

Pilot data on human rights education - Key messages

A new human rights education (HRE) indicator framework is being developed by the DIHR in consultation with the OHCHR in 2018, in the context of international discussions on how to realise the human rights opportunities in the 2030 Agenda. The proposed indicator framework is our contribution to the ongoing international process around developing a methodology for global monitoring of SDG Indicator 4.7.1, and six NHRIs (Australia, Philippines, Nigeria, Georgia, Denmark and Ecuador) piloted the use of the indicators during the summer of 2018.

While the pool of data is too small and uneven in the level of details provided to have statistical value, a qualitative summary of the data generated by the six NHRIs reveals a series of key messages on achievements and challenges that are common across most of the pilot countries. The pilot data can provide some guidance as to where HRE implementation is generally lacking, across countries and regions, and the pilot has provided important input for the further development of the indicators. In general, the pilot shows that there is a great need for more data on national implementation of HRE, and an equally important need for measuring the outcome of human rights education.

Key messages

- There is a lack of HRE in school laws, policies and curricula. Only two out of the six pilot countries have explicit reference to human rights in school policies and curricula.
- HRE is often loosely integrated into various broader themes like civic education, democratic citizenship and responsible citizenship, intercultural education and history. A systematic integration and approach to human rights is lacking.
- There are examples in curricula of HRE being related to daily lives of students,¹ but to a limited extent. However, such examples also shows to be discriminatory and stereotypical, e.g. in relation to gender and sexual identity.
- HRE is in general weakly represented in most teacher education programmes.
- HRE Courses, training and teaching materials for teacher training are to a high degree being produced and offered by NHRIs and other non-state actors.
- There is a lack of clarity in all pilot countries regarding assessments of students' human rights knowledge and skills – it is not clear whether human rights issues are covered in assessments.
- All pilot countries have a code of conduct or similar measures for promoting a school free of violence, sexual abuse, harassment and corporal punishment. The school environment is protected under policies such as anti-bullying laws, child protection policies, laws on corporal punishment, national safe school frameworks and convience codes. All relevant to promoting a human rights culture.
- Five out of six NHRIs were able to identify legislation on the creation of student councils or other self-governance initiatives, giving students the opportunities for self-expression and participation. There is no data on the effect or outcome of these measures.

You can find more information about the development of the HRE indicator framework and download the indicator framework here: humanrights.dk/no-quality-education-without-human-rights

¹ HRE curricula must according to the international framework "start with the reflection of human rights values in the daily life and experiences of children" (CRC General Comment No. 1, para. 15)