

## Human Rights Education related resources (06.07.2012)

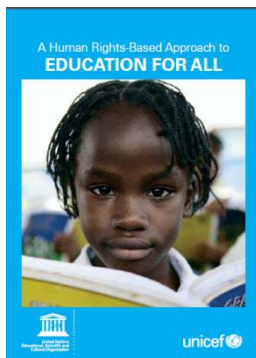


⇒ **Human rights education** has been at the heart of UNESCO's work since its foundation in the aftermath of the Second World War. It aims to develop learners' competencies to contribute towards building a sustainable future. Young people are at the core of the Organization's strategy to build more just and peaceful societies through education. How do young people around the world experience human rights in their daily lives? What are the similarities and differences in their opinions and visions across cultures? Students from UNESCO Associated Schools in 10 countries face the camera and

express their views on issues such as gender, diversity, violence, exclusion, democracy and participation.

This film aims to raise awareness on key human rights issues in schools around the world. It can be used as a teaching tool to introduce core topics of human rights education and invite classroom discussion.

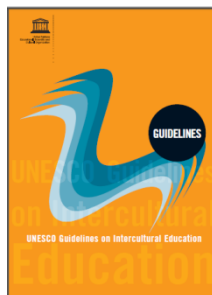
➤ [http://www.youtube.com/watch?v=t5Gbi3bf2pg&feature=player\\_embedded](http://www.youtube.com/watch?v=t5Gbi3bf2pg&feature=player_embedded)



**A Human Rights-Based Approach to Education for All** is a framework jointly developed by UNESCO and UNICEF and brings together the current thinking and practice on human rights-based approaches in the education sector. It presents key issues and challenges in rights-based approaches and provides a framework for policy and programme development from school level to national and international levels.

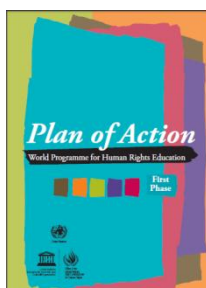
⇒ A Human Rights-Based Approach to Education for All: a framework for the realization of children's right to education and rights within education.

➤ <http://unesdoc.unesco.org/images/0015/001548/154861E.pdf>



⇒ UNESCO Guidelines on Intercultural Education have been prepared to help policymakers understand the key issues concerning **intercultural education**. They draw together the key standard-setting instruments and the results of numerous conferences, in order to present concepts and principles which may be used to guide future activities and policy making.

➤ <http://unesdoc.unesco.org/images/0014/001478/147878e.pdf>



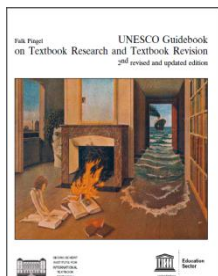
⇒ **Plan of Actions of the World Programme for Human Rights Education**

The Organization plays a major role in the implementation of the World Programme for Human Rights Education (2005-ongoing). The first phase (2005-2009) focused on the integration of human rights education into the school systems at the primary and secondary levels. The on-going second phase has

new focuses: teacher education, higher education, law enforcement offices and military.

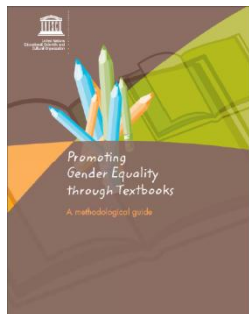
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⇒ UNESCO seeks to help countries develop textbooks that promote peace, human rights, and dialogue among peoples. Its strategy is to develop guidelines to help countries establish policies and quality standards for the content and design of all materials used in education, including new technologies. These policies and standards aim to improve classroom materials that help teachers cultivate the values and skills for learning to live together. Textbooks can be powerful tools for educating responsible and caring citizens who are open to other cultures, respect human dignity and have the skills to bring about sustainable development.



**UNESCO Guidebook on Textbook Research and Textbook Revision, second updated edition, 2010**

<http://unesdoc.unesco.org/images/0011/001171/117188e.pdf>



⇒ **Gender as a critical issue**

The UNESCO Guide, Promoting gender equality through textbooks - Methodological guide for players in the textbook chain, gives support to Member States to analyze how gender inequality is constructed in textbooks in the scope of the whole curriculum. It provides key stakeholders in the textbook environment with the tools to revise textbooks or use existing ones critically.

➤ <http://unesdoc.unesco.org/images/0015/001588/158897E.pdf>

⇒ **Education for Holocaust Remembrance**



UNESCO recognizes that teaching the lessons of the Holocaust is fundamental to establishing respect for human rights, basic freedoms and the values of tolerance and mutual respect.

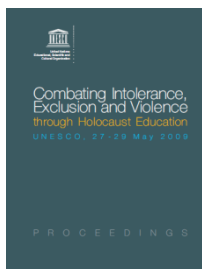
UN Member States are encouraged to develop educational programmes to transmit the memory of the Holocaust to future generations so as to prevent genocide from occurring again. UNESCO promotes these learning materials and provides a platform for institutions, teachers, students and interested parties to access resources on Education for Holocaust Remembrance.

In following up General Resolution 61 on Holocaust remembrance through education (adopted by UNESCO's 34th General Conference in 2007), the Organization works with The Holocaust and the UN Outreach Programme and other major specialized institutions to promote educational resources that

use the lessons of the Holocaust to develop knowledge, attitudes and skills that will help students become more tolerant and prevent future genocides.



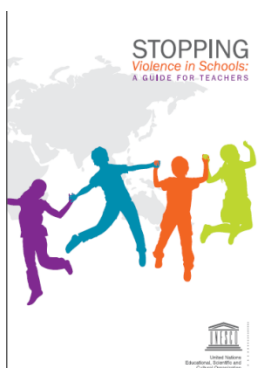
- <http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/human-rights-education/holocaust-remembrance/>



### Combating Intolerance, Exclusion and Violence through Holocaust Education

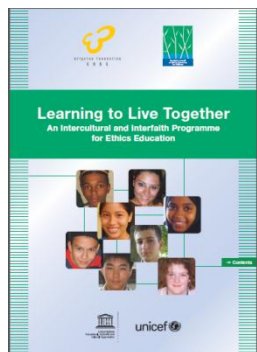
- <http://unesdoc.unesco.org/images/0018/001866/186689m.pdf>

⇒ If the world is to achieve the Education for All goals, attention must be given to violence in learning contexts. This guide represents an important step forward in the prevention and **eradication of school violence**, and reflects a concerted effort by a wide range of experts, educators, concerned stakeholders and relevant institutions towards this end.



***Stopping Violence in Schools: A Guide for Teachers*** examines various forms of violence that take place in schools, and offers practical suggestions as to what teachers can do to prevent them. Ten action areas are proposed, each with specific examples that teachers can adapt to address and prevent violence. Excerpts from relevant international normative instruments as well as a list of links to online resources for stopping violence in schools are annexed at the end of the book.

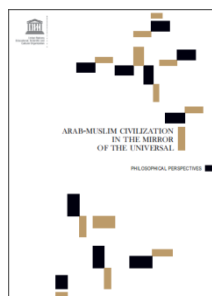
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⇒ **Learning to Live Together: An Intercultural and Interfaith Program for Ethics Education**

UNESCO, UNICEF and the Arigato Foundation have recently published, Learning to Live Together: An Intercultural and Interfaith Program for Ethics Education, a tool-kit for educators to teach children about respecting and understanding diverse faiths, religions and ethical beliefs. The toolkit aims to help young people and children develop ethical decision-making skills and nurture a sense of belonging, community and values. Its aim is to ultimately shape attitudes for building peace through teaching tolerance and mutual understanding.

➤ <http://unesdoc.unesco.org/images/0016/001610/161059E.pdf>

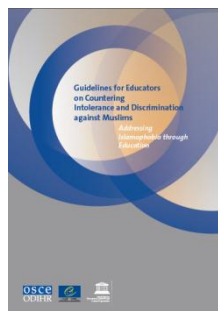


⇒ **"Arab-Muslim Civilization in the Mirror of the Universal: Philosophical Perspectives"**

The 34 pedagogical sheets assembled in this publication elucidate in a detailed way the large intellectual, spiritual, artistic and political foundations on which the Arab-Muslim civilization is based. The sheets are of philosophical nature while they also delineate the intellectual figures and key inventions that have marked this civilization. This documented, analytical and illustrated collection has been produced for the attention of trainers and teachers, and more widely for all actors of the

education sector, the media and civil society.

➤ <http://unesdoc.unesco.org/images/0019/001917/191745e.pdf>



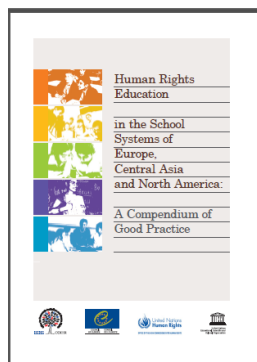
**Guidelines for educators on countering intolerance and discrimination against Muslims: addressing Islamophobia through education**

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

**Teaching Respect for All**

In January 2012 UNESCO in partnership with the United States of America and Brazil launched a new global project designed to combat racist, ethnic and xenophobia prejudice, discrimination and hatred through education. The main focus of this new project is the development of curriculum guidelines and teaching and learning resources for anti-racism and tolerance, which countries can adapt to their respective contexts. Through this project UNESCO aims to support education policy makers and teachers to address issues related to anti-racism and tolerance in education and to support their efforts in teaching respect for human rights. Such initiatives are of vital importance in the context of globalization and in fostering mutual respect among peoples and cultures.

<http://www.unesco.org/respect4all>



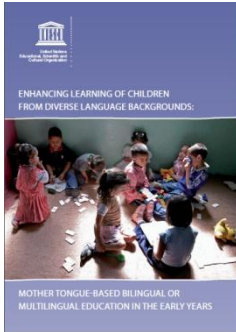
Designed for primary and secondary schools, teacher training institutions and other learning settings, **Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice**, includes 101 exemplary practices related to: 1) laws, guidelines and standards; 2) the learning environment; 3) teaching and learning tools; 4)

professional development for educators; and 5) evaluation. This is a joint initiative by OSCE/ODIHR, Council of Europe, OHCHR and UNESCO.

➤ <http://www.unesco.org/education/wtd2009/finalcompediun.pdf>

⇒ **Enhancing learning of children from diverse language backgrounds: Mother tongue-based bilingual or multilingual education in the early years**

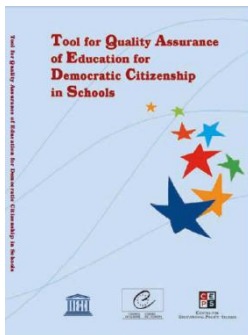
This report provides a rationale to promote mother tongue-based bi/multilingual early education grounded in international normative frameworks, theory about dual language acquisition, and emerging evidence about the impact of mother tongue based bi/multilingual education initiatives.



➤ <http://unesdoc.unesco.org/images/0021/002122/212270e.pdf>

⇒ **Evaluation and assessment: Tool for Quality Assurance of Education for Democratic Citizenship in Schools.**

Under the coordination of the Council of Europe, this tool was developed as a response to the gap between policy and practice in the area of **Education for Democratic Citizenship** (EDC). This project was launched in the framework of the Stability Pact, endorsed by UNESCO, and supported by the Council of Europe. The tool aims at quality assurance in education by improving both educational governance, and teaching and learning practices and performance in schools.



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