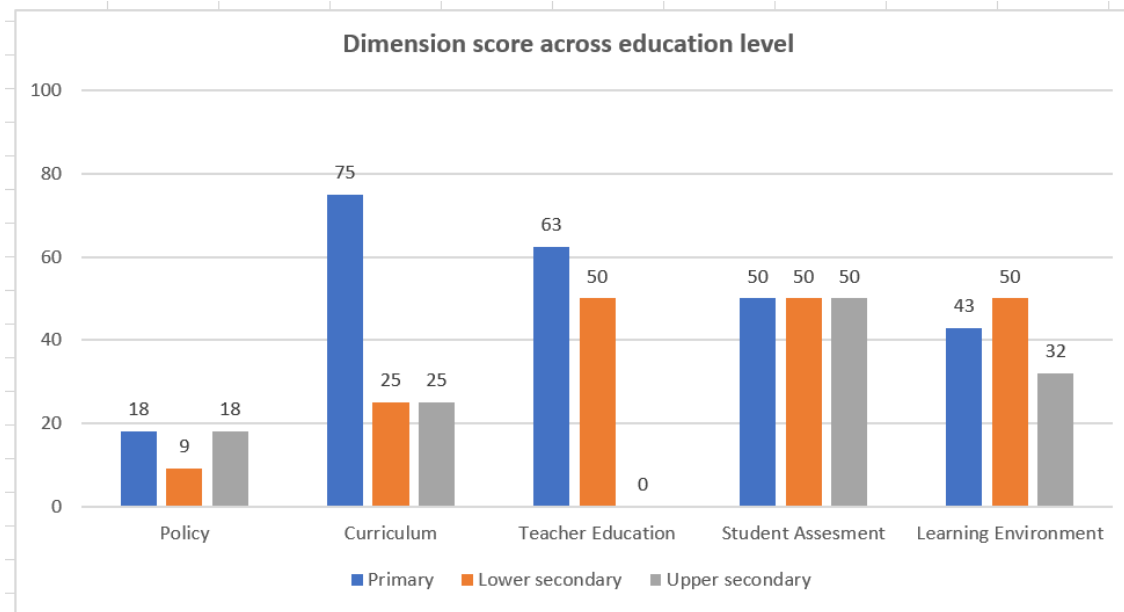
MAX 6
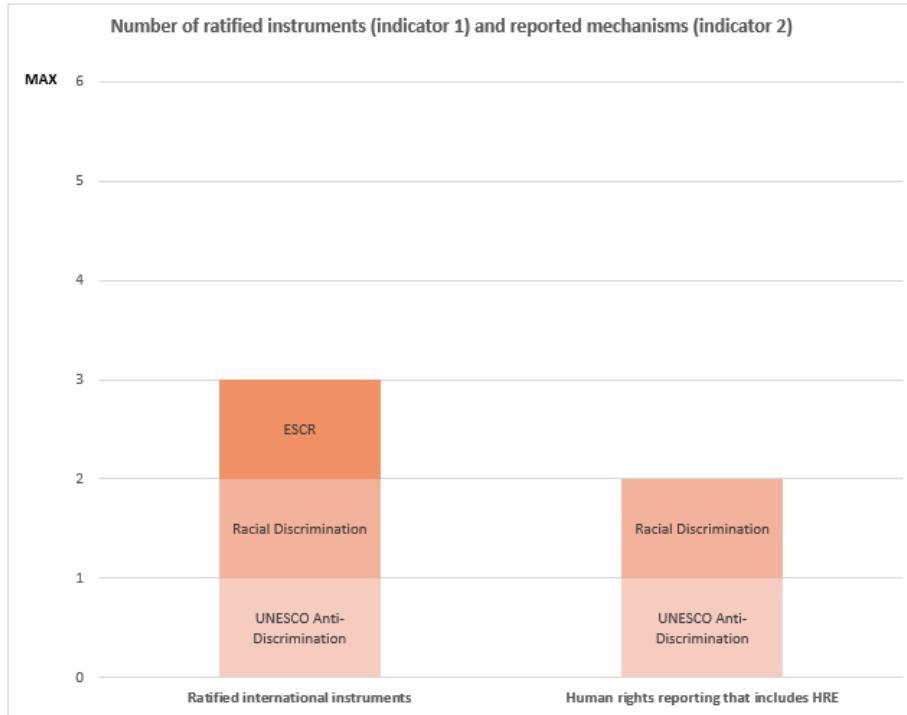
The chart to the left compares the selected responses for indicator 1 and 2 under the policy dimension.
The first column shows which of the listed international instruments the State has ratified (indicator 1) and the second column shows in which of the listed mechanisms the State has included HRE in their latest reporting (indicator 2).
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 Disabilites' rights**

Number of other reported mechanisms (indicator 2)

MAX 3
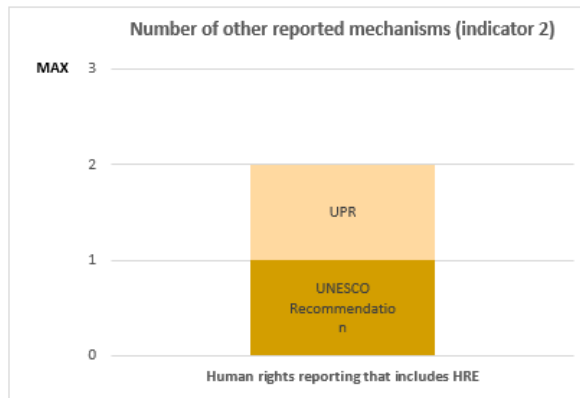
This chart shows the selected responses for the last three choices of indicator 2. This is the choices that are not included in the chart that are comparing indicator 1 and 2.

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**

- Universal Periodic Review (UPR) = **UPR**

19

Dimension score across education level

Dimension	Primary	Lower secondary	Upper secondary
Policy	18	9	18
Curriculum	75	25	25
Teacher Education	63	50	0
Student Assesment	50	50	50
Learning Environment	43	50	32

Theme	Primary	Lower secondary	Upper secondary
Gender equality	2	2	0
Global citizenship	2	1	0
Cultural diversity and/or tolerance	4	2	1
Peace and/or non-violence	2	1	2
No references to human rights related themes	1	0	3
No data available	0	1	0

Note: the calculated policy score across education level only includes three of the seven indicators that are included in the total dimension score since not all indicators in this dimension are divided in education levels. For the rest of the dimensions all indicators that are included in the total dimension score are also included in the calculated dimension score across education levels.