GUIDE ON HUMAN RIGHTS CURRICULUM IN TEACHER EDUCATION

SUPPORTING THE ACHIEVEMENT OF SDG TARGET 4.7

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Guide on human rights Curriculum in teacher education

Supporting the achievement of SDG target 4.7

CONTENTS

ABBREVIATIONS

DIHR   Danish Institute for Human Rights

HRE   Human Rights Education

NHRIs   National Human Rights Institutions

SDGs   Sustainable Development Goals

OECD   The Organisation for Economic Co-operation and Development

OHCHR   Office of the United Nations High Commissioner for Human Rights

IBE   International Bureau of Education

UN WPHRE   The United Nations World Programme for Human Rights Education

EXECUTIVE SUMMARY

TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

Human Rights Education (HRE) is an integral element of inclusive and equitable quality education (SDG 4) and an essential driver for meeting the targets contained within the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

The COVID-19 pandemic served to amplify existing patterns of discrimination and provide a fertile ground for misinformation, hate speech and other elements detrimental to quality, inclusive education. As a result of the pandemic, in 2020 alone, more than 168 million students lost access to almost all in-person learning,[1] substituted by digital learning platforms with uneven reach, excluding the already disadvantaged learners (economic, physical, and social). These developments have hampered States' progress towards achieving their SDG targets with ramifications for years to come.

The ambitious calls for transformation contained within the 2030 Agenda for Sustainable Development towards more socially, economically and environmentally sustainable societies that foster prosperity, peace and inclusion for all, require building knowledge and skills on human rights, gender equality and a culture of peace and non-violence. SDG target 4.7 is key to achieving this transformation. Moreover, HRE should serve as an essential element of global and national COVID-19 recovery strategies, based on its transformative potential and its ability to foster a culture human rights, non-violence, and solidarity, needed now more than ever.

> " *In the current climate in which serious challenges are undermining the basic fabric and social cohesion of our societies, advancing human rights education is a particularly crucial undertaking. By fostering inclusion and participation, promoting solidarity and preventing violence and conflict, human rights education constitutes a powerful strategic investment for building a just, peaceful and equitable future for all. It also makes an important contribution to ensuring a rights-based response to the coronavirus disease (COVID-19) pandemic and should be seen as a critical element of any strategy to build back better in the aftermath of the health crisis".* (OHCHR 2020)[2]

International treaties set out the obligation of States to ensure that human rights education forms part of education and training. HRE builds knowledge and understanding of human rights and the mechanisms that oversee implementation of the legally binding international treaties. It also develops skills, attitudes and behaviours that empower individuals to contribute to a culture of human rights. A global citizenry equipped with the knowledge and understanding of human rights is an essential asset for creating a rights-respecting environment nationally, regionally, and ultimately globally – and nurtures democratic values, peace-building and resilience towards crisis.

The renewed global commitment to HRE through its incorporation in SDG 4 – inclusive, equitable and quality education – has given impetus for reinvigorating action on HRE. In addition, the United Nations World Programme for Human Rights Education (UN WPHRE) provides guidance for the inclusion of HRE in all education and training, through consecutive phases with focus on different issues or sectors. Phase I and II of the UN WPHRE highlight the role of teachers as crucial national and local-level frontline personnel that play a key role in realizing HRE strategies and putting policies and international human rights obligations into practice (transmitting human rights knowledge and modelling human rights values). The recommendations related to the role of educators are followed by recommendations on resource allocation, coordination mechanisms, and professional training and development programmes designed to ensure the uptake and formalization of human rights learning through mandatory human rights curricula in teacher education.

However, current research and evaluation[3] highlight a mismatch between the responsibility placed on educators, and the investment made in building their skills and competencies with regard to human rights.

This guidance note recognizes that gap and proposes a series of practical measures to strengthen human rights education in the curricula for teacher education. In particular, this guide is intended to support National Human Rights Institutions (NHRIs) in promoting HRE in order to support States' fulfilment of their human rights obligations and meet the commitments on sustainable development and SDG target 4.7.

The guide has two parts:

1) **Practical guidance** with a step-by-step suggestion on how to seek impact on curriculum processes in teacher education programmes.

2) **Conceptual guidance** that unpacks the various concepts concerning human rights education and teacher education.

The guide focuses on the formal education system, with an aim of mainstreaming HRE in official teacher education structures.

The guide will strengthen an understanding of the implementation of HRE in teacher education as a precondition for, and essential part of, implementing HRE in primary and secondary schools. As such, it complements DIHR's "Guide on Human Rights Education Curriculum Development in primary and secondary schools" (DIHR, 2021).

In addition, the guide will support NHRIs in using their monitoring data on HRE in teacher education strategically, both when it comes to international reporting to human rights mechanisms, and in relation to national SDG review processes.

NHRIs can influence laws, policies and guidelines on teacher education, e.g., the curriculum, by making the responsible authorities aware of gaps, and of their human rights obligation to ensure that teachers are equipped to teach about, through and for human rights, and can build a rights-based and non-discriminatory school environment.

As watchdogs and advisers to governments, NHRIs can provide data, and make concrete suggestions for States' implementation of HRE in teacher education curricula in accordance with their treaty-bound human rights obligations. Regulative documents such as curricula can become agents of change,[4] and by strengthening the HRE curriculum in teacher education, NHRIs can have the most sustainable impact, as it will affect the education of future citizens.

INTRODUCTION

Schools are key players in mainstreaming human rights norms and standards to the younger generation. However, to do so requires that teachers are equipped to teach about, through and for human rights. A recent global study by UNESCO and Education International showed that 1 in 4 teachers do not feel prepared to teach human rights and gender equality. Moreover, 31% feel only moderately prepared.[5]

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1 IN FOUR TEACHERS
do not feel ready to teach human rights and gender equality.

UNESCO & Education International (2021), p. 4.

This potential lack of human rights teaching can have a great impact on future generations' knowledge of and support for human rights. Formal teacher education needs to be designed to equip teachers with the appropriate knowledge, skills and attitudes needed for teaching human rights and for a teaching based on human rights norms and principles such as respect, dignity and non-discrimination. This means training teachers to not only teach knowledge on human rights, but especially providing future generations with the skills to participate in the development of a universal culture of human rights – and provide them with an **understanding** of their rights and develop **respect** for the rights of others. Thus, it is crucial that human rights are embedded in both teacher education policies and curricula.

> Despite recent global attention on the need to confront the history of racism and discrimination, 15% of teachers cannot explain these issues to their students. One in four do not feel prepared to teach human rights and gender equality".
> (UNESCO & Education International, 2021, p. 4.)

The obligation to provide human rights education (HRE) in both schools and teacher training programmes is emphasised in several international human rights standards.[6] Building knowledge and skills on human rights and gender equality are thus part of States' international human rights commitments that must be progressively realised,[7] and States are held accountable for this implementation through various global and regional conventions, resolutions, declarations, programmes and follow-up mechanisms. Further, the 2030 Agenda for Sustainable Development and SDG target 4 reaffirms the belief that education is one of the most powerful and proven vehicles for sustainable development. And further, HRE is key to building stronger and more just and equal societies through SDG target 4.7's commitment to build knowledge and skills on human rights, gender equality and "a culture of peace and non-violence" (among others). SDG indicator 4.7.1 measures the progress on this by assessing whether

human rights is mainstreamed in teacher education curricula as well as national education policies, school curricula, and student assessments.[8]

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TRAIN TEACHERS IN HUMAN RIGHTS

States, and where applicable relevant governmental authorities, should (...) promote adequate training in human rights for teachers, trainers and other educators and private personnel acting on behalf of the State.

UN Declaration on Human Rights Education and Training (2011), Art. 7 (4).

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The normative HRE Framework is defined by international and regional treaties, declarations, recommendations, resolutions, commitments, etc.,[9] all stressing the importance of human rights education for the realisation of all human rights. These instruments and documents with different legal status outline States' commitments on HRE. Among others, the UN Committee on the Rights of the Child (CRC) obliges States to develop teacher training that "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."[10]

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SDG TARGET 4.7

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, **human rights, gender equality, promotion of a culture of peace and non-violence**, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

UN Transforming our world: the 2030 Agenda for Sustainable Development (2015), Goal 4.7.

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Further, the committee underlines that education should "promote the enjoyment of other rights (...) and should be reinforced, by the values imparted in the educational process. This includes not only the content of the curriculum but also the educational processes, the pedagogical methods and the environment within which education takes place (...) education must be provided in a way that respects the inherent dignity of the child and enables the child to express their views freely in accordance with article 12 (1) and to participate in school life. Education must also be provided in a way that respects the strict limits on discipline reflected in article 28 (2) and promotes non-violence in school."[11]

In the UN World Programme for Human Rights Education, adopted by the UN General Assembly in 2004, it is stressed that teachers "need to be able to both transmit and model human rights values" by an education that "fosters educators' knowledge about, commitment to and motivation for human rights."[12] HRE should be integrated in

education policies on several levels such as in curricula, in pedagogical approaches and in policies concerning the learning and school environments.

WHO IS THIS GUIDE FOR?

This guide is designed to provide practical guidance to staff and managers in NHRIs in order to promote HRE in national teacher education in their countries. In this guide, we take you step-by-step through the different phases of curriculum development and suggest sample curricula on human rights for different subjects in teacher training programmes.

Many NHRIs are already deeply involved in such processes, applying their broad range of mandates to monitor and promote HRE in their national setting. Based on their in-depth knowledge of the human rights situation in their countries, NHRIs hold a unique position to advice and support the education authorities in developing a national strategy for incorporating and mainstreaming HRE in teacher education and in influencing curriculum development and reforms.

However, to effectively do so, NHRIs need to understand the educational structures, the curriculum processes and map key stakeholders. Moreover, it is crucial to analyse the key issues and gaps in the current curriculum. These findings should be followed up with a strategic discussion of how to address these issues most effectively, and further by developing concrete recommendations and suggestions for HRE learning objectives. Finally, it is important to monitor and evaluate the impact of the HRE integration. This guide seeks to provide a frame for such a systematic approach to analysing and promoting HRE in teacher education in different national contexts.

The guide is divided in two parts:

*   The first part presents **practical guidance,** suggesting 6 steps for NHRIs to engage in curriculum development processes. Each step includes a recommended output as well as step-by-step guidance for the work. Moreover, examples from different countries are included.

*   The second part presents **conceptual guidance** where you can find definitions of human rights education and curriculum concepts. This part also provides additional resources for inspiration and learning.

The guide will strengthen an understanding of how the implementation of HRE in teacher education is a precondition for, and essential part of, implementing HRE in primary and secondary schools. See also "Guide on Human Rights Education Curriculum Development in primary and secondary schools" (DIHR, 2021).

INTEGRATING HRE IN TEACHER EDUCATION: A STEP-BY-STEP GUIDE

The aim of first part is to accompany NHRIs with a **STEP-BY-STEP GUIDE** to the curriculum development process for teacher education programmes. In the model (See figure 1) you can see an overview of the six steps, visualised and described. Each step presents a **recommended output** and **suggests how to** work on it in your national context.

FIGURE 1.

Understand the processes and frequencies of curriculum reviews. Including identifying the key bodies or actors responsible for curricula development.

Assess and decide possible approaches to most effectively integrating HRE in the national curriculum. Monitor and evaluate box, last sentence: If possible, monitor students' competences as well as teachers' implementation of HRE.

Regularly monitor the status and progress and use the data for advocacy ane reporting both nationally and internationally. If possible, monitor students' competences as well as teachers' implementation of HRE. Supplement monitoring outcomes like students' competencies, teacher's attained implementation.

| OUTLINE EDUCATION STRUCTURES | MAP REVISION PROCES | ANANYSE HRE STATUS | DECIDE APPROACH | PREPARE HRE LEARNING OBJECTIVES | MONITOR AND EVALUATE |

Understand how national teacher education programmes are structured in your country, including outlining the different documents that consitutes the curriculum.

Examine and analyse how HRE is implemented in the current curriculum. Including identifying gaps and issuues to be addressed.

Prepare concrete HRE learning objectives to promote to educational authorities and stakeholders.

OUTLINE EDUCATION STRUCTURES

RECOMMENDED OUTPUT

A list outlining the key policy documents of teacher education with brief descriptions of the function, the key message, and if it has any relevance for HRE implementation.

HOW-TO SUGGESTIONS FOR STEP 1

A list of guiding questions on types of information to obtain when mapping how the teacher education programmes and the curriculum are structured. Moreover, an overview of the most common documents constituting a teacher education curriculum.

THE FIRST STEP of the process is to ensure a basic understanding of how the teacher education programme and the curriculum are planned, organised, and monitored in your context. To effectively impact the HRE implementation in teacher education in your national context, it is crucial to understand the teacher education structures, and identify which policy documents constitute the official teacher education curriculum.

Most of this information should be available on the website of your Ministry or Department of (Higher) Education. Some information might also be available at UNESCO's Education Policy Reviews and OECD's Education Policy Outlook – Country Profiles. If the information is not available online, contact relevant governmental bodies to help provide you with the relevant documents.

WHAT IS A CURRICULUM?

Curriculum is a systematic and intended packaging of competencies (i.e., knowledge, skills and attitudes that are underpinned by values) that learners should acquire through organised learning experiences.

IBE-UNESCO (2012)

MAPPING THE EDUCATION AND CURRICULUM STRUCTURES

A thorough understanding of teacher education is key when we want to suggest recommendations and influence the HRE integration in the curriculum. The table below provides a long list of questions that can guide the work when you are gathering information and learning how teacher education curriculum is organised in your country.

How teacher education is structured: Guiding questions	
Education structures	Curriculum structures
• How is the governance structure at the national, regional, and local levels? • What are the long-term, mid-term and short-term education planning instruments (including national social and economic development plans, ministry of (higher) education reforms and action plans)? • Who is/are the providing educational institution(s) for primary, lower-secondary and upper- secondary teacher education? • How is teacher education organised? (e.g., pre- and in-service, the concurrent or consecutive model. (See Part 2.2.) • Is the teacher education divided in different programmes related to primary, lower-secondary and upper-secondary teacher education? • What are the required grades and years of education? • What are the national mandatory subjects and exams? • Are there both public and private teacher education institutions? If so, how are national curriculum standards applied for private institutions? • Is teacher education regularly monitored statistically by the ministry of (higher) education or others? If so, are there any relevant data for HRE implementation? • Are there any relevant research and studies of the national teacher education?	• Are teacher education curricula related to primary, lower-secondary and upper-secondary teacher education? • Is the curriculum content-based or competence-based? (SEE part 2.2) • Is the curriculum centralized or decentralized with regional/institutional differences? • How is the curriculum constructed? Is there a binding and an indicative part of the curriculum? • What are the subjects related to each teacher education programme? Which are mandatory e.g., educational studies and pedagogical theory/methodology? Which are optional? • Is pedagogical theory/methodology integrated in the study of subject matters (the concurrent model)? Or are they separate (the consecutive model)? • How is subject-specific curriculum conveyed? Are there learning objectives or optional subjects/courses developed on institutional or cross institutional level? • How do teacher educators teach the subject-specific curriculum – for example, is it through state-endorsed teaching materials or guidelines?

OVERVIEW OF THE MOST COMMON POLICY DOCUMENTS

The policy documents regulating the curriculum in teacher education most commonly consist of the documents listed below. In some countries the Ministry of Education provides all or most of the regulating documents, while in other countries the responsibility is divided between the national and local or institutional level.

Teacher education curriculum: Most common documents					
Document	Purpose	Review Frequency	Mandated Institution	Contents	Obligation
Teacher Education Law	Regulates key aspects of organization and management of teacher education.	Typically reviewed every 10-15 years	Ministry of Education or Ministry/ Commission of Higher Education. Negotiated politically.	Aims and organization of Teacher Education Program and standards, sometimes descriptions of subjects and learning outcomes and content of test and examinations.	Mandatory
Learning objectives framework and examinations	Describes competences or content to be taught in different subjects and exam requirements.	Typically reviewed every 10 years	Ministry of Education or Ministry/ Commission of Higher Education., or a drafting group appointed by the Ministry. In de-centralized systems it might be sub-national education authorities e.g., regional or institutional. Often negotiated politically.	Unfolds the teacher education law in more specific aims and learning objectives as well as assessment requirement.	Mandatory, but may include optional curriculum, e.g., learning objectives for optional subjects.
Syllabus and guidance notes for teacher educators or institutional programme regulation	Unfolds the subject's learning objectives in specific content, topics, and/or assignments.	Ongoing	Prepared by Ministry of Education, or in de-centralised education systems by sub-national education authorities e.g., regional, or institutional.	A more specific unfolding of the learning objectives e.g., in guides and syllabus. It might include interdisciplinary content and national or institutional standards and strategies.	Part of it may be mandatory, part of it guiding.

Teacher education curriculum: Most common documents					
Document	Purpose	Review Frequency	Mandated Institution	Contents	Obligation
State-endorsed teaching materials or guidelines for developing/ selecting teaching material	Ensure a professional and research-based approach to the subject content. These are often linked to the learning objectives.	Ongoing	Approved for use by the Ministry of Education or sub-national educational authorities such as education institutions or at teacher educator level.	May contain textbooks, syllabus in the form of topics, bibliographies or standards for research literature.	Mandatory or guiding principles.

HOW IS TEACHER EDUCATION ORGANISED IN OTHER COUNTRIES?

Internationally, and sometimes also within the single State, there are different ways of organising teacher education. Pre-service education is also called initial teacher education as teachers graduate before they enter service, while in-service education concerns teachers already graduated or teachers with no formal graduation.

In **CHINA,** the ministry of education oversees teacher education, but local governments have the primary responsibility for running the teacher education system.[13]

In **PAKISTAN,** the teacher education institutions are under legislative and executive jurisdiction of the provinces, however, they can adapt the proposed national education policy.[14]

MEXICO have introduced a national strategy for continuous training of teachers (2016), to improve the skills of in-service teachers in basic and upper secondary education. The teachers may choose programmes focused on content and/or pedagogical methodology, according to their needs and the results of their appraisal.[15]

STEP 2

MAP REVISION PROCESSES

RECOMMENDED OUTCOME

An outline of national curriculum review processes for teacher education, including potential openings for influencing curriculum reviews. Moreover, a list of responsible bodies and key stakeholders involved, including identification of stakeholders relevant for HRE.

HOW-TO SUGGESTIONS FOR STEP 2

Three questions can guide you on the types of information to obtain when mapping responsible bodies and outlining the review frequency and process.

THE SECOND STEP of the process is to map out curriculum review processes for teacher education and identify the responsible bodies and key stakeholders involved. If there are no ongoing processes or draft plans available, it can be relevant to map key stakeholders, initiate dialogue and build trust in order to secure involvement when a review process is initiated.

In order to be able to influence the curriculum, you need to be aware of the frequency of curriculum reviews, and how the process is organised in your country. This includes establishing an overview of responsible authorities and stakeholders involved. Moreover, you need to examine the possibilities for the NHRI to be involved. When you have an overview of the processes and key bodies, you can consult relevant actors and engage in dialogue on why integrating HRE in teacher training needs to be prioritized, and how HRE integration can be done. If the NHRI is not invited to participate as a stakeholder, it is important to try to get as many of the involved stakeholders as possible to advocate for HRE integration.

NOTE

Changes in curricula for primary or secondary schools also present good opportunities to discuss and promote changes in the teacher education curriculum, due to the interrelation of teacher education curriculum and curricula for primary and secondary schools.
See figure 5 in part 2.

WHICH NATIONAL BODY HAS OVERALL RESPONSIBILITY FOR CURRICULUM DEVELOPMENT?

Identify the national body mandated to develop teacher education curriculum, which in many countries will be the Ministry or Commission of (Higher) Education. However, in countries with a decentralised education system, the responsibility for curriculum development may wholly or partly be taken care of at regional or institutional level. In these cases, the NHRI might need to prioritise common factors in the curriculum at sub-national level, to be able to maximise impact, and get the most out of your efforts. Be aware that subjects concerning pedagogical theories and methods and educational studies might differ in naming from institution to institution, but still cover the same content.

WHAT ARE THE PROCESSES FOR CURRICULUM REVIEW?

A curriculum review is a comprehensive process, including research, curriculum development, implementation, and monitoring, and therefore it normally occurs only every 10 years or less frequently. However, reviews of national guidelines for subjects and teaching materials will often occur more frequently and can be a first step to set HRE on the agenda.

WHAT IS A CURRICULUM REVIEW CYCLE?

A systematic approach to evaluating, reviewing, and revising curriculum within a specific timeframe which aims to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences. Normally it involves several phases including:
- research and selection
- revision and development
- implementation
- evaluation and monitoring

IBE-UNESCO (2013), p. 21

The phases in curriculum review processes often involves the following participants:

- **Curriculum Review Team**, including subject specialists from or appointed by the Ministry of (Higher) Education. This team might include scholars of education, teacher educators and other stakeholders.

- **Curriculum Writing Team**, often including the same specialist composition as the Review Team.

- **Technical Reference Group**, representing different stakeholder groups such as teachers, teacher educators and representatives from educational organisations.

If the process is open and transparent it will also allow relevant stakeholders such as teacher educators, NGOs, NHRIs, and rights-holder organisations to comment on draft curriculum through comments, workshops, websites, or social media.

WHO ARE THE RELEVANT STAKEHOLDERS FOR HRE CURRICULUM DEVELOPMENT?

In addition to the traditional actors involved in curriculum review processes, human rights education might attract other potential allies, such as lawmakers, the Ministry of Foreign Affairs (including the office following-up on the implementation of human rights treaties and obligations), development and planning structures linked to the 2030 Agenda and Education 2030, and inter-governmental agencies, such as the OHCHR, UNESCO and UNICEF.

POTENTIAL STAKEHOLDERS IN A TEACHER EDUCATION CURRICULUM REVIEW PROCESS

- Ministry or commission of (Higher) Education (national level)
- Educational authorities at the regional and district levels
- Teacher education institutions (heads and educators)
- Academic and Educational experts
- Curriculum developers
- Student teachers' and teachers' organisations
- NGOs
- NHRIs
- Donors
- Other stakeholders

Inspired by OECD/UNESCO (2016), p. 17-18

Additional stakeholders dedicated to specific causes or themes that relate to HRE are often included in the process. In the current context, discussions on HRE would often include conversations on themes such as technology, media, innovation, and 2030 Agenda for sustainable development. It is relevant to identify the human rights dimension of such current issues, to ensure that the teaching about, through and for human rights is related to children's daily life here and now. Further, it gives you an opportunity to approach these new stakeholders with an HRE perspective on the issues they work with and invite them to raise relevant concerns and ideas in the curriculum review process.

Building relationships with actors and institutions for supporting HRE curriculum development, implementation and monitoring is an ongoing, dynamic process.

ANALYSE THE HRE STATUS

RECOMMENDED OUTCOME
A mapping of how and to what extent human rights are integrated in policy and curriculum documents in the current teacher education programmes. Including identified gaps and opportunities to include HRE.

HOW-TO SUGGESTIONS FOR STEP 3
Five key considerations to guide the design of an HRE mapping of teacher education and some guiding points for how to conduct a text analysis that identifies the extent and quality of HRE in a curriculum.

THE THIRD STEP is to analyse if and how human rights are integrated in the current curriculum for teacher education. A so-called baseline mapping of the curriculum that can provide NHRIs with important data on the extent to which HRE is already integrated and where the gaps are. These data provide a strong fact-base from which to engage with authorities and stakeholders and develop targeted recommendation for improvements.

E-LEARNING ON HRE MAPPING

Free online learning material by DIHR introduces how National Human Rights Institutions can do HRE baseline analyses and stakeholder engagement. Moreover, how this work can impact HRE policies. Learn more here.

DESIGNING YOUR HRE MAPPING
Initiate the analysis by deciding the scope of the mapping based on your available time and resources, and an assessment of the level of details needed to address the educational authorities and stakeholders. Five key considerations need to be taken into account when designing your HRE baseline mapping.

Consider the scope of your mapping
Based on the organisation of teacher education in your country, you need to decide how narrow or broad the scope of the mapping will be, e.g., whether the mapping covers only national programmes or include regional programmes, if sub-national differences exists in your country, and is it covering pre-service and/or in-service teacher education. Moreover, whether you are examining the intended, implemented and/or attained curriculum.

Consider the data needed and choice of method

The data needed for your mapping depends on the level of political will and how extensive you believe the analysis must be to gain interest among stakeholders and educational authorities.

The choice of method will at the same time determine what kinds of findings you will be able to make. For instance, a curriculum desk study will only give you insights on the intended curriculum. An analysis of the curriculum documents can be supplemented with analyses of human rights educational material used by teachers, observations of the learning environments in selected schools, interviews/surveys with teachers and students, documentation of learning effect/outcomes, etc.

Consider the time and resources available:

It can be time consuming to make an extensive mapping, so you need to consider the amount of resources you can put into the work. It is also a possibility to use external consultants or establish a partnership with other relevant stakeholders to support the data collection and analytical tasks.

Consider data to support your analysis

It can strengthen your analysis if you include findings from other relevant data sources and studies. This can include statistics, studies, evaluations from public authorities or other stakeholders that could shed light on HRE in teacher education. Also, data from regional and international bodies could be relevant. Such as UNESCO and Education International's study on teacher's motivation and skills on teaching human rights. Moreover, data concerning primary and secondary schools may be relevant when arguing for the need to implement HRE in teacher education, such as studies on gender equality, inclusion of children with disabilities, the school's ability to promote equal opportunities for vulnerable populations (e.g., indigenous or minority groups), etc.

PROVIDING INFORMATION RATHER THAN TEACHING SKILLS

" Teachers reported feeling more positive and confident about promoting actions and behaviours related to the protection of human rights and challenging gender stereotypes – but nevertheless, fewer teachers feel confident in teaching behaviours compared to just providing information about them. Even so, most teachers believe that all these behaviours and competences are important to teach."

UNESCO & Education International, 2021, p. 30

Consider stakeholder engagement and consultations

In addition to a document analysis of the key curriculum documents, the NHRIs can strengthen their data by consulting key national stakeholders, such as the Ministry of (Higher) Education, teacher education institutions, or any other actor that might already be familiar with the situation in the country and can provide inputs on the HRE implementation in the curriculum as well as in practice.

GUIDING POINTS FOR HRE ANALYSIS OF CURRICULUM

A text analysis of the curriculum for teacher education, is a solid basis for establishing in depth knowledge on the current HRE integration in teacher education. The table below provides some guiding points on what to look for and note when conducting a text analysis of the curriculum. The analysis can include both explicit human rights references as well as implicit HRE objectives such as rights-respecting methods or protective measures. It could also be relevant to note whether other concepts potentially related to human rights (but not necessarily) are prioritised in the curriculum, such as global and democratic citizenship or education for sustainable development.

The legal framework and related policies defining the teacher education curriculum in your country determines which documents to analyse in your national context.

How to conduct an HRE analysis of curriculum: Guiding points	
Assessment of HRE presence	**Assessment of HRE quality**

• Do a word search and note all explicit mentions of:
  · human rights and human rights standards, e.g., Convention on the Rights of the Child, etc.
  · international or regional human rights monitoring mechanisms e.g., Committee on the Rights of the Child, Universal Periodic Review, human rights courts.
  · specific rights and freedoms enshrined in international and regional treaties e.g., freedom of religion, freedom of expression, right to education and human rights principles of non-discrimination and equality.
 	
• Note how often and where human rights principles are mentioned.
 	
• Remember that you will need to consider not only the frequency of occurrence but also how substantive these references are.
 	
• Note whether the explicit references to human rights are in mandatory or optional courses or included in mandatory versus guiding learning resources.
	• Find out whether the learning objectives for pedagogical studies focus on human rights education methodology:
	  · rights-respecting, child-centred and participatory teaching that promote inclusion of minorities.
	
	• Note any patterns or gaps in the references. E.g., the rights of persons with disabilities might be present in the curriculum but the rights of other vulnerable persons, especially those belonging to politically sensitive groups, might be absent.
	
	• Find out whether there are learning objectives related to the teacher as a professional authority, with responsibility to identify and use the mechanisms for protection when a child's rights are violated.
	
	• Note whether the explicit references to human rights in the curriculum include learning objectives on both knowledge, skills and attitudes/values.
	
	• Note whether references to human rights are primarily international or national in nature, e.g., are human rights seen as a global UN agenda, or is the teaching contextualized to issues that are relevant for children and youth in the given national context?

An example of a teacher education curriculum with both explicit and implicit references to human rights comes from **Nigeria.** Citizenship Education is a compulsory subject in teacher education in Nigeria, and the course involves human rights-related components such as "Rights and Obligations", including "fundamental rights". The course *Theory and practice of a child-friendly school* focuses on quality education that is concerned with "the total needs of the child as the central focus and beneficiary of all education decisions" and emphasises education "from a child rights perspective." (See the box below)

COURSE ON THEORY AND PRACTICE OF A CHILD-FRIENDLY SCHOOL FROM NIGERIA

The course includes principles based on the Convention on the Rights of the Child (CRC) such as:

Principle 1: child rights and inclusive education.
Principle 2: effective teaching and learning environments.
Principle 3: safe supportive and protective learning environments.
Principle 4: healthy and health-seeking learning environments.
Principle 5: gender-sensitive learning environments.
Principle 6: democratic participation and partnership building "child-centredness democratic participation, inclusiveness.

Federal Republic of Nigeria. National Commission for College Education (2012), p. 19.

DECIDE APPROACH TO ADDRESS GAPS

RECOMMENDED OUTCOME
A concept note or an implementation plan that can be presented to the educational authorities and key stakeholders.

HOW-TO SUGGESTIONS FOR STEP 4
Three commonly used strategies for promoting HRE in formal curriculum are presented to support reflections on relevant approaches in your country. Advantages and disadvantages of each strategy are highlighted.

THE FOURTH STEP is to consider different strategies for addressing the HRE gaps identified in your curriculum mapping. The aim is to strengthen HRE in teacher education curriculum, and you must decide how to best advocate for improved integration of HRE. You may present different strategies, or choose only one, to promote among educational authorities and stakeholders. This may require some reflections and analysis of the political and educational landscape in your national context.

Three commonly used curriculum strategies to promote HRE in formal curriculum are:
- Mainstream HRE across subjects.
- Integrate HRE objectives within carrier subjects.
- Develop a standalone course on human rights.

The choice of strategy must consider the organisation of teacher education in your country, whether it is a pre-service teacher education and/or an education for teachers in service. In addition, the model of the teacher education programme has a bearing on the choice of approach.

TEACHER EDUCATION MODELS

The concurrent model: Subject matter, pedagogical methods and didactics are integrated in the same educational programme. Students get one combined degree by studying both the subject and pedagogical theory and methods. The concurrent model is often provided by teacher education (university) colleges.

The consecutive model: Subject matter are separated from pedagogical methods and didactics. Students often obtain a qualification in one or more subjects (e.g., Biology or History) and afterwards gain an additional qualification in teaching e.g., post-baccalaureate or master's degree. The consecutive model is often provided by universities.

Craig, C. J. (2016)

If the teacher education programme is a concurrent model, HRE can more easily be mainstreamed across subjects, integrated within selected subjects or developed as a standalone course.

In a consecutive model, the most obvious strategy will be to integrate HRE in carrier subjects such as educational and pedagogical subjects and if possible in selected subjects such as citizenship education, social studies, history and religion.

MAINSTREAM HRE ACROSS SUBJECTS

Mainstreaming means that HRE principles and objectives are mentioned explicitly in the curriculum for teacher education and are expected to be implemented by the education professionals (teachers and lecturers) and educational institutions (schools, colleges, and universities). Integration of HRE learning objective across many subjects can be a way to mainstream HRE in teacher education. By mainstreaming HRE, it becomes less vulnerable to changing curriculum reviews.

Mainstreaming HRE principles and values into pedagogical subjects can advance prospective teachers' ability to teach and support a schooling "through" human rights, which, in line with the UN Declaration on HRE, "includes learning and teaching in a way that respects the rights of both educators and learners."[16] Moreover, HRE encourages participatory, learner-centred methods, why these should be encouraged across all subjects, along with human rights values with clear linkages to the international human rights system.

The advantages are:
- HRE will not be as vulnerable towards changes in the curriculum if it is integrated across many subjects and in the pedagogical methodologies.
- The "through" dimension of HRE will be strong in this approach, which can support a continuous and strong focus on ensuring non-discrimination, equality, inclusion, and participation by prospective teachers.

The disadvantages are:
- There is no "carrier" subject of HRE, and it risks being treated superficially or neglected in all subjects and themes.
- There is a risk that teaching "through" HRE is not linked to teaching "for" and "about" human rights as called for with the UN Declaration on HRE,17 with the consequence that the students do not learn that the pedagogical methodology is based on and safeguarded by human rights principles and standards.
- It is difficult to implement in a consecutive teacher education programme.

INTEGRATION OF HRE OBJECTIVES WITHIN CARRIER SUBJECTS

Integrating HRE learning objectives in one or two carrier subjects can help ensuring that all teachers are trained to teach and promote HRE in schools. A "carrier" subject means "a subject that by its scope and nature is more likely to help learners develop certain knowledge, skills and attitudes that are not the domain of a single subject (...)."[18]

However, if you want to ensure that all prospective teachers are trained in HRE you need to have it integrated into mandatory subjects such as educational and pedagogical studies (See step 5 for examples). These subjects often concern key

teacher competences both related to the teacher as a pedagogical professional and as an authority figure (See figure 3 in part 2). In addition, HRE could easily be linked to the following subjects, Citizenship Education, Social Science, History, Life Skills, Philosophy, Religion, Literature, Art, Languages, and Technology. (See examples in Guide on Human Rights Education Curriculum for Primary and Secondary Schools).

As an NHRI you need to put yourself in a position where you can present HRE content areas and learning objectives to curriculum developers and other educational stakeholders. These should be relevant for the carrier subject(s) and include explicit HRE in a way that adds to the identity of the subject. Thus, it is important that you get familiarized with the current subject to be able to demonstrate how HRE is linked to subject content and competences and provide proposals for new learning objectives. It can strategically also be an advantage to look into the examination requirements, as they are often closely related to the learning objectives.

The advantages are:
- By integrating HRE into an existing subject, the NHRI can demonstrate how HRE can qualify the current content and competences both at knowledge, skills, and attitude level.
- It is likely to have success, as this will not challenge the existence of other subjects that it could possibly replace.
- Learning outcomes in curriculum for school subjects mentioning human rights such as citizenship education, social studies, history, religion can justify the need for also including HRE learning objectives in teacher education.
- Integration into one or two existing subject(s) will be a realistic goal for most NHRIs.

The disadvantages are:
- If the carrier subject is not mandatory for all students, many prospective teachers will not build HRE expertise.
- In pedagogical subjects HRE may end up being reflected only in pedagogical methodology and not linked to knowledge about human rights standards and norms.
- Treatment of HRE in the curriculum will not be holistic but will turn out to be a fragmented treatment of key issues not integrated in the subject(s) across all levels.

DEVELOP A STANDALONE COURSE ON HUMAN RIGHTS
Offering HRE as a separate subject or course allows for an in-depth introduction to human rights standards and mechanisms and to HRE. A subject or course could be mandatory or optional, and it could be offered under an implicit HRE heading, such as "Citizenship Education", or an explicit one such as "Children's Rights". In decentralised or partly decentralised education systems, the NHRI may have an opportunity to develop a subject or course in cooperation with regional authorities or teacher institutions. Often these subjects or courses will be optional.

The advantages are:
- The subject or course is based on its own logic and can include learning objectives linked to both teachers' competences as pedagogical professionals in teaching about, through and for human rights, and as authority figures safeguarding children's rights.
- Learning objectives are likely to be holistic and coherent with a clear and detailed taxonomy, and a budget allocation is made for teaching the HRE course.

The disadvantages are:
- The existence of HRE in the curriculum will be vulnerable to prospective curriculum reviews if the political will or the framework for the teacher education programme is changing, and the subject or course removed, constituting a major setback.
- If the subject or course is not mandatory but optional, not all students will receive HRE.

In all three strategies, the country's international obligation for implementing HRE is a basis for the cooperation between NHRIs and the educational authorities and stakeholders. In addition, NHRIs can emphasise how human rights can be a pedagogical compass for several aspects of the teacher role (See figure 3 in part 2). HRE qualifies the teaching methodology as well as the education of students to exercise their rights and respect others, and not forgetting to equip the teacher as a professional authority able to act when a child's rights are violated. These are important arguments for NHRIs to recommend a clear curriculum with educational aims, content areas and learning objectives, referring to human rights standards and principles.

BE AWARE OF OVERCROWDED CURRICULA

" Recent societal, technological, and economic changes have placed pressure on school systems to adapt their curriculum by including various competencies. (…) This creates tensions and competing demands for students to stretch themselves too thinly and not have time for deeper learning. (…) "Connecting topics/themes or developing competencies across learning areas is one of the main curriculum trends across schools and countries."
OECD, 2020/2021, "Key messages" (web)

The teacher education curriculum in **GHANA** provides an example of how the rights of the child is a guiding principle for the entire instructional process and defines the aims for teacher education.[19]

BOX 9 EXCERPTS FROM THE TEACHER EDUCATION CURRICULUM IN GHANA

The intention is to develop a teacher who:

- has a good understanding of the learners, their development, their needs and their socio-cultural and political backgrounds, as well as a respect for their rights as human beings;
- demonstrates an ability to integrate their curriculum, subject and pedagogical knowledge, and plans for and uses differentiated interactive instructional strategies and resources to improve the learning outcomes of all learners irrespective of gender, disabilities, or geographical location;
- is an active co-learner with their students, a life-long learner, an effective communicator, and is democratic in designing and arranging the learning experiences for learners.

Teachers need to be aware and understand the issues of the rights of the child and how it shapes the entire instructional process, ensuring that equity and inclusivity are linked directly to respecting the rights of the child.

Ministry of Education, Republic of Ghana: *The national teacher education framework*, p. 16 and p. 41.

STEP 5

PREPARE HRE LEARNING OBJECTIVES

⭐ RECOMMENDED OUTCOME

HRE learning objectives for the teacher education curriculum in your national context are developed and communicated to key stakeholders involved in curriculum review.

🚩 HOW-TO SUGGESTIONS FOR STEP 5

Check list to guide the development of HRE learning objectives, and examples of HRE learning objectives in two carrier subjects that can serve as inspiration. An example of HRE learning objectives for a standalone course on human rights.

THE FIFTH STEP is to develop HRE learning objectives that your NHRI can present and promote to educational authorities and stakeholders in curriculum development processes at national, regional or institutional level. These HRE learning objectives must be based on your analyses and reflections from the previous steps.

NHRIs should work towards holding states accountable for the incorporation of explicit HRE into the curriculum and ensuring that prospective teachers are qualified to teach about, through and for human rights and build a non-discriminatory learning and school environment. If the curriculum already contains topics aligned with human rights principle and values, the NHRI can suggest including some explicit references to human rights obligations, provide a more professional and fact-based approach to the issue and ensure that links to human rights standards and norms are clear.

We have developed a checklist (see the box below) with key principles for informing the development of HRE learning objectives in teacher education curriculum.

Checklist for Developing Competence-Based Learning Objectives

- **Bring a human rights lens to the teacher education**
  NHRIs are already familiar with human rights challenges and opportunities in the national context. Bring this understanding to the curriculum development process to ensure that HRE addresses genuine human rights problems affecting the everyday lives of people.

- **Equal treatment and non-discrimination**
  Ensure that the treatment of vulnerable groups in the curriculum is based on equality and non-discrimination and that prospective teachers are educated to prevent and address discrimination and violation of the child's rights.

- **Use the dual pedagogical perspective**
  The students must both gain an understanding of HRE and learn how to teach HRE in schools. This implies competencies in human rights norms and standards as well as a human rights based pedagogical approach.

- **Go for explicit HRE**
  Explicit HRE is the only guarantee that HRE will take place in the implementation of the curriculum. It is the only way you, as an NHRI, can hold the state accountable for providing HRE.

- **HRE into the binding part of the curriculum**
  Go for furthering the status of HRE in the binding part of the curriculum, to secure a sustainable presence in the curriculum.

- **Understand the educational contexts in which you will be developing HRE curriculum**
  This includes the formal curriculum in all its forms, curriculum development processes and actors, and the opportunities and challenges for integrating HRE in the formal curriculum. This is an ongoing learning process.

- **Foster an inclusive process of curriculum development**
  In keeping with a human rights-based approach, encourage the Ministry of (Higher) Education and educational authorities to engage duty bearers, rights holders, and other stakeholders in the HRE curriculum development process. These processes should be participatory and transparent and involve capacity development in HRE, as necessary.

- **Develop a comprehensive HRE framework**
  Prepare your advocacy work by drafting a comprehensive HRE framework with overall educational aims, content- or competence areas, and concrete learning objectives with pairs of knowledge and skills. The HRE framework can serve as the reference point for your curriculum development strategy and link with other policies addressing teacher education.

EXAMPLES OF HRE LEARNING OBJECTIVES IN CARRIER SUBJECTS

The sample HRE learning objectives are meant to serve as inspiration when proposing recommendations for curriculum development on explicit HRE in your national

context. The content areas and learning objectives are formulated for two different carrier subjects: Educational studies and Pedagogical studies & Didactics. You can find inspiration and samples for specific subject matters in primary and secondary schools for Citizenship/Social Science, Religion, History and Environmental studies in the equivalent "Guide on Human Rights Education Curriculum for Primary and Secondary Schools".

EDUCATIONAL STUDIES
Content areas: The historical background of human rights and the international and national system of human rights protection
Teacher competences/Learning objectives
The student has knowledge of: • the historical background of human rights and the development of international human rights standards; • human rights standards such as the UN Declaration for Human Rights and the Convention on the Rights of the Child; • the implementation of human rights in the national legislation. **The student can:** • explain key mechanisms for the protection of international human rights standards related to a national context; • identify and exemplify the background for key human rights issues in a national context; • analyse and discuss relations between human rights and the Sustainable Development Goals.
Content areas: The relation between the national aims of education and fundamental human rights norms and principles
Teacher competences/Learning objectives
The student has knowledge of: • human rights norms and principles such as non-discrimination, equal treatment, and human dignity; • the protected grounds of discrimination such as gender, age, ethnicity, language, religion, disability, sexual orientation, political opinion or other. **The student can:** • analyse the national aims of education for primary and secondary schools in relation to human rights norms and principles; • take action when human rights issues such as discrimination manifest in a school context, at classroom, school, or curriculum level; • promote a human rights-based organisation of teaching and school culture justified by human rights standards and principles; • discuss the rights and duties of students and teachers; • question own values and pre-conceptions to avoid stereotyping in education in relation to gender, age, ethnicity, religion, disabilities, sexual orientation or other.

EDUCATIONAL STUDIES

Content areas: Children's rights and the teacher as a professional authority

Teacher competences/Learning objectives

The student has knowledge of:
- the Convention of the Rights of the Child and fundamental principles such as non-discrimination (Article 2), the best interests of the child (Article 3), the child's right to express own views (Article 12) and the right to education (Articles 28 and 29);
- the status of implementation of the Convention on the Rights of the Child in national legislation;
- the national and international mechanism for protection of rights of the child.

The student can:
- promote active respect for the status of the child as a holder of human rights in the school and classroom;
- apply the Convention of the Rights of the Child to children's life experiences;
- implement fundamental child's rights principles in the pedagogical practice and in the interaction with children;
- use the mechanisms for protection when a child's right is violated;
- involve social authorities when a child is abused and in need of protection.

PEDAGOGICAL STUDIES AND DIDACTICS

Content areas: Teaching "about" human rights

Teacher competences/Learning objectives

The student has knowledge of:
- key UN conventions introducing fundamental rights and the right to education;
- human rights principles, such as universality and Inalienability, Indivisibility, Interdependence and Interrelatedness;
- human rights norms and principles such as human dignity, non-discrimination, and equality;
- human rights issues in a national context.

The student can:
- develop human rights teaching that promotes the understanding of human rights, their universality, indivisibility, and interdependence, as well as their protection mechanisms;
- relate human rights principles such as human dignity, non-discrimination, and equality to children's everyday life;
- teach human rights issues at local, national, and global levels;
- prepare learning activities in the core content of the Convention on the Rights of the Child and other human rights conventions.

PEDAGOGICAL STUDIES AND DIDACTICS

Content areas: Teaching "through" human rights

Teacher competences/Learning objectives

The student has knowledge of:
- rights-respecting, child-centred, participatory, and inclusive pedagogy;
- HRE and the principles of teaching about, through and for human rights
- own values and the risk of prejudices and stereotypes.

The student can:
- implement a rights-respecting methodology, respect the dignity and rights of each pupil, and promote equal opportunities for all;
- implement a child-centred methodology, create openminded and inclusive learning environments, and promote equality by using methods appropriate to each pupil's strengths, abilities and learning style, with special attention to students with disabilities and special needs;
- implement a participatory methodology that empowers pupils to put human rights into practice;
- implement an inclusive methodology, recognise the right to education of disabled persons, respect human diversity, and ensure that education is directed towards the full development of human potential and a sense of dignity**.**

Content areas: Teaching "for" human rights

Teacher competences/Learning objectives

The student has knowledge of:
- how human rights are applicable to children's everyday experiences and lives
- the Convention on the Rights of the Child and fundamental principles such as non-discrimination (Article 2), the best interests of the child (Article 3), and the child's right to his or her own opinion (Article 12);
- the grounds of discrimination and issues related to minorities' rights in a national context.

The student can:
- instruct pupils to exercise their rights and respect the rights of others in the classroom, school and community;
- promote pupils' awareness of and ability to identify stereotypes and discrimination related to ethnicity, religion or belief, disability, gender, sexual orientation, age, social background or other;
- develop students' understanding of and ability to act upon human rights values such as human dignity, equality, and non-discrimination;
- promote students' participation in a free society, in the spirit of understanding, tolerance, equality of sexes, and friendship between peoples, ethnic and religious groups;
- teach in a way that contributes to the prevention and elimination of all aspects of discrimination and prejudice.

EXAMPLES OF HRE LEARNING OBJECTIVES IN STANDALONE SUBJECT ON HUMAN RIGHTS

Teacher education programmes may include both mandatory subjects, and optional subjects or courses, also called electives. In some countries, the student can choose between a range of subject matters, while educational and pedagogical studies are mandatory. In other cases, optional subjects are developed locally at the institutional level, allowing some autonomy to the single institution to offer topics of particular interest or emerging trends. This provides an opportunity to offer an HRE course.

NOTE

NHRIs can also engage in developing optional or mandatory HRE courses for in-service teachers with the aim of qualifying current schoolteachers to implement HRE in primary and secondary schools.

Optional subjects or courses can often be developed in cooperation with external institutions, such as the NHRI or NGOs. This can be an opportunity for NHRIs to collaborate and contribute with their useful knowledge and competencies on HRE.

In **DENMARK**, the Danish institute for human rights has developed an interdisciplinary course on teaching human rights in cooperation with educators from the national teacher education institutions.

The aim of the course is to strengthen students' competencies in teaching human rights, based on three main content areas:
• Human rights education.
• Background, status, and interpretation of human rights.
• Human rights as a benchmark in the pedagogical work.

The course includes themes such as:
• Equal treatment and non-discrimination in relation to gender, disability, religion, age, sexual orientation and race and ethnicity.
• Vulnerable children in school and family contexts, including the teacher as a professional authority.
• The right to privacy in a digital world with a focus on children and social media.
• Freedom of religion and cultural dilemmas in a school context.
• Human rights as a basis for democracy and democratic formation.
• Current criticism of human rights, and questions around expansive versus more narrow interpretations of States' human rights obligations.

If the student completes the course, they receive an HRE-adviser diploma and are educated to implement HRE in primary and lower secondary schools.

TEACHING HUMAN RIGHTS

Learning objectives: Teacher competencies in Human Rights education

Skills: The student can:	**Knowledge:** The student has knowledge of:
act as a human rights advisor in schools, and contribute to the development of new approaches to human rights didactics.	human rights conventions and the human rights education framework.
plan and further develop interactive, participatory courses and learning activities about human rights adapted to age and related to school subjects, learning objectives, and with respect for the rights of the participants.	pedagogical approaches, teaching materials and exercises that promote a human rights-based approach and human rights education.
analyse specific human rights issues in the school in the light of international recommendations to Denmark on children and education.	the European Court of Human Rights and the reporting and mandate cycles of the UN system, in particular around children and education.
disseminate knowledge adapted to age and school subject, on human rights' background, status, and correlation with a modern democratic society.	the status of human rights in Denmark and the interaction between the Danish democratic system and international organisations such as the EU, the Council of Europe and the UN in the field of human rights.
recognise and act on inequality and discrimination among students and teachers.	the principle of equal treatment and Danish equal treatment legislation pursuant to international equal treatment and non-discrimination legislation.
exemplify the relationship between the primary school's aim of education and human rights.	the history and fundamental values of human rights.
consider and deal with ethical and human rights dilemmas around religion and schooling.	religion and human rights in a school context.
teach in ways that promote an open-minded and inclusive learning environment regardless of ethnicity, religion or belief, age, disability, sexual orientation, or gender identity, social background or other.	pedagogical approaches aiming at creating equal opportunities for all and protection against discrimination.
exemplify and discuss the role of the teacher in relation to safeguarding and promoting children's rights in school, in leisure time and in the family.	the role of the teacher in safeguarding pupils' fundamental human rights, including the UN Convention on the Rights of the Child and key principles of equality (Article 2), the best interests of the child (Article 3), life and development (Article 6) and the right to one's own opinion (Article 12).
formulate notifications to social authorities in an appropriate language and with respect for the rights of the child.	key human rights for vulnerable children in school and family contexts.

SYLLABUS AND TEACHING MATERIALS

In a school context, syllabus denotes resources used to transform the learning objectives to exemplary teaching with suggestions for pedagogical approaches, topics and teaching activities. While these guides for schoolteachers might be quite detailed, syllabus at teacher education is often more general and focused on the literature to cover the topics in a subject. However, some of this teaching material might include teaching activities and pedagogical approaches to the content.

ONLINE TEACHING MATERIAL ON HUMAN RIGHTS

The Danish Institute for Human Rights has developed free online teaching material on non-discrimination. Learn more

Whether lesson plan and literature are developed or approved nationally, locally, institutionally or by the individual educator varys from country to country. However, to equip prospective teachers to teach and promote HRE in primary and secondary schools, HRE teaching material should be integrated in the teacher education syllabus. NHRIs can contribute to this by developing teaching materials and by drawing attention to already existing and relevant human rights materials, publications, analyses etc.

Both teaching resources aimed at teacher education and resources aimed at school children can be relevant for a teacher education syllabus. Where there is approved literature for teacher education programmes, NHRIs can work strategically on getting human rights teaching materials integrated into these binding lists. In many countries, quality HRE learning resources have also been created by non-governmental organisations.

Thematic reports on human rights issues and status reports on the national implementation from NHRIs can also be useful in teacher education. These can be used to discuss national human rights issues.

MONITOR AND EVALUATE

RECOMMENDED OUTCOME
First, a selection of which HRE areas your NHRI will monitor and evaluate. Thereafter, data on the status or progress of HRE implementation relevant for teacher education within the selected areas.

HOW-TO SUGGESTIONS FOR STEP 6
5 relevant areas to consider in monitoring of HRE in teacher education that can support the development of an HRE monitoring plan. Moreover, a presentation of an online HRE monitoring tool that facilitates NHRIs in their HRE monitoring in primary, secondary and teacher education.

THE SIXTH STEP is to document and share evidence of good practice.
Consider how you can evaluate and monitor the progress of HRE implementation. Examining all levels, from policy framework to learning outcomes and learning environment is quite demanding, but it should not deter NHRIs from trying to monitor the State's HRE efforts. It is fine to define a specific scope for the monitoring, and consciously leave out some areas. It is always possible to extend the scope and include more areas later. The data can be used in States' reports to the international human rights mechanisms, as well as in reporting on national progress towards implementing the 2030 Agenda for Sustainable Development.

HRE PEER LEARNING

Participate in relevant international assessment activities and engage with global and other initiatives to keep up to date with evidence and good practice. It helps to evaluate own practice and initiatives and to learn from other NHRIs.

The following presents five areas relevant to consider when monitoring HRE in teacher education. Some of them can be monitored with modest budgets, while others require more resource-intensive monitoring processes.

HRE in existing monitoring and evaluation mechanisms
Examine existing national evaluation or assessment mechanisms in teacher education and related areas (such as schools & learning environment, student well-being, non-discrimination, learning assessments etc). Ministries of Education often have their own procedures for monitoring implementation of the mandatory curriculum. It is worth advocating for incorporation of HRE monitoring into such existing procedures and mechanisms. This can limit the workload of the NHRI, as the data will be collected

by educational authorities or other stakeholders. It also lends validity to the data if national authorities are behind the data collection.

Self-assessments by educators, students and/or teachers

Have teacher education institutions or/and teachers in schools conduct self-assessments and monitor their progress on HRE. Getting a group of teachers to document and share evidence of good practice and challenges in HRE teaching is valuable data. Provide the educators/students/teachers with the needed self-assessment tools and frameworks.

Implementation of intended curriculum

Examine whether the intended curriculum, as described in the policy documents, is being implemented in the actual teacher training. Ministries of (Higher) Education may provide data on this. However, NHRIs can also get insight in the implemented curriculum through examining applied lesson plans including the selected topics and literature as well as through surveys or interviews with teacher educators and visits to the institutions. This can also serve as an evaluation of the curriculum mapping in step four.

Outcomes of implemented curriculum

Examine whether the intended curriculum leads to attained curriculum so that teachers achieve the intended HRE competences. Due to the interconnectedness between teacher education curriculum and school curriculum, studies on implementation of HRE in primary and secondary school curriculum can be included in an assessment of whether the teacher education equips prospective teachers with the right HRE competencies. Use appropriate methods to assess what is being taught and learned, this can include surveys, interviews with and observations of the learners. Concluding a correlation between the outcome and the HRE teaching can be very difficult, however, if continuous studies on students/pupils' knowledge, skills and attitudes on human rights does not progress or decrease, it is obviously an issue that needs to be addressed.

Various data sources relevant for HRE

Monitor and collect relevant data from various sources. Many topics can be relevant for advocating for and developing HRE in teacher education curriculum, e.g., data on the extent of inclusion of minorities or students with disabilities in schools, key national human rights issues concerning children and youth, studies concerning discrimination issues in the given context, etc., can all provide useful data for an evidence-based approach to continuous dialogue with education authorities and other stakeholders about the needed competences for prospective teachers. In addition, it may be relevant when advocating for developing HRE-courses for in-service teachers to improve their HRE competencies.

SDG 4.7 / HRE Monitoring Tool

DIHR has, in consultation with the OHCHR, developed a free online tool to monitor HRE and the human rights aspects of SDG indicator 4.7.1. The tool can help improve HRE data, which can serve to guide a process towards enhanced national implementation of HRE. The SDG 4.7/HRE Monitoring Tool can be used regularly to collect data on the status of HRE implementation in formal education, including teacher education. The data can also be used in reports prepared by countries for monitoring national implementation of States' human rights obligations and progress towards achieving the SDGs.

NHRIs can use the tool themselves in the monitoring process on HRE in teacher education, providing essential data to be used in the negotiation with educational authorities on the need for HRE in teacher education. The Monitoring Tool can also be recommended to the Ministry of (Higher) Education to facilitate an analysis of the implementation of HRE in teacher education.

SDG 4.7 / HRE MONITORING TOOL

Learn more

UNDERSTANDING KEY CONCEPTS FOR HRE IN TEACHER EDUCATION

This second part offers **CONCEPTUAL GUIDANCE.** The following elaborates on key concepts concerning human rights education and teacher education curriculum. These elaborations can be helpful for understanding and analysing this field.

KEY CONCEPTS FOR HRE IN TEACHER EDUCATION

HUMAN RIGHTS EDUCATION: NORMS AND STANDARDS

The international community has increasingly expressed consensus on the fundamental contribution of human rights education to the realisation of all human rights. And provisions on HRE have been incorporated into many international and regional instruments and documents.[20] HRE aims at promoting behavioural changes that support universal respect for and observance of all human rights and fundamental freedoms.

> " Every individual and every organ of society (...) shall strive by teaching and education to promote respect for these rights and freedoms."
> Preamble of the Universal Declaration on Human Rights, 1948.

The UN Declaration on Human Rights Education and Training describes how HRE needs to be incorporated in all educational, training, information and learning activities, with the aim of promoting human rights and fundamental freedoms, and contributing to the prevention of human rights violations and abuses.[21] HRE provides learners with "**knowledge**, **skills** and **understanding** and develop their **attitudes** and **behaviours**, to **empower them to contribute** to the building and promotion of a universal culture of human rights".[22]

In human rights education it is crucial that the three learning dimensions, knowledge, skills and attitudes, are all addressed. It is not enough for students to know about human rights; they must also be able to act upon their acquired knowledge and have the confidence to exercise their rights and to respect those of others. To achieve this, the students need skills as well as values that enable them to apply, promote and protect human rights.[23]

The development of knowledge, skills, and attitudes for students in teacher educations have a dual pedagogical perspective: the students are taught HRE for the purpose of being able to teach HRE themselves. This dual pedagogical perspective implies that the target group for HRE in teacher education are both the student themselves and ultimately the pupils in primary and secondary schools.

> **"** Teachers reported feeling more positive and confident about promoting actions and behaviours related to the protection of human rights and challenging gender stereotypes – but nevertheless, fewer teachers feel confident in teaching behaviours compared to just providing information about them. Even so, most teachers believe that all these behaviours and competences are important to teach".
> UNESCO & Education International (2021), p. 30.

DIDACTIC PRINCIPLES: ABOUT, THROUGH AND FOR HUMAN RIGHTS

Human rights education focuses not only on the learning objectives concerning knowledge, skills and attitudes, but also on the learning process and learning and school environments. This is underpinned in the UN Declaration on Human Rights Education and Training by emphasising that human rights education should encompass education about, through and for human rights.[24]

The three principles are interrelated, and teacher training should prepare the prospective teachers to be able to plan and carry out teaching that involves all three principles.

ABOUT, THROUGH AND FOR HUMAN RIGHTS

Education **about human rights** concerns the content and includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection.

Education **through human rights** concerns the learning environment and includes learning and teaching in a way that respects the rights of both educators and learners.

Education **for human rights** concerns skills and attitudes and includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

Un Declaration on Human Rights Education and Training (2011), Art. 2

What do we teach? Teaching **about** human rights means that teacher education curriculum should include learning objectives and content to foster knowledge about human rights standards and mechanisms, as well as human rights norms and principles. Prospective teachers must gain a basic knowledge of human rights to be able to recognise human rights issues in the classroom and to understand the obligations that safeguards the child's, the parents' – and the teachers' rights.

How do we teach? Teaching **through** human rights concerns the pedagogical methodologies and classroom management. The student should acquire skills and competencies that enable them to create inclusive learning environments and a classroom characterised by respect for differences, in which all aspects of

discrimination and prejudice is challenged.[25] This includes not only knowledge, but the ability to practise a human rights-based teaching where the interaction with pupils is based on respect for their rights and dignity. Moreover, prospective teachers should promote self-esteem as well as gender equality and cultural tolerance. This implies developing the students' competencies to implement teaching methodologies characterised by being:[26]
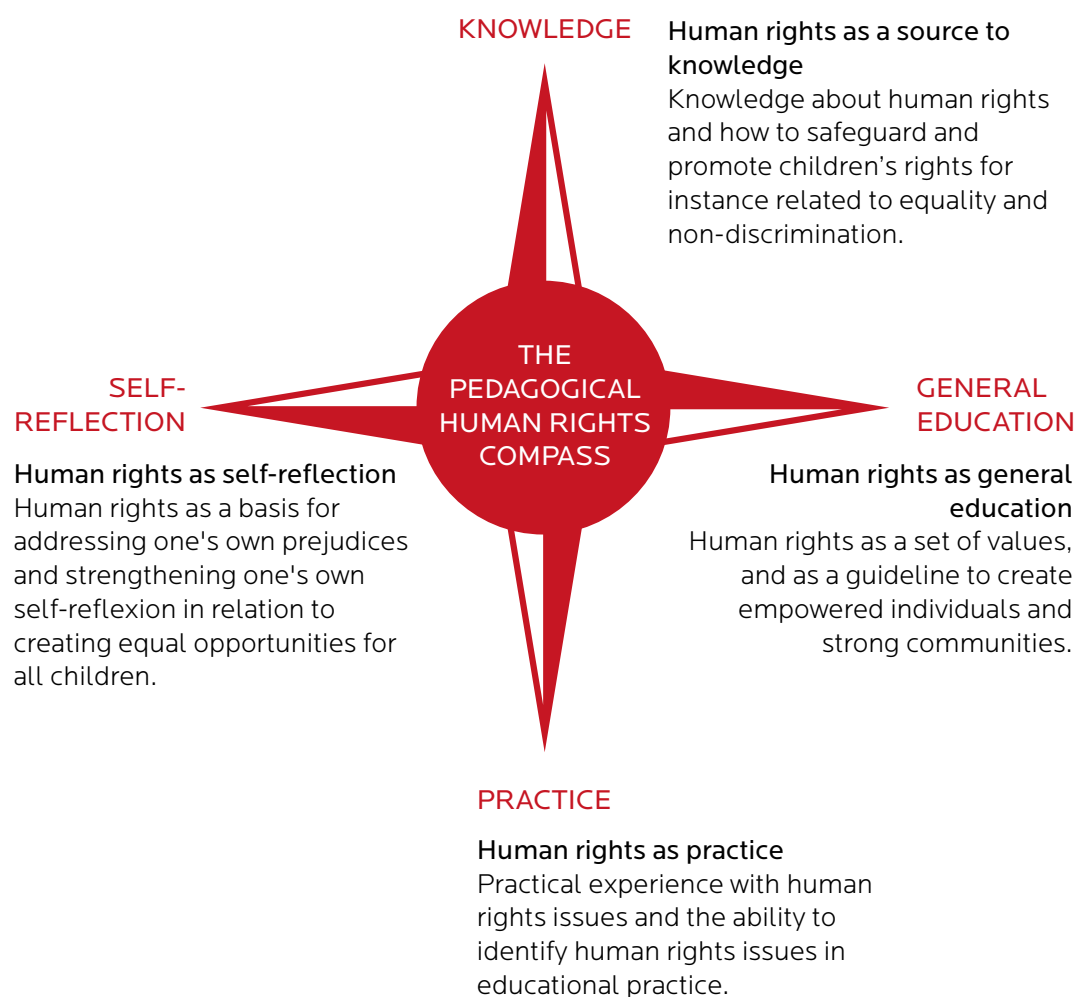
- **Rights-respecting** – creating learning environments characterised by respect for the rights of each student and promoting equal opportunities.
- **Child-centred** – using learner-centred methods appropriate to the students' development level, abilities and learning styles, and approaches that empower students, and build dignity and self-esteem.
- **Participatory** – encouraging students' active participation, co-operative learning, sense of solidarity and creativity.

Why do we teach? Teaching **for** human rights means for example, equipping prospective teachers to empower their pupils and contribute to the "full development of the human personality and the sense of its dignity (…) enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace".[27] Education for human rights stresses the importance of empowering students to enjoy and exercise their rights and to respect and uphold the rights of others. In teacher education, another goal has been added to the "for human rights"-aspect, as it also implies the students' ability to reflect on how human rights are applicable to children's everyday lives and experiences.

HUMAN RIGHTS AS A PEDAGOGICAL COMPASS

Human rights can be seen as a compass to guide teachers in their job as both teaching professionals and pedagogical professionals. The pedagogical human rights compass (see figure 2 below), developed by the Danish Institute for Human Rights, highlights four ways in which human rights can provide guidance to discussions and decision-making in teaching, as well as in other aspects of the teacher's work.

FIGURE 2. THE PEDAGOGICAL HUMAN RIGHTS COMPASS

KNOWLEDGE

Human rights as a source to knowledge
Knowledge about human rights and how to safeguard and promote children's rights for instance related to equality and non-discrimination.

THE PEDAGOGICAL HUMAN RIGHTS COMPASS

SELF-REFLECTION

Human rights as self-reflection
Human rights as a basis for addressing one's own prejudices and strengthening one's own self-reflexion in relation to creating equal opportunities for all children.

GENERAL EDUCATION

Human rights as general education
Human rights as a set of values, and as a guideline to create empowered individuals and strong communities.

PRACTICE

Human rights as practice
Practical experience with human rights issues and the ability to identify human rights issues in educational practice.

Human rights as a source of knowledge
Dissemination of knowledge is a vital part of the teaching profession. To be able to teach children and youth **about** human rights implies that the students acquire knowledge and understanding of human rights mechanisms, norms and principles, such as human dignity, non-discrimination and equality. Further knowledge on national human rights issues, marginalised groups, implementation gaps and progress are important to make human rights relevant for the pupils' daily lives.

Human rights as an aim of general education
General education concerns the development of lifeskills which include both identity formation and ability to participate in and contribute to communities. It is linked to an education **for** human rights, focused on empowering individuals to exercise their rights and respect those of others. In order to undertake a human rights-based general education, prospective teachers need an in-depth understanding of human rights norms and principles. In addition, they need competencies to teach in a way that empowers students and encourages their active participation as well as supporting "The development of the child's personality, talents and mental and psysical abilities to their fullest potential."[28]

Human rights in practice

An education **through** human rights is a driver for a teacher practise characterised by non-discrimination, gender equality, equal oppurtunities and respect for cultural, religious and ethnic diversity. Teacher eduation must equip prospective teachers with the ability to respect, promote and protect human rights.[29] To do so, students need competencies to recognise and address human rights issues in classrooms and schools.

PRINCIPLES FOR HRE ACTIVITIES

" Educational activities within the World Programme shall: (b) Foster respect for and appreciation of diversity, and opposition to discrimination on the basis of race, sex, gender, language, religion, political or other opinion, national, ethnic or social origin, disability or sexual orientation and on other bases."
UN World Programme for Human Rights Education, (2005) p. 5.

Human rights as a source of self-reflection

Human rights-based teaching implies that the teacher becomes aware of his or her own values and preconceptions to avoid discrimination in the classroom. A deeper understanding of human rights issues, for example in relation to pupils that belong to minority groups, can foster a higher degree of self-reflection and awareness of own prejudices and stereotypes. This, in turn, enables the teacher to ensure a non-discriminatory school and teaching environment that creates equal opportunities for all pupils - including minorities such as migrants, religious minorities, pupils with disabilities, sexual minorities, etc.

TEACHING HUMAN RIGHTS VALUES

" The relevant values cannot be effectively integrated into, and thus be rendered consistent with, a broader curriculum unless those who are expected to transmit, promote, teach and, as far as possible, exemplify the values have themselves been convinced of their importance."
UN Convention on the Rights of the Child, General Comment 1, para. 18.

THE TEACHER AS A DUTY-BEARER REPRESENTING THE STATE

As a professional authority, the teacher is a duty bearer acting on behalf of the State. The UN Convention on the Rights of the Child, article 3 (2) obliges the States "to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures."[30]

As frontline personnel the teacher's responsibility is not just limited to being a pedagogical/ teaching professional providing human rights-based teaching, but also being a professional authority and taking action if a child's rights are violated (figure 3: Pedagogical/teaching professional). This implies that the teacher can identify when a child is discriminated, abused, or neglected, and moreover knows how to initiate the necessary measures to provide the needed protection for the child. The teacher has a stricter duty to notify and act when a child's rights are violated. In addition, the teacher is co-responsible for ensuring a school environment characterized by rules and norms in accordance with human rights standards and values. This means providing a learning environment, where the child is not exposed to physical or mental violence or other degrading treatment and that the school's discipline always respects the child's dignity.

FIGURE 3.

PEDAGOGICAL/TEACHING PROFESSIONAL

PROFESSIONAL AUTHORITY
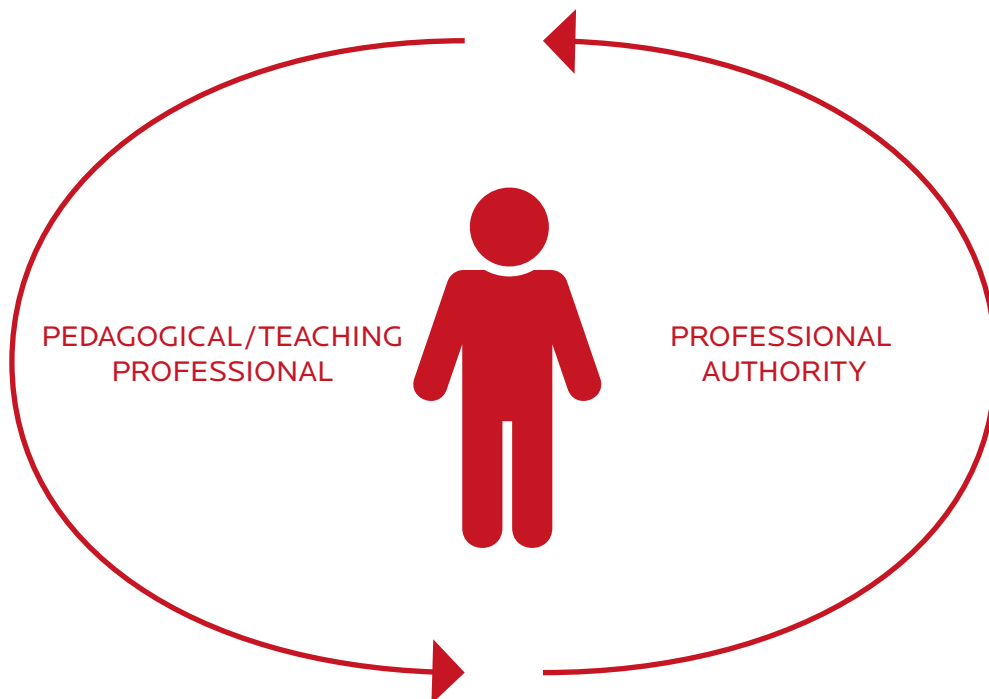
KEY CONCEPTS FOR TEACHER EDUCATION STRUCTURES AND CURRICULUM

TEACHER EDUCATION STRUCTURES AND MODELS

Internationally, and in some cases within the single State, there are different ways of organising teacher education, depending on how centralised or decentralised the structure is. However, many countries have a nationally defined regulation, certification, and curriculum for teacher education. It often requires a bachelor's or master's degree from an accredited college or university to be certified as a teacher, usually with a lower degree of education when teaching in primary schools than in secondary schools.

Teacher education programmes can be organised as initial teacher education or as in-service teacher education.

Some countries have established comprehensive in-service teacher education, to qualify teachers who do not have a formal teaching education or need additional training. In countries with a strategic approach to in-service teacher education it is an obvious opportunity for NHRIs to work for integrating HRE in this in-service training.

In many countries, however, the most profitable and sustainable result will come from prioritizing the implementation of HRE in initial teacher education, which will also be the main focus below.

Consecutive and concurrent teacher models

Initial teacher education programmes can be divided into two main models, a consecutive and a concurrent model (see also Part 1, step 4), defined by whether the pedagogical studies are segregated or integrated in subject matters.[31] The concurrent model provides pedagogical methodologies, and subject matters are integrated in the same courses and/or in the same teacher education programme, while in the consecutive model, the pedagogical training is an additional qualification after the subject studies.

Typically, education programmes for prospective pre-primary and primary teachers are organised according to a concurrent model, while the consecutive model is more widespread in education programmes for lower and upper secondary schools.[32]

SECONDARY TEACHERS AND THE CONSECUTIVE MODEL

" In around 80% of countries with available data, prospective secondary teachers of general subjects must participate in a teaching practicum and attend courses in pedagogical studies/didactics, academic subjects, and educational science studies."
OECD (2014), p. 497.

An example of a concurrent model is the teacher education in **Japan**, which has a broad focus on both pedagogical knowledge and subject knowledge.[33] In contrast, **Portugal** has a consecutive model for teacher education for secondary schools where a bachelor's degree in the subject matter is followed by a master's degree in teaching.[34]

From an HRE perspective, the concurrent model provides the best opportunities to include all dimensions of HRE in all subject matters, for instance, as a focus on

teaching **through** human rights in all subjects in primary and secondary school. Specific HRE objectives also related to teaching **about** and **for** human rights can be included in the aims for the teacher education as well as in particular subjects.

The consecutive model does not provide the same opportunities, however, NHRIs can still promote the integration of learning objectives related to knowledge **about** and **for** human rights in particular subjects such as history and social science and address how HRE can qualify the additional pedagogical studies.

SHAPING TEACHER EDUCATION

The local, regional, national authorities (e.g., ministry, agencies, inspectorate) play a crucial role in shaping Initial Teacher Preparation systems, for example, by setting teacher standards, regulating selection into teacher education and qualification or licencing, setting up accountability systems for teacher education institutions, and so on.

OECD (2019), p. 20.

CURRICULUM DEFINITIONS, STRUCTURES AND CONTENT

Curriculum is typically a phenomenon which includes many dimensions of learning, including rationale, aims, content, methods, resources, time, assessment, etc. In simplified terms, a curriculum is a description of what, why, how and when students should learn.[35] However, curriculum may be defined in a broad or a narrow sense.

A broad definition of curriculum includes education policies, content and learning objectives, teacher education study programmes, student assessment, and the learning environment.

CURRICULUM IN SDG INDICATOR 4.7.1. (B)

"Definition:
Design, planning and sequencing of teaching and learning processes. It includes a statement of purpose, contents, activities and learning practices, as well as the modalities for assessing learners' achievements."

UNESCO Institute for Statistics (2019), p. 5.

A narrow definition of curriculum refers mainly to general aims, content, learning objectives and learning methods as well as teacher guidelines.

Centralised or decentralised structures

Teacher education curriculum can be centralised e.g., on a national level, or decentralised. In most countries, at least part of the teacher education curriculum is mandatory, and often the curriculum is defined generally at national level, with varying

degrees of autonomy granted to the regions or teacher education providers.[36] This is the case in countries like **Kazakhstan, Denmark and China** where local governments have the primary responsibility for running the teacher education system.[37]

In some countries, such as **Mexico, Germany and Pakistan,** the teacher education institutions are under legislative and executive jurisdiction of the provinces or regions, often with some proposed National Education Policy.[38]

General aims of teacher education

The aim of teacher education concerns the theoretical and practical foundation for teachers' work. The aim defines which qualifications are needed for prospective teachers, and how they are equipped with these qualifications. In this way, the aims reflect society's fundamental norms and values, and may reflect human rights principles and values in either explicit or implicit ways.

An example of aims for teacher education that include explicit references to human rights is from **Norway** (see the box below).

NATIONAL GUIDELINES FOR TEACHER EDUCATION IN NORWAY:

Basic values
The teacher education programmes must build their activities on the basic values that we can find in the Kindergarten Act and the Education Act, and which are rooted in human rights; human dignity and respect for nature, intellectual freedom, charity, forgiveness, equality and solidarity. Knowledge of history and culture - also children's and young people's culture - is important in order to facilitate the development of the identity of children and young people and ensure that they get the experience of belonging. The Sami cultural heritage and the cultural heritage of the national minorities is part of the cultural heritage in Norway. The Norwegian teacher education programmes shall disseminate knowledge about the history, culture, social life and rights of the Sami indigenous peoples and national minorities. The teacher education programmes must promote gender equality, solidarity across communities and show that knowledge can be a creative and transformative force, both for personal development and for human social interaction. Knowledge of violence, abuse, and neglect and how to initiate necessary measures in accordance with current legislation is part of this. The teacher education programmes must follow up the UN Convention on the Rights of the Child and contribute to safeguarding children's right to care, play and a safe upbringing, and follow up the UN Sustainability Agenda in Norway by ensuring inclusive, fair and good education and lifelong learning for all.

Universitets- og høgsskolerådet (2018).

The section on basic values for teacher education programmes has explicit references to human rights and to human rights values. In addition, the values address national minority issues and emphasise the teacher's role as a professional authority who is able to identify and act upon child abuse. The UN Convention on the Rights of the Child as well as the 2030 Agenda for Sustainable Development is explicitly accentuated as the frame for the teacher education programme.

Teacher education curriculum content

Cross-national curricula studies reveal that key subjects in teacher education are pedagogical studies, general education studies and practicum. However, there is great variation regarding the correlation between the disciplines as well as their location in the programmes.[39]

The figure below from OECD provides an impression of what the main content in teacher education could look like.[40]

FIGURE 4: CONTENT REQUIRED FOR INITIAL TEACHER TRAINING (OECD, 2014, P. 500).
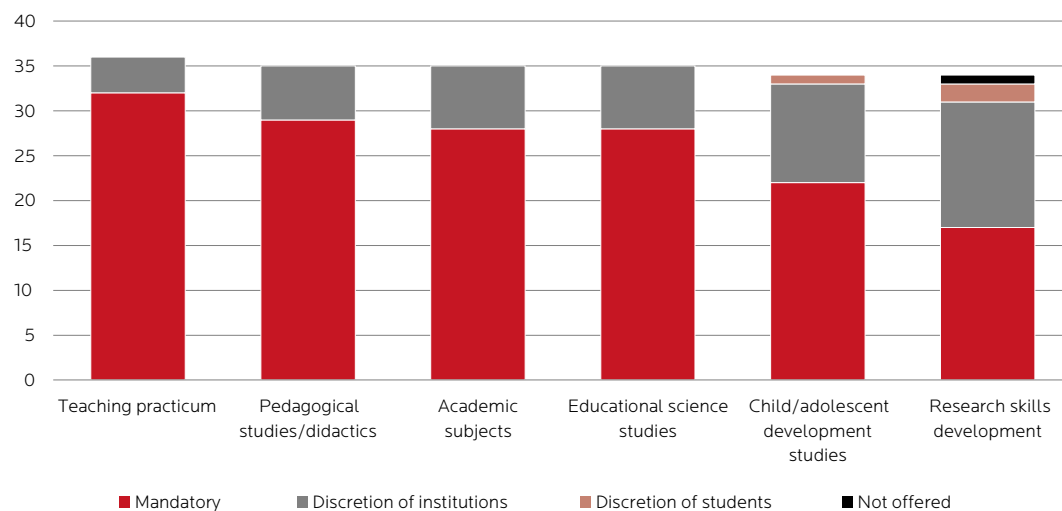
Source: OECD (2014[6]), Education at a Glance, OECD Publishing, Paris.

Content-Based versus Competence-Based Curriculum

It can be useful to distinguish between two types of curricula, content-based and competence-based. While the first is input-based, focusing on subject content and topics, and where classroom teaching often is more textbook-centred and teacher-directed. The second, competence-based, is outcome-based, and addresses learning outcomes and the desired competencies. Competence-based curriculum recognises that competencies are based on the interrelation of knowledge, skills and sometimes attitudes, and

also brings a much greater focus on the "how" of learning, and the use of teaching methodologies that will allow all learners to succeed.[41]

Due to an increased awareness of international standards and the obligation to adhere to international human rights treaties, there is a growing convergence among Ministries of Education to implement an outcome-based curriculum in schools. This tendency implies a need for teacher education curricula to focus not only on what to teach, but on why, as well as how to teach. To do so, prospective teachers need not only knowledge, but also professional skills and the ability to reflect on educational goals and norms.

An example of a competence-based curriculum is from **Sweden**, the University of Stockholm (see the box below).

COMPETENCE-BASED CURRICULUM FOR BASIC TEACHERS AT UNIVERSITY OF STOCKHOLM, SWEDEN

Content:
- Education history, organisation and terms and the school's fundamental values, including basic democratic values and human rights.

Skills:
The student teacher must:
- demonstrate the ability to communicate and apply the school's fundamental values, including human rights and basic democratic values;
- demonstrate the ability to communicate and reflect on issues related to identity, sexuality, and coexistence;
- demonstrate an in-depth ability to create conditions for all students to learn and develop;
- demonstrate the ability to consider, communicate and anchor a gender equality and equity perspective in educational activities;
- demonstrate the ability to identify and in collaboration with others deal with special educational needs, including special educational needs of students with neuropsychiatric difficulties;
- demonstrate the ability to prevent and counteract discrimination and other abusive treatment of students.

Attitude and behaviour:
The student teacher must:
- demonstrate self-insight and empathy;
- demonstrate ability to make judgements based on relevant scientific, social and ethical aspects in the pedagogical work, with special regard to human rights, in particular the rights of the child according to the Convention on the Rights of the Child, as well as sustainable development.

University of Stockholm Curriculum for Teacher Education Programme for Pre-School and Primary School Years 1-3 https://sisu.it.su.se/pdf_creator/21010/64976

The curriculum excerpts above contain both explicit references to human rights, and implicit references to human rights values and HRE methodology, with focus on inclusion. As Sweden has a decentralised teacher education, the general frame is nationally adopted, however, the concrete learning objectives are developed at the individual institutions.

INTERDEPENDENCE OF CURRICULUM FOR TEACHERS AND PUPILS

There is a significant interdependence between the school curriculum of primary and secondary schools and the curriculum of teacher education, and the teacher is key to promoting education *about, through* and *for* human right in schools. So, in order to understand the teacher education curriculum, you also need to understand the school curricula.

Changing the curriculum in one of the educational institutions affects teaching, learning materials and ultimately the curriculum in the other, as illustrated in the model on the role of initial teacher preparation (figure 5).

FIGURE 5. THE ROLE OF INITIAL TEACHER PREPARATION
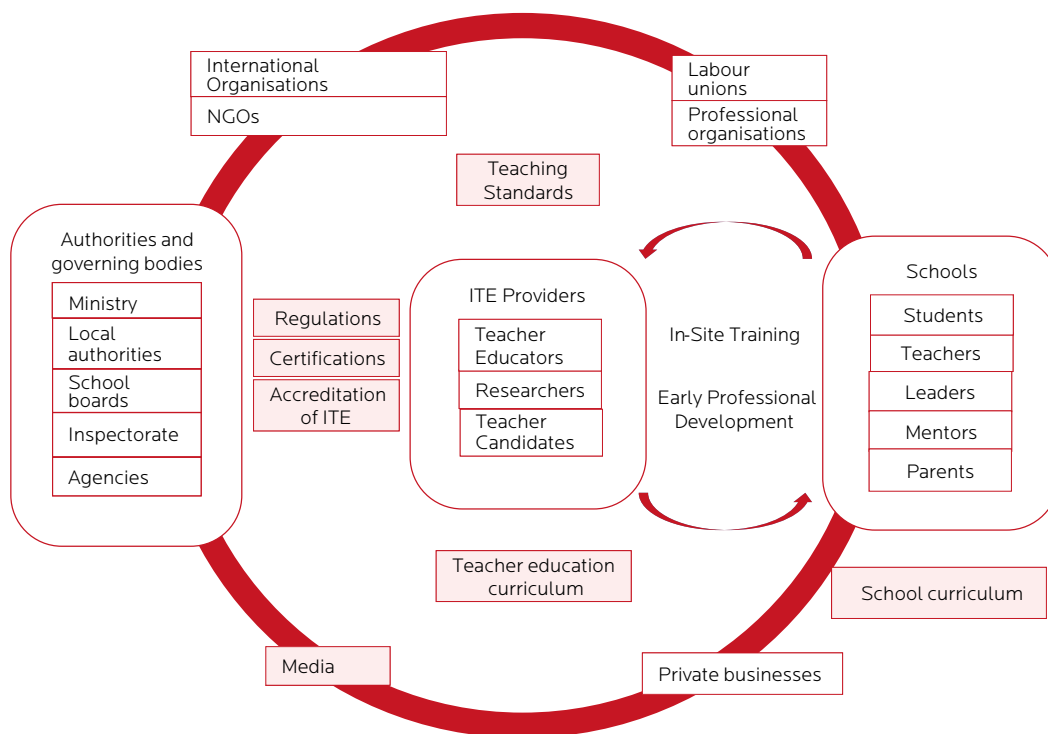
Source: OECD (2019): A Flying Start: Improving Initial Teacher Preparations Systems, OECD Publishing, Paris, p. 20. https://doi.org/10.1787/cf74e549-en.

The model (Figure 5) on the role of initial teacher preparation provides an overview of how teacher education systems are interrelated with other institutions. In addition, the model illustrates how the education authorities often regulate and develop teacher education in consultation with stakeholders such as professional and international organisations. An NHRI could be such a stakeholder. NHRIs can potentially influence

the curriculum content by engaging in processes with relevant authorities and governing bodies.

As stakeholders, NHRIs can provide data on the implementation HRE in the current curriculum and initiate an evidence-based dialogue with the education authorities, emphasizing the State's obligations to implement HRE.

Regulative documents as agents of change

To further support implementation, NHRIs can recommend specific learning objectives in some of the subjects in the teacher education curriculum. Regulative documents such as curricula can become agents of change42 as the implementation of HRE can have a sustainable impact that will affect the education of future citizens.

In addition, the model demonstrates how artefacts (represented in blue in figure 5) such as policy documents and education law are regulating the structure and content of teacher education and basic schooling, and how they mutually influence each other. It entails that a change in school curriculum can have an impact on the knowledge and skills needed for prospective teachers and thus the content of teacher education curriculum and vice versa.

Furthermore, the integration of HRE in teacher education curriculum has the potential to create actual changes for implementation of HRE in the national education system. For NHRIs to work on embedding HRE at a policy level is a sustainable approach that can enable future generations to know their rights, how to exercise them and how to respect the rights of others.

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RESOURCES FOR INSPIRATION

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