

BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL A GUIDE FOR SCHOOLS AROUND THE WORLD

HUMAN RIGHTS EDUCATION  
**AMNESTY**  
INTERNATIONAL



# BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL

A GUIDE FOR SCHOOLS AROUND THE WORLD



**Amnesty International is a global movement of more than 3 million supporters, members and activists in more than 150 countries and territories who campaign to end grave abuses of human rights.**

**Our vision is for every person to enjoy all the rights enshrined in the Universal Declaration of Human Rights and other international human rights standards.**

**We are independent of any government, political ideology, economic interest or religion and are funded mainly by our membership and public donations.**

First published in 2012 by  
Amnesty International Ltd  
Peter Benenson House  
1 Easton Street  
London WC1X 0DW  
United Kingdom

© Amnesty International 2012

Index: POL 32/001/2012 English  
Original language: English  
Printed by Amnesty International,  
International Secretariat, United Kingdom

All rights reserved. This publication is copyright, but may be reproduced by any method without fee for advocacy, campaigning and educational purposes, but not for resale. The copyright holders request that all such use be registered with them for impact assessment purposes. For copying in any other circumstances, or for reuse in other publications, or for translation or adaptation, prior written permission must be obtained from the publishers, and a fee may be payable. To request permission, or for any other inquiries, please contact [copyright@amnesty.org](mailto:copyright@amnesty.org)

Cover image: © Amnesty International

[amnesty.org](http://amnesty.org)

## ACKNOWLEDGEMENTS

Amnesty International is indebted to all those who dedicated their time and expertise to develop, pilot and revise our Human Rights Friendly Schools project over a three-year period. We are grateful to Samuel Mejias, Ruth Gallagher, Sneh Aurora and Helen Trivers for contributing their insight and expertise to the conceptualization and development of the project.

We also thank those who supported and contributed to the revision and updating of the Human Rights Friendly Schools project documents, including Ganchimeg Sodnomdoo, Ann-Marie D'Souza, Laura Jayatillake, Claire Glavey, Lilia Savciuc, Dieudonné Dagbeto, Aurelia Donnard, Helen Trivers and Sneh Aurora.

Special recognition is due to the pupils, school administration, teachers, parents and community members from the following 15 schools and colleagues from their 14 supporting Amnesty International national offices for piloting the Human Rights Friendly Schools project over a two-year period and sharing their experiences with us: Collège d'Enseignement Général de Pahou and Amnesty International Benin, Collège Moderne La Colombe de Koumassi and Amnesty International Côte d'Ivoire, KonTiki Skolen and Amnesty International Denmark, Accra High School and Amnesty International Ghana, Presentation Secondary School Warrenmount and Castleknock Community College and Amnesty International Ireland, Leo Baeck Education Center and Amnesty International Israel, Liceo Norberto Rosa School and Amnesty International Italy, Ion Creangă Lyceum and Amnesty International Moldova, Mongolia-India Joint Secondary School and Amnesty International Morocco, Colegio Técnico Nacional and Amnesty International Paraguay, II Liceum Ogólnokształcące z Oddziałami Integracyjnymi im. C.K. Norwida and Amnesty International Poland, Lycée Technique André Peytavin de Saint-Louis and Amnesty International Senegal, Villiers High School and Amnesty International UK.

We are also indebted to the following people who generously gave their time and expertise in reviewing drafts of the initial Guidelines: Felisa Tibbits (Human Rights Education Associates), Colin Moorhouse (European Safer School Partnerships Project), Olöf Olafsdottir (Council of Europe), Carmen Perez (Escuela Nueva, Colombia), Vicky Colbert, (Escuela Nueva, Colombia), Anne Hudson (Central Foundation Girls' School, UK), Ian Massey (Hampshire Council, UK), Katherine Covell (CBU Children's Rights Centre, Cape Breton University, Canada).

# CONTENTS

<b>GLOSSARY</b>	<b>ii</b>
<b>HOW TO USE THIS GUIDE</b>	<b>vi</b>
<b>ONE/INTRODUCTION – WHY HUMAN RIGHTS FRIENDLY SCHOOLS?</b>	<b>1</b>
■ What is human rights education?	2
■ Why is human rights education important to schools?	3
■ What is a Human Rights Friendly School?	3
■ What are the benefits of being a Human Rights Friendly School?	4
<b>TWO/THE PROJECT AT A GLANCE</b>	<b>7</b>
■ What does the Human Rights Friendly Schools project involve?	8
■ How does the Human Rights Friendly Schools project work?	9
■ What are the steps to becoming a Human Rights Friendly School?	10
■ Human Rights Friendly Schools top tips	15
<b>THREE/THE 10 GLOBAL PRINCIPLES FOR HUMAN RIGHTS FRIENDLY SCHOOLS</b>	<b>17</b>
<b>FOUR/THE FOUR KEY AREAS OF SCHOOL LIFE</b>	<b>23</b>
■ Key Area 1: Governance	25
■ Key Area 2: Relationships	37
■ Key Area 3: Curriculum and extra-curricular activities	50
■ Key Area 4: School environment	59
<b>FIVE/STEPS TO BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL</b>	<b>67</b>
■ Start-up phase	68
■ Project implementation and review phase	78
<b>SIX/USEFUL TOOLS</b>	<b>83</b>
■ SWOT analysis	85
■ The Human Rights Temperature activity	86
■ Levels of Human Rights Friendliness	91
■ The Human Rights Friendly Schools action plan	101



# GLOSSARY

## CIVIL AND POLITICAL RIGHTS

The full range of human rights laid out in the Universal Declaration of Human Rights is often divided into two groups: (i) civil and political rights and (ii) economic, social and cultural rights (see below for the latter). Examples of civil and political rights are the right to equality before the law, fair trial, freedom of expression, movement, assembly and association, and the right to take part in the government of your country. These rights are given binding legal expression in a number of international human rights instruments, including the International Covenant on Civil and Political Rights (1966). The UN Human Rights Committee was created to monitor compliance with this Covenant by states who are party to it, and to call states to account for violations of these rights.

## CONVENTION/COVENANT/ TREATY

Conventions and covenants are treaties. Each is a written international agreement between states that is governed by international law and legally binding.

## CONVENTION ON THE RIGHTS OF THE CHILD

The Convention on the Rights of the Child is the first legally binding international instrument to deal specifically and uniquely with the rights of the child, although other universal human rights standards apply to both adults and children. In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. World leaders also wanted to reiterate that children have human rights too. By agreeing to undertake the obligations of the Convention (by ratifying or acceding to it), national governments commit themselves to protecting and ensuring children's rights and they agree to hold themselves accountable for this commitment before the international community.

To learn more: <http://www.unicef.org/crc/>

## ECONOMIC, SOCIAL AND CULTURAL RIGHTS

The full range of human rights laid out in the Universal Declaration of Human Rights is often divided into two groups: (i) civil and political rights and (ii) economic, social and cultural rights. Economic, social and cultural rights refer to rights such as the rights to work, health, education, housing, food and water and sanitation. These are not merely a catalogue of good intentions by governments. They are enforceable human rights involving state obligations, enshrined in international human rights standards. These include the International Covenant on Economic, Social and Cultural Rights (1966) and standards set by specialized agencies such as the International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO). The UN Committee on Economic, Social and Cultural Rights was created to monitor the implementation of the International Covenant on



Economic, Social and Cultural Rights by states who are party to it and to call states to account for violations of these rights.

## HUMAN RIGHTS

Human rights are a fundamental set of entitlements or guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms and human dignity. They are inherent to all human beings, meaning that no human being anywhere in the world should ever be deprived of their rights, at any time or for any reason. The development of human rights has its roots in the struggle for freedom and equality everywhere in the world. Human rights do not have to be given, bought, deserved, earned or inherited. They belong to people simply because they are human.

Human rights are often described as being “inalienable”, “indivisible” and “interdependent”:

- **“Inalienable”** means that human rights cannot be taken away under any circumstances, including in wars or emergency situations.
- **“Indivisible”** means that all human rights are equally important. No one can decide that certain rights matter more than others.
- **“Interdependent”** means that when one right is abused, it has a negative impact on other rights. Similarly, when a certain right is realized, it contributes to other rights being fulfilled.

By affirming human rights in law, governments accept responsibility for the protection of human rights. Human rights standards set out what governments must do for the people in their territory, and also what they must not do to them. It is this entrenchment of human rights in official codes – in both national and international sets of law – which ensures that governments are accountable to uphold them. When agents of a state fail to ensure the human rights laid out in international human rights standards, they commit human rights violations. Similar acts committed by armed political groups or other non-state actors constitute human rights abuses.

## HUMAN RIGHTS BASED APPROACH

A human rights based approach is a conceptual framework for the process of human development that is based on international human rights standards and operationally directed at promoting and protecting human rights. It seeks to analyze the inequalities which lie at the heart of development problems and redress discriminatory practices and unjust distributions of power that impede development progress. The basic principles of a human rights-based approach are: a framework of human rights law, transparency, participation, empowerment, non-discrimination, inclusion and accountability.

To learn more: <http://www.ohchr.org/documents/publications/faqs.pdf>

## INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

International human rights instruments are agreements between states or by regional or international bodies for the promotion and protection of human rights and fundamental freedoms. They include legally binding treaties, such as UN conventions, as well as non-treaty



instruments, such as declarations (including the Universal Declaration of Human Rights). Other human rights standards include principles, guidelines and rules drawn up by intergovernmental organizations and experts.

To learn more see: <http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf>

## INTERNATIONAL HUMAN RIGHTS STANDARDS

International human rights standards constitute the code of conduct of governments around the world as defined by international human rights instruments.

## UNITED NATIONS

The United Nations (UN) is an international organization founded in 1945 after the Second World War by 51 countries committed to maintaining international peace and security, developing friendly relations among nations and promoting social progress, better living standards and human rights. Due to its unique international character, and the powers vested in its founding Charter, the UN can take action on a wide range of issues, and provide a forum for its 193 member states to express their views, through the General Assembly, the Security Council, the Economic and Social Council and other bodies and committees.

To learn more: <http://www.un.org/en/aboutun/index.shtml>

## UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION (1995-2004)

The World Conference on Human Rights stated in the Vienna Declaration and Programme of Action (1993) that human rights education, training and public information were essential for the promotion and achievement of stable and harmonious relations among communities and for fostering mutual understanding, tolerance and peace. The Conference recommended that states should strive to eradicate illiteracy and should direct education towards the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms. It called on all states and institutions to include human rights, humanitarian law, democracy and rule of law as subjects in the curriculums of all learning institutions in formal and non-formal settings. The UN General Assembly then proclaimed the UN Decade for Human Rights Education commenced on 1 January 1995.

To learn more: <http://www2.ohchr.org/english/issues/education/training/decade.htm>

## UNITED NATIONS DECLARATION ON HUMAN RIGHTS EDUCATION AND TRAINING

The UN Declaration on Human Rights Education and Training is a landmark instrument which supports initiatives of human rights education and training at all levels and encourages a higher level of commitment among member states for systematic and comprehensive programmes on human rights education, within all educational sectors – formal, informal and non-formal. The Declaration was adopted by consensus by the UN General Assembly on 19 December 2011. It states in its Article 1 that “Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training”.

To learn more: <http://www2.ohchr.org/english/issues/education/training/UNDHREducationTraining.htm>

## UNIVERSAL DECLARATION OF HUMAN RIGHTS

The Universal Declaration of Human Rights (UDHR) is generally agreed to be the foundation of international human rights law. The UDHR was adopted by the UN General Assembly on 10 December 1948. At the end of the Second World War, with the creation of the UN, the international community vowed to never allow atrocities like those of that conflict to happen again. World leaders decided to adopt a road map to guarantee the rights of every individual everywhere. The core principles of human rights were first set out in the UDHR, such as universality, interdependence and indivisibility, equality and non-discrimination. The UDHR also notes that human rights include both individual rights and state obligations, a notion that has been reiterated in numerous international human rights conventions, declarations and resolutions.

To learn more: <http://www.un.org/en/documents/udhr/history.shtml> and <http://www2.ohchr.org/english/issues/education/training/udhr.htm>

## WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

On 10 December 2004, the UN General Assembly proclaimed the World Programme for Human Rights Education to advance the implementation of human rights education programmes in all educational sectors. Building on the achievements of the United Nations Decade for Human Rights Education (1995-2004), the World Programme sought to promote a common understanding of basic principles and methodologies of human rights education, to provide a concrete framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots. The first phase (2005-2009) of the World Programme for Human Rights Education focused on human rights education in the primary and secondary school systems. The second phase (2010-2014) focuses on human rights education for higher education and on human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel. It also emphasizes the importance of continued efforts to integrate human rights education into schools.

To learn more: <http://www2.ohchr.org/english/issues/education/training/programme.htm>

## SOURCES

*The Amnesty International Handbook* (Index: ORG 20/001/2002), <http://www.amnesty.org/en/library/info/ORG20/001/2002/en>

United Nations Office of the High Commissioner for Human Rights, <http://www2.ohchr.org/english>



# HOW TO USE THIS GUIDE

## Welcome to Amnesty International's Human Rights Friendly Schools project!

This guide aims to support you to implement the Human Rights Friendly Schools project in your school. Sections One and Two are particularly important for you to review as they provide background and an overview of the entire project. Though we invite you to read the guide in its entirety, Sections Three to Four can be referred to as a resource as you work to make your school human rights friendly. The guide includes case studies from schools which have already begun their journey towards being human rights friendly. It also shows you where you can find other supporting resources and tools.

## CONTENT OF THE GUIDE

### ONE/INTRODUCTION – WHY HUMAN RIGHTS FRIENDLY SCHOOLS?

This section explains why human rights are important for schools and outlines the background to the Human Rights Friendly Schools project and is essential reading. Section One is useful for: understanding the project background; understanding what a Human Rights Friendly School is; and how this project can benefit your school.

### TWO/THE PROJECT AT A GLANCE

This section provides a brief overview of what the Human Rights Friendly Schools project is all about and is essential reading. Section Two is useful for: getting familiar with the 10 Global Principles for Human Rights Friendly Schools; the four key areas of school life; and the steps that your school will take in the process of becoming a Human Rights Friendly School.

### THREE/THE 10 GLOBAL PRINCIPLES FOR HUMAN RIGHTS FRIENDLY SCHOOLS

This section outlines and explores the 10 Global Principles which are the basis for this project and which are derived from international human rights standards and norms. Section Three is useful for: understanding what the 10 Global

Principles for Human Rights Friendly Schools are; considering how to integrate human rights across all areas of school life; and developing your vision for becoming a Human Rights Friendly School.

### FOUR/THE FOUR KEY AREAS OF SCHOOL LIFE

This section explores the four key areas of school life into which your school will integrate the 10 Global Principles in the process of becoming human rights friendly. Section Four is useful for: thinking about how human rights friendly your school already is across each key area; identifying initial areas for your school to focus on to become more human rights friendly; exploring what other schools involved in the project have done to become human rights friendly; developing your action plan to become human rights friendly.

### FIVE/STEPS TO BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL

This section describes the steps your school can take on its journey to becoming a Human Rights Friendly School. Section Five is useful for: getting a framework for project implementation; assessing the current human rights situation in your school and developing an action plan for becoming human rights friendly; putting in place the infrastructure needed to ensure effective project implementation; identifying ways to work with the members of the whole school community; evaluating your progress and assessing the impact of your efforts; and knowing how to connect with and share learning with other schools involved in the project.

### SIX/USEFUL TOOLS

This section includes some key tools and templates to assist you in project planning, from start-up to project implementation and review. The tools can also be found in the Human Rights Friendly Schools Toolkit and can be adapted to suit your school's specific needs and context. The tools in this section include: a SWOT analysis template, the Human Rights Temperature activity with a simplified Universal Declaration of Human Rights, Levels of Human Rights Friendliness, and the Human Rights Friendly Schools Action Plan template.

### CD-ROM/HUMAN RIGHTS FRIENDLY SCHOOLS TOOLKIT

The Human Rights Friendly Schools Toolkit contains human rights education resources and tools for you to use and refer to when planning and implementing the project in your school. The Toolkit is on an accompanying CD-ROM.



© Amnesty International

Design students participate in a human rights visual arts exhibition at the Mongolia-India joint Secondary School, Ulaanbaatar, Mongolia 2011.





WYJŚCIE  
EVAKUACJA



That's all.

Amnesty International school group in Poland campaigning to stop violence against women, 2008.

ONE

# WHY HUMAN RIGHTS FRIENDLY SCHOOLS?





# INTRODUCTION

## ABOUT THE PROJECT

The Human Rights Friendly Schools project aims to empower young people and promote the active participation of all members of the school community in integrating human rights values and principles into all areas of school life.

The Human Rights Friendly Schools project is Amnesty International's global human rights education project for schools. The project encourages and supports the development of a global culture of human rights by empowering pupils and teachers in secondary schools across the world to create human rights friendly school communities. Participating schools work towards developing a whole-school approach to human rights education, integrating human rights values and principles into key areas of school life including governance, relationships, curriculum and extra-curricular activities, and school environment. The Human Rights Friendly Schools project reaches beyond the classroom and out into the community to change the way people think about and actively participate to address human rights issues. It is founded on the belief that by increasing knowledge and changing attitudes and behaviours in entire communities, a global culture of human rights becomes possible.

## PROJECT BACKGROUND

The Human Rights Friendly Schools project was developed by Amnesty International within the context of the UN World Programme for Human Rights Education. The first phase of the World Programme for Human Rights Education (2005-2009) emphasized integration of human rights education in primary and secondary schools across the world. It advocated a holistic approach to human rights education, encouraging national governments to not only support schools to teach about human rights, but also to ensure that the way schools were run was consistent with human rights values and principles. The second phase of the World Programme for Human Rights Education began in 2010 and focuses on higher education, while also emphasizing the importance of continued efforts to integrate human rights education into schools.

The UN Declaration on Human Rights Education and Training encourages states to promote and ensure human rights education and training are developed and implemented in a spirit of participation, inclusion and responsibility: "Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training".

The Human Rights Friendly Schools project builds on and complements the numerous existing initiatives and efforts undertaken in recent years at local and national levels in many countries, from India to Ireland to Colombia and the UK. The Human Rights Friendly Schools project is an exciting opportunity for Amnesty International to support countries all over the world in making human rights an integral part of their national education systems.

The pilot phase of the Human Rights Friendly Schools project ran from September 2009 to July 2011 and involved 15 secondary schools from 14 countries.

As the project expands to a greater number of schools in these countries, and is launched in new countries, Amnesty International has updated the earlier guidelines in order to consolidate, reflect and share the experiences and learning from the pilot phase.

## WHAT IS HUMAN RIGHTS EDUCATION?

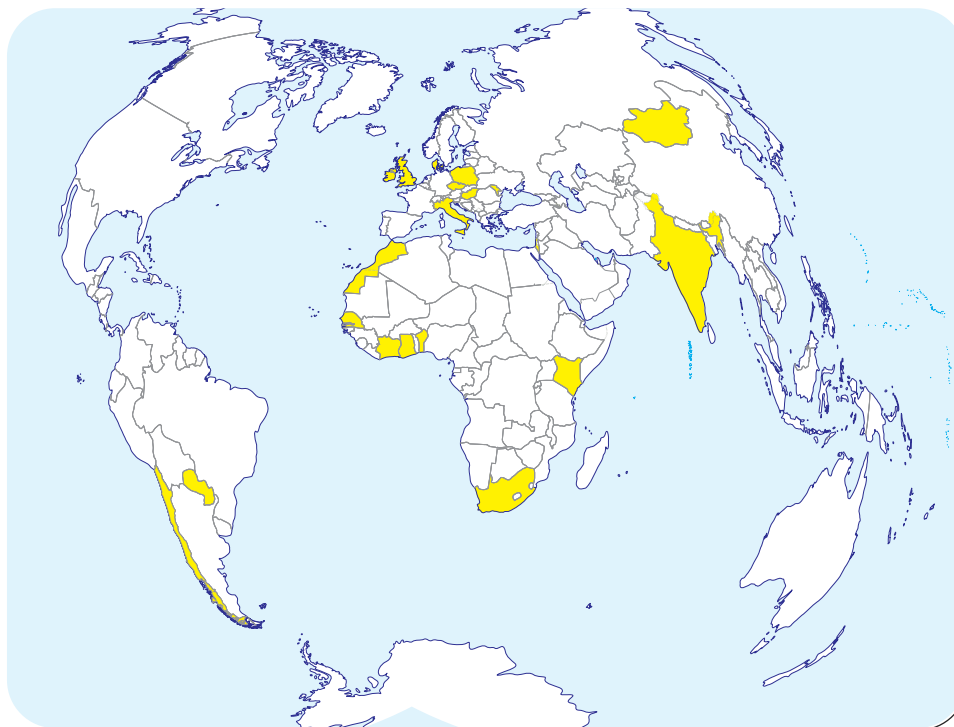
Human rights education is a participatory practice aimed at empowering individuals and communities, equipping them with the knowledge, attitudes, values and skills that they need to enjoy and exercise their rights and to respect and uphold the rights of others.

### Human rights education involves:

- Education *about* human rights – knowledge and understanding of human rights norms, principles, instruments, and the values that underpin them.
- Education *through* human rights – learning through inclusive, participatory and democratic methods that respects the rights of both educators and learners.
- Education *for* human rights – teaching and learning that allows the practice of human rights in daily life and empowers persons to enjoy and exercise their rights and to respect and uphold the rights of others.

## THE HUMAN RIGHTS FRIENDLY SCHOOLS NETWORK 2009-2012

BENIN  
BERMUDA  
CHILE  
CÔTE D'IVOIRE  
CZECH REPUBLIC  
DENMARK  
GHANA  
HUNGARY  
INDIA  
IRELAND  
ISRAEL/OT/PA  
ITALY  
KENYA  
MOLDOVA  
MONGOLIA  
MOROCCO  
PARAGUAY  
POLAND  
SENEGAL  
SOUTH AFRICA  
UNITED KINGDOM



### WHY IS HUMAN RIGHTS EDUCATION IMPORTANT TO SCHOOLS?

Schools have a critical role to play in our lives and the life of the community. As a reflection of wider society, schools are key to socializing younger generations, preparing learners to become active and engaged members of society. In an interconnected and globalized 21st century, young people are being exposed to a diverse and changing world around them, a world in which poverty, inequality and other injustices are still very much a part of the lives of millions.

Human rights can give schools around the world a shared language of equality, non-discrimination, inclusion, respect, dignity and participation that is crucial to the goal of achieving a more peaceful and just global society. Human rights education is a critical means of instilling the knowledge, skills, attitudes and values that can foster a culture of human rights. Amnesty International defines a culture of human rights as an atmosphere in which all members of a given community understand, value and protect human rights, where the values of equality, dignity, respect, non-discrimination, inclusion and participation anchor policies and are the basis for decision-making processes within the community.

“Where, after all, do universal human rights begin? In small places, close to home – so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighbourhood he lives in; the school or college he attends; the factory, farm, or office where he works... Unless these rights have meaning there, they have little meaning anywhere.”

Eleanor Roosevelt, one of the principle drafters of the Universal Declaration of Human Rights

### WHAT IS A HUMAN RIGHTS FRIENDLY SCHOOL?

A Human Rights Friendly School is a school that embraces human rights as core operating and organizing principles. It is a school community where human rights are **learned, taught, practiced, respected, protected and promoted**. It is a place in which all are included and encouraged to take part, regardless of status or role, where cultural diversity is celebrated. In short, a Human Rights Friendly School ensures that human rights values and principles are at the heart of the learning experience and present in all major areas of school life; it is a school that is “friendly” to human rights.



A Human Rights Friendly School promotes:

- An overall school-wide atmosphere of equality, non-discrimination, inclusion, respect, dignity and participation.
- A fully democratic, participatory approach to school governance where all members of the school community are involved in the decisions that affect them.
- The empowerment of students, teachers and staff to meaningfully and equally participate in the creation and implementation of school policies and practices.
- An increased sense of inclusion and interconnectedness that fosters mutual responsibility and local and global solidarity.
- Students' critical thinking and involvement in debates about human rights and social change.
- Rich learning experiences about human rights inside and outside of the classroom.

A Human Rights Friendly School uses a **whole-school** or **holistic** approach to integrating human rights into key areas of school life. It is also called a **rights-based approach** to human rights education. Through the whole school approach, school communities look at not only *what* is being taught, but also *how* it is taught, with the aim of creating a culture of human rights in the community.

## WHAT ARE THE BENEFITS OF BEING A HUMAN RIGHTS FRIENDLY SCHOOL?

While it is difficult to quantify the development of a culture of human rights, it is possible to identify tangible changes in the school and the wider community as a result of the Human Rights Friendly Schools project. Experience from the pilot phase has shown that a whole-school approach to human rights education can have the following impact:

### ON INDIVIDUALS:

- Teachers are trained in both human rights content and methodology and report greater confidence in creating a positive classroom environment, as well as improved interaction with students.
- Pupils exhibit increased capacity for critical thinking, and a better understanding of their rights as well as responsibilities.

- Pupils show a heightened awareness of broader community and social issues, as well as develop the leadership skills they need to effectively participate in, and influence, school policies and activities.

- Teachers and pupils have enhanced ability to work and learn collaboratively.

- All members of the school community acquire knowledge on human rights and improved skills in discussing and finding innovative ways of defending human rights and working for positive changes, locally and globally.

### IN SCHOOLS:

- As students, staff and the wider school community are given meaningful opportunities to become involved in school decision-making processes, their sense of belonging and responsibility to the school increase.

- Transparency and accountability improve, and relationships between members of the community are enhanced, including between teachers and students, between students, and between members of staff.

- Greater respect, co-operation and acceptance are shown among members of the school community, resulting in less engagement in anti-social behaviour, such as bullying.

- Becoming human rights friendly transforms schools into safer and more inclusive places to learn, especially for those who are marginalized or from disadvantaged backgrounds.

### IN COMMUNITIES:

- Members of the wider community are involved in school life, developing and implementing school policies and activities that promote human rights.

- As everyone becomes more aware of human rights, young people work together with their wider community to bring about real human rights change beyond the classroom.

### AND NATIONALLY:

- The Human Rights Friendly Schools project builds partnerships with local and national organizations to find collective ways of taking action for human rights.

- The project serves as a model educational system, proving the benefits of integrating human rights education into the formal education system.



## A HUMAN RIGHTS FRIENDLY SCHOOL IN PRACTICE

### DENMARK

At KonTiki Skolen in Hillerød, the journey to becoming human rights friendly begins every day with a morning school assembly, which includes students, teachers and parents. These whole-school community meetings provide a forum for updates and announcements, and they serve an important purpose in providing a venue for the school community to strengthen a human rights framework that meets their specific needs. The meetings are chaired by students on a rotating basis, encouraging their democratic participation. A special session held each Friday, called “democratic process”, offers students the opportunity to exchange views with and offer feedback on all aspects of school life to the school principal and teachers. As part of this process, two elected student representatives per grade liaise with the overall student body to negotiate and reach consensus on issues that are brought up each week with teachers and school leaders.

The school empowers students by encouraging them to take initiative and organize their own activities in the school, such as fundraising events, which also enable students to manage money through a consensus process. Parental involvement in school life is also seen as a priority, with parents sitting on the school’s board, taking part in morning assembly, and organizing extra-curricular activities such as community gardening.

Overall, the school’s integration of human rights perspectives and vocabulary in its day-to-day work has helped to foster an atmosphere supportive of democratic participation and proactive action on global issues. The school reports that the Human Rights Friendly Schools project has brought about a positive change in power relations between the school board and the teachers, and students feel that the democratic process in particular enables them to have more say in decision making at school.

“An atmosphere supportive of democratic participation and proactive action on global issues”



© Amnesty International Denmark

Daily school meeting, KonTiki Skolen, Denmark, 2010.







Artwork by Romani children from Matice Slovenskej Elementary School, Slovakia, 2010.

TWO

# THE PROJECT AT A GLANCE



# THE PROJECT AT A GLANCE

This section provides an overview of what the Human Rights Friendly Schools project is all about and is essential reading to become familiar with the overall project. It introduces the 10 Global Principles for Human Rights Friendly Schools, the four key areas of school life and offers a summary of the steps that your school will take in the process of becoming a Human Rights Friendly School.

## WHAT DOES THE HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT INVOLVE?

This is no ordinary project where human rights lessons are taught and children listen. The Human Rights Friendly Schools project transforms the school into a place where human rights are an integral part of everything the school community does. From the way decisions are made in schools, to the activities that are conducted, to the environment in which students are taught, the school becomes an exemplary model for human rights education. Schools are encouraged to innovate and invite as many views as possible when developing their action plans.

## THE 10 GLOBAL PRINCIPLES FOR HUMAN RIGHTS FRIENDLY SCHOOLS

This project is founded on the **10 Global Principles for Human Rights Friendly Schools**. These are based on international human rights standards, norms and instruments such as the Universal Declaration of Human Rights (UDHR). The Global Principles outline how schools can take the values and rights enshrined in these human rights instruments and apply them to a school setting.

More information on the 10 Global Principles for Human Rights Friendly Schools can be found in Section Three of this guide.

## 10 GLOBAL PRINCIPLES FOR HUMAN RIGHTS FRIENDLY SCHOOLS

### NON-DISCRIMINATION AND INCLUSION

- 1 A Human Rights Friendly School is a community where equality, non-discrimination, dignity and respect underpin all aspects of school life.
- 2 A Human Rights Friendly School provides a learning environment where all human rights are respected, protected and promoted.
- 3 A Human Rights Friendly School embraces inclusion in all aspects of school life.

### PARTICIPATION

- 4 A Human Rights Friendly School encourages all members of the school community to participate freely, actively and meaningfully in school life, including shaping school policies and practices.
- 5 A Human Rights Friendly School ensures that everyone in the school community has the information and resources they need to participate fully in school life.

### ACCOUNTABILITY

- 6 A Human Rights Friendly School is fair, accountable and transparent in all of its planning, processes, policies and practices.
- 7 A Human Rights Friendly School protects all members of the school community by making safety and security a shared priority and responsibility.

### EMPOWERMENT THROUGH LEARNING & TEACHING

- 8 A Human Rights Friendly School integrates human rights into all aspects of teaching and the curriculum.
- 9 A Human Rights Friendly School works to empower all students to reach their full potential through education, in particular those students who are marginalized due to their gender, status or difference.
- 10 A Human Rights Friendly School empowers students and staff to become active members of a global community, sharing knowledge, understanding and learning with others and taking action to create a world where human rights are respected, protected and promoted.





## KEY AREAS OF SCHOOL LIFE

Schools are encouraged to integrate the 10 Global Principles for Human Rights Friendly Schools into **four key areas of school life**.

### GOVERNANCE – the way the school is run.

Human Rights Friendly Schools work to make their governance structures fully democratic and participatory, encouraging all members of the school community to participate freely, actively and meaningfully in school life, shaping school policies and practices. This can take many forms, from encouraging students' voices to be heard at school board level, establishing student representative bodies and strengthening existing parents' associations, to involving peers in student disciplinary proceedings.

### RELATIONSHIPS – how members of the school community interact with each other.

The project promotes an atmosphere of equality, non-discrimination, inclusion, respect, and dignity across the whole school community. Human Rights Friendly Schools work to build mutual respect, trust and a shared understanding of rights and responsibilities between staff, students and the wider community. A wide variety of activities can be employed to achieve this including: trainings or open meetings on rights and responsibilities; outreach projects in the community; trainings on communication and conflict resolution; school open days; exhibitions with human rights themes; and partnerships with others including Human Rights Friendly Schools around the world.

### CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES – The teaching of human rights, both content and methodology.

Opportunities for students to engage in learning about human rights can be offered both through the curriculum and through extra-curricular clubs and activities in Human Rights Friendly Schools. As part of the project, teachers are trained in both human rights and human rights education methodologies to effectively employ human rights based approaches in the classroom. They learn from other Human Rights Friendly Schools, as well as availing themselves of existing Amnesty International human rights education resources and campaigning tools. Extra-curricular activities can include drama clubs performing human rights themed plays, campaigns against bullying, commemoration events to mark international or national days related to human rights, and the setting up of human rights clubs to campaign on local, national and international human rights issues.

### SCHOOL ENVIRONMENT – the environment in which learning takes place.

Learning about human rights is most effective if it takes place in an environment that is respectful of the principles being taught. Human Rights Friendly Schools are physically transformed into places which reflect, or are an expression of, human rights values. Activities in this area can range from designating corridors and buildings with human rights names, inviting the community to join in repairs and refurbishment of existing buildings, to building a human rights area in your school, such as a garden or discussion room.

More information on the four key areas of school life and how you can integrate the 10 Global Principles for Human Rights Friendly Schools into the four key areas can be found in Section Four of this guide.

## HOW DOES THE HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT WORK?

The Human Rights Friendly Schools project is implemented by schools with support from the whole community. The project framework has been developed by Amnesty International and support in the planning and implementation of the project is offered by your local Amnesty International office or a designated support organization. Support is provided at each stage of the journey towards becoming human rights friendly.

### Q: How does Amnesty International support the school in its journey to become human rights friendly?

From the moment a school is interested in becoming a Human Rights Friendly School, Amnesty International can discuss the process, provide information, expertise, materials and tools and meet with school management and community members as required. Support is continued throughout project implementation in a way that is mutually agreed upon by your school and the local Amnesty International office.

### Q: How does the partnership between the school and Amnesty International work?

The partnership between the school and Amnesty International can grow in whatever way is deemed suitable for the project to develop effectively. Experience has shown that there is often a need for some organizational support at the beginning of the project, but as the school community begins to take more ownership of the project, the partnership can evolve accordingly.

**Q: How do schools integrate human rights into school life?**

Your school has full creative control over how to integrate human rights in school life, taking into account the national educational system of which it is a part and the social and cultural context in which it is situated. Creativity and innovation are encouraged. Support, guidance and examples of inspirational activities are available every step of the way.

**WHAT ARE THE STEPS TO BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL?**

This part outlines the steps that your school can take on its journey to becoming a Human Rights Friendly School, from deciding to participate in the project to planning and implementation to evaluating the effectiveness and impact of its efforts.

These steps are intended to be a guide, and your school will embark on its own particular journey to becoming a Human Rights Friendly School. **The Human Rights Friendly Schools project is flexible and each step can be adapted or modified to the particular needs and context of your school, both in content, chronology of steps and project implementation timeline.** Remember however that

becoming human rights friendly is a long-term goal, not something that will be achieved overnight or even within one academic year. Being a Human Rights Friendly School will require ongoing efforts for schools to sustain over the longer term.

Below is an overview of the two phases in the journey to become a Human Rights Friendly School:

- **The start-up phase** – which includes preparing, planning and laying the groundwork for the project.
- **The project implementation and review phase** – which includes implementing your school's action plan to integrate human rights into school life, and monitoring progress.

More detailed information on each step of the start-up phase and project implementation and review phase can be found in Section Five.

Children taking part in a community mapping session with Amnesty International, Port-au-Prince, Haiti, March 2008.




© Amnesty International

# START-UP PHASE


## 1 FAMILIARIZE YOURSELF WITH THE PROJECT

- Review and understand the 10 Global Principles for Human Rights Friendly Schools and the four key areas of school life.
- Review the process of becoming a Human Rights Friendly School.
- Talk to your local Amnesty International office if you have any questions.

 Details on how to work with the 10 Global Principles for Human Rights Friendly Schools and the four key areas of school life can be found in Sections Three and Four of this guide. You will also find relevant case studies throughout this guide which will provide additional information. Your local Amnesty International office may provide you with additional resources or support relating to your understanding of the project.

## 2 DECIDE IF THE HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT IS RIGHT FOR YOUR SCHOOL


- With the support of your local Amnesty International office, decide if the Human Rights Friendly Schools project is right for your school.

 Ensure you understand what the project entails and that your school has the commitment and capacity to take on the project. This decision should be made in conjunction with your local Amnesty International office, or designated support organization.

## 3 SECURE AGREEMENT FROM YOUR SCHOOL LEADERSHIP TO IMPLEMENT THE PROJECT


- Ensure your school leadership is fully committed to carrying out the project.

- Formalize the arrangement through the signing of a Memorandum of Understanding (MOU) with your local Amnesty International office.

 Support from your school leadership (for example, board of directors, trustees, head teacher or principal) is crucial to ensure effective implementation in the school. The Human Rights Friendly Schools project MOU is available from your local Amnesty International office.


## 4 SET UP A HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT WORKING GROUP

- Set up a project working group or other management structure to ensure effective guidance and leadership of the project.
- Ensure that the project working group includes representation from all members of the school community (teachers, students, school administration, parents, community groups, etc).
- Build the capacity of members of the project working group in areas they deem useful to managing the project.

 When setting up the project working group, establish a terms of reference document, laying out the overall purpose, objectives and responsibilities of the group. Your local Amnesty International office can assist you with this.

## 5 RAISE AWARENESS OF THE PROJECT AMONG PUPILS, TEACHERS AND THE WHOLE SCHOOL COMMUNITY


- Get everyone involved!
- Conduct awareness-raising activities to ensure everyone understands and is inspired by the project.
- Such activities and discussions are useful also to get input into the development of the school's action plan.

 You can hold evening meetings or workshops for parents and other community members, send letters to community organizations or reach out to the community in any other ways you deem suitable. Your local Amnesty International office may support you at this stage of the project.




## 6 TRAIN YOUR TEACHERS

- **Conduct training sessions for your teachers which include information on the project, as well as on human rights principles and human rights education methodologies.**

 Teacher training is a critical step in this project to ensure that the project is understood and properly implemented in the classroom. Your local Amnesty International office may be able to assist you with teacher training. Trainings can be tailored to meet the needs and capacity of teachers and be held over a few days, on a regular basis, with follow up as required.


## 7 ASSESS THE CURRENT LEVEL OF HUMAN RIGHTS FRIENDLINESS OF YOUR SCHOOL

- **Reflect on the 10 Global Principles for Human Rights Friendly Schools.**
- **Take the Human Rights Temperature of your school using the questionnaire provided (see page 86).**
- **Conduct a SWOT analysis (assess the Strengths, Weaknesses, Opportunities and Threats of your school) (see page 85).**
- **Use the Levels of Human Rights Friendliness as a guide (see pages 80 and 91)**

 Assessing how human rights friendly your school is at the beginning of the project will aid in the development of your school's vision, goals and action plan. It will also serve as an important base line for evaluating progress towards becoming a Human Rights Friendly School.


## 8 DEVELOP YOUR SCHOOL'S VISION FOR BECOMING HUMAN RIGHTS FRIENDLY

- **Create a school vision based on the 10 Global Principles and your school's assessment of its human rights friendliness.**
- **Involve all members of the school community in the process.**

 Development of your school's vision is an important step before creating your action plan. Be creative! Think about what you would like your school to achieve and aspire to. The 10 Global Principles and information on the four key areas of school life can be used as a framework for designing your school's vision statement.

## 9 DEVELOP YOUR SCHOOL'S ACTION PLAN

- **Map your route to becoming human rights friendly – develop an action plan.**
- **Ensure you include monitoring and evaluation activities in your action plan.**
- **Consult as many members of the school community as possible, from students to administrative staff to parents and local community organizations – this is a great way to get everyone involved.**
- **Remember you can focus initially on one or two priority areas of school life in your action plan according to your school needs and capacity.**
- **Make sure everyone involved is happy with the action plan and supports it.**

 Developing and monitoring the school's action plan should be led by the project working group, and will be most effective if the work is carried out with the participation of the whole school community. The 10 Global Principles and information on the four key areas of school life can be used as a framework for designing your action plan. Use the action plan template found on page 101 to guide you.

# PROJECT IMPLEMENTATION AND REVIEW PHASE

## 1 IMPLEMENT YOUR ACTION PLAN

- Ensure the project working group meets regularly to lead and guide the project.
- Organize a launch party to raise awareness, and involve the media if you wish.
- Use the support available from your local Amnesty International office.

👏 When developing your school's action plan, you can review the case studies provided in this guide for inspiration, to learn from those who have already started their journey towards becoming human rights friendly.

## 2 CONNECT WITH THE WHOLE SCHOOL COMMUNITY AND WITH OTHER SCHOOLS

- Ensure all members of the school community are involved in all aspects of the project.
- As well as other schools in your own country, you can contact Human Rights Friendly Schools around the world with help from Amnesty International.
- Get in touch with other schools to share experiences and ideas and to get inspiration.
- Create partnerships with external organizations for greater learning and support.

👏 Participation of all members of the school community ensures sustainability and success of the project. Connecting with other Human Rights Friendly Schools in different countries can be done through teleconferences, letter writing, emails, or international exchanges. Fundraising activities can be undertaken by the school to support these international exchanges.

Human Rights Friendly Schools project launch, Benin, 2009.

## 3 MONITOR, REVIEW AND EVALUATE THE PROJECT

- Assess the impact of the Human Rights Friendly Schools project in your school.
- Discuss evaluation requirements with your local Amnesty International office.

👏 Monitoring and evaluation is an important part of the project and should be factored in when you are developing your action plan. All members of the school community can participate in monitoring and evaluation activities.

## 4 REVISE YOUR ACTION PLAN AND DEVELOP AN ACTION PLAN FOR NEXT YEAR

- After evaluating your school's progress, revise your current action plan or develop a new action plan for the next academic year.
- Build up to working in all four key areas of school life.

👏 Remember that the Human Rights Friendly Schools project is a continuous cycle of assessment, planning, implementation, and evaluation.



© Amnesty International



## BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL

### GHANA

Accra High School in Ghana aims to build the capacity of young people by promoting a democratic school environment, innovative teaching methods and responsible citizenship. The school empowers students by providing them with opportunities to express their voices in the decision-making process through their elected Student Representative Council (SRC) which acts as the parliament of the school community. All suggestions on school policies, procedures and programmes are submitted to the SRC for student recommendation and comment and then forwarded to teachers and the school administration.

Human rights have been included in several subjects of the school curriculum and teaching methods integrate participatory processes. Not only is there a change in power hierarchies in the classroom, but teachers feel that they can focus more on visually-oriented programmes and dramatic events, including role plays which tackle human rights issues and which have a positive impact on learning. Both students and teachers alike say they now have a better understanding and knowledge of both their rights and responsibilities.

The school has several clubs and societies which have embraced human rights. Students and staff have also built a *Human Rights Garden* where they can spend their leisure time, discuss human rights issues, and display and share human rights stories. Students feel a greater openness and tolerance of diverse beliefs and religions (Islam and Christianity, as well as other religions, are represented at the school).

From teacher training in human rights content and participatory methodology, to the empowerment of students to represent themselves and take action on national human rights issues like the death penalty, the Accra High School community has been transformed, leading the way towards a culture of human rights where respect, dignity and non-discrimination are the mainstay of daily life. On 20 October 2011, the then President of Ghana, Professor John Atta Mills, visited the school and, impressed by its success in making human rights an integral part of school life, said “I have great admiration for Accra High School as pacesetters.”

**Human Rights Friendly Schools project in action at Accra High School, Ghana, 2011.**



© Amnesty International

# HUMAN RIGHTS FRIENDLY SCHOOLS TOP TIPS

## 1 TAKE YOUR TIME – DON'T RUSH IN

Becoming a Human Rights Friendly School requires the support of the whole school community and it is worth taking the time and energy at the start to ensure that the whole school community understands the project, knows how to get involved and feels ownership of the project.

## 2 ENSURE THE SUPPORT OF THE SCHOOL LEADERSHIP

Ensure that the principal, head teacher or school leadership is supportive of the project and is either part of, or keeps in close contact with, the project working group. This is crucial to the project's success and to ensure that the project is sustainable in the long term. School leadership support will place the project at the centre of school planning processes and policies, and will ensure that sufficient staff time and support are allocated.

## 3 APPOINT A LEAD CONTACT TO LIAISE WITH AMNESTY INTERNATIONAL

Make sure that someone in your school is appointed as lead contact to work with your local Amnesty International office. This will facilitate better communication between the two partners, and work towards ensuring that your school is able to request and receive effective and timely support from Amnesty International.

## 4 GET THE WHOLE SCHOOL COMMUNITY INVOLVED IN THE PROJECT

Provide all members of the school community with the opportunity to get involved in assessing the human rights friendliness of the school at the beginning of the project. This will help to raise awareness in the school community and will encourage people to feel ownership. Involvement of school community members is also important in the implementation of project activities, as well as in the review and assessment of the project. Getting parents involved can be a challenge, but it is worth the effort. Parents have skills and experience that will add value, and can ensure that the project moves beyond the school walls and into the community.

## 5 TRAIN YOUR TEACHERS

Taking the time and making the effort to train your teachers is fundamental to the project. Ensuring that your teachers understand human rights and human rights education will provide them with the necessary tools to fully take the project on board to its success.

## 6 LEARN FROM AND WITH OTHERS

A special feature of the Human Rights Friendly Schools project is the involvement of an international network of schools from all over the world. What better way to ensure that the project is successful in your school than to connect with other schools participating in the project to share your successes and discuss how to overcome any challenges you are facing! Work with your local Amnesty International office to identify and contact other Human Rights Friendly Schools.

## 7 DON'T BE AFRAID TO MAKE MISTAKES

Do not be afraid to try things out and see if they work. If they don't work the way you expected, you can learn from them and share your stories in order for others to learn and improve the project in their schools.

## 8 BE REALISTIC

Becoming human rights friendly takes time. Set yourself SMART (Specific, Measurable, Attainable, Relevant and Time-bound) goals, goals that you are able to achieve within each academic year. Do not try to do too much at once, and ensure that you plan and implement activities that are within your school's capacity and resources.

## 9 THINK LONG TERM AND KEEP GOING

No school will ever be the perfect Human Rights Friendly School. Try not to see the project as something that you will focus on in one particular year and then move on to something else. Instead, see the project as underpinning the work of the school in the long term.

## 10 CELEBRATE YOUR SUCCESSES!

You will be regularly monitoring and evaluating your efforts to become human rights friendly, so why not use this as an excuse to celebrate your successes? Let the school community know of a special event or positive outcome through an assembly or a newsletter. Celebrate the efforts of your school in becoming a community where human rights are practised, demonstrated and lived.





Amnesty International Korea campaign "We like books more than toy guns"  
in Gyonggi English Village Paju camp, South Korea, 2007.

THREE

**THE 10 GLOBAL  
PRINCIPLES FOR  
HUMAN RIGHTS  
FRIENDLY SCHOOLS**



# THE 10 GLOBAL PRINCIPLES

The 10 Global Principles for Human Rights Friendly Schools were developed to support school communities throughout the world to integrate human rights into the life of the school. Foundational to the Human Rights Friendly Schools project, the principles are based on international human rights standards, norms and instruments, including:

- The Universal Declaration of Human Rights
- The Convention on the Rights of the Child
- The International Covenant on Economic, Social and Cultural Rights
- The International Covenant on Civil and Political Rights
- The Convention on the Elimination of All Forms of Discrimination Against Women
- The UN Declaration on Human Rights Education and Training

These international instruments share a common purpose: to advance human rights throughout the world to all people. They all also clearly detail education as a right, as well as a key method for realizing other rights. The 10 Global Principles outline how schools can take the values and rights enshrined in these instruments and apply them to a school setting.

## WHAT DO THE 10 GLOBAL PRINCIPLES MEAN FOR SCHOOLS?

The 10 Global Principles for Human Rights Friendly Schools are set out in the table on page 8 of the guide. Each principle is explored more fully below.

### NON-DISCRIMINATION AND INCLUSION

**PRINCIPLE 1: A Human Rights Friendly School is a community where equality, non-discrimination, dignity and respect underpin all aspects of school life.**

In order for a school to become human rights friendly, it must acknowledge and support the values that underpin human rights, which guarantee equality and dignity to each and every person in the school community. A Human Rights Friendly School that promotes equality, non-discrimination, dignity and respect, actively demonstrates human rights values, creating a foundation for improving the rights-respecting ethos of the school.

**PRINCIPLE 2: A Human Rights Friendly School provides a learning environment in which all human rights are respected, protected and promoted.**

A Human Rights Friendly School will create a learning environment in which the human rights of all people are respected, where learning and teaching practices foster respect among community members and promote the human rights of students, teachers, staff and school leaders. A Human Rights Friendly School will endeavour to promote all human rights of students, teachers and other school community members, whether civil or political, economic, social or cultural. While it is ultimately the responsibility of governments to ensure realization of people's human rights, a Human Rights Friendly School can play an important role in supporting the provision of human rights, and thereby foster safety, security, and a collective sense of dignity and justice.

**PRINCIPLE 3: A Human Rights Friendly School embraces inclusion in all aspects of school life.**

Schools can bring together people from diverse backgrounds, cultures, religions, generations and experiences. In the absence of robust efforts and vigilance on the part of all members of the school community, it can be easy for differences to be negatively highlighted or those from more vulnerable or under-resourced groups to be marginalized and/or stigmatized within a school. A Human Rights Friendly School is committed to equality, non-discrimination, respect and dignity and to empowering students and other members of the school community. It must not only prioritize inclusion

in its policies and practices but embrace it as central to the school culture. A Human Rights Friendly School must ensure that all members of the school community are involved and are empowered to participate equally, regardless of gender, status or difference.

## PARTICIPATION

**PRINCIPLE 4: A Human Rights Friendly School encourages all members of the school community to participate freely, actively and meaningfully in school life, including shaping school policies and practices.**

Participation has significant implications for education, and a Human Rights Friendly School recognizes that children in particular should be involved in making decisions on issues that affect them. Participation of students in school life has been linked to improved academic outcomes. Increased parental participation in academic settings has been demonstrated to have beneficial effects for both schools and communities. A Human Rights Friendly School will offer students and other members of the school community genuine opportunities to participate in decision-making processes. In doing so, a Human Rights Friendly School creates a framework for empowering students to become informed and active citizens.

**PRINCIPLE 5: A Human Rights Friendly School ensures that everyone in the school community has the information and resources they need to participate fully in school life.**

Providing opportunities for participation of students, teachers and other school community members may not on its own guarantee active and meaningful participation. A Human Rights Friendly School will need to make all necessary information available to all school community members so that they are aware of how, where and when they can participate meaningfully and effectively. A Human Rights Friendly School will ensure that information about school policies and procedures and other relevant information is freely available to all members of the school community. A Human Rights Friendly School will facilitate the participation of individuals, taking into account their particular needs and context.

## ACCOUNTABILITY

**PRINCIPLE 6: A Human Rights Friendly School is fair, accountable and transparent in all of its planning, processes, policies and practices.**

Trust is established in schools with transparent, fair and inclusive policies and a culture that invites all members of the school community to understand and participate in decisions and actions within the school. Schools that prioritize building a culture of trust and accountability in their planning, processes, policies and practices support all school community members to be active participants in their own lives. A Human Rights Friendly School will develop mechanisms for resolving differences and conflicts which uphold the principles of fairness and accountability, and ensure planning and policy making processes are transparent. School leaders, including students and community members, act to hold each other accountable, ensuring that all school practices are in line with human rights principles as reflected in international human rights instruments.



© Amnesty International

“How to integrate the 10 Global Principles in four key areas of school life” at a Human rights Friendly Schools Induction workshop, London, UK 2009.





**PRINCIPLE 7: A Human Rights Friendly School protects all members of the schools community by making safety and security a shared responsibility.**

All of the work that goes into providing students with an education is compromised if students, teachers, or other school staff feel threatened in the school environment. Ensuring the safety and security of all members of the school community is a collective task to which all are accountable. The safety and security of marginalized or vulnerable groups should be given special consideration by schools. By fostering a safe learning environment, a Human Rights Friendly School will promote a sense of solidarity, dignity and shared responsibility that supports and facilitates teaching and learning.

**EMPOWERMENT THROUGH LEARNING AND TEACHING**

**PRINCIPLE 8: A Human Rights Friendly School integrates human rights into all aspects of teaching and the curriculum.**

Human rights are derived from a complex set of internationally agreed-upon values and principles. As such, they are often viewed in abstraction and without a full appreciation of their scope and potential application. For human rights to be understood and promoted across the school community, they should be introduced to students in classrooms and to teachers, school administrators and other staff in professional development settings, not just through curriculum content or extra-curricular activities, but also through the teaching methodology. Human rights must be present in how learning experiences are shaped, through pedagogical approaches that respect human rights and encourage participation.

**PRINCIPLE 9: A Human Rights Friendly School works to empower all students to reach their full potential through education, in particular those students who are marginalized due to their gender, status or difference.**

Human rights education seeks to empower learners to understand and claim their rights and embrace their responsibilities. The Universal Declaration of Human Rights states that education should both “develop the full human being” and “increase respect for human rights”. A Human Rights Friendly School will create opportunities for all students, especially those who are marginalized due to their gender, status or difference. Equal access to education, and equality within the school community, opportunities for meaningful participation and an ethos that teaches students

how to balance rights and responsibility empowers students to participate actively beyond the school community. This provides them with the tools to develop to their full potential.

**PRINCIPLE 10: A Human Rights Friendly School empowers students and staff to become active members of a global community, sharing knowledge, understanding and learning with others and taking action to create a world where human rights are respected, protected and promoted.**

Young people are growing up as members of an increasingly connected global community. A Human Rights Friendly School will support young people to use a human rights perspective to make sense of this world, to connect with their peers across the globe, to develop an understanding of respect for different cultures and ways of life, and to develop the knowledge and skills needed to take action on pressing global issues. Encouraging pupils to become active and informed global citizens will form a central part of a school that is human rights friendly, enabling pupils to realize that they have the power and responsibility to affect positive human rights change in the world.

**THINKING POINT: Using the 10 Global Principles for Human Rights Friendly Schools**

Encourage pupils, teachers and others to review the 10 Global Principles for Human Rights Friendly Schools and consider what they mean in your school context:

- Do you agree with the 10 Global Principles? Is there anything that you would add or change to make the Global Principles work in your school?
- Consider each Global Principle in turn. How is this principle promoted or respected in your school now? What would you need to do to further develop this principle in your school?

**ACTIVITY: What would your ideal Human Rights Friendly School look like?**

After reviewing the 10 Global Principles for Human Rights Friendly Schools, ask pupils, teachers and parents to work together to create a visual image of what your Human Rights Friendly School would look and feel like. Be creative!



© Amnesty International

Nicaragua's Butterflies of Hope, Amnesty International  
Campaign defending women's and girls' rights in Nicaragua, 2011.







Classroom in Lavanneau, Haiti, as seen through a hole in a board used as a makeshift division between classrooms, 2008.

FOUR

# THE FOUR KEY AREAS OF SCHOOL LIFE

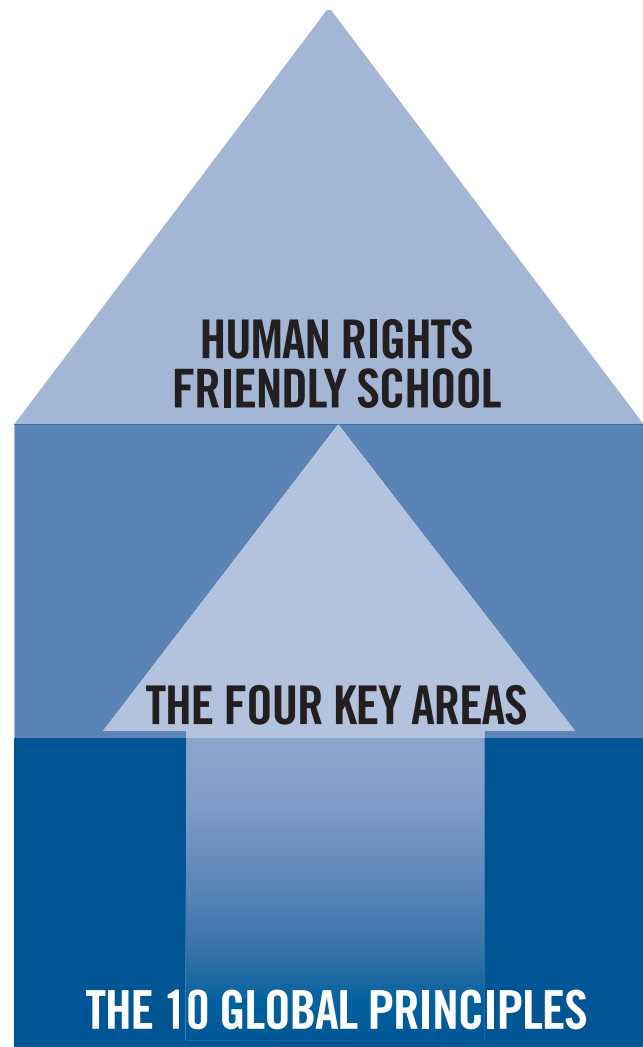


# THE FOUR KEY AREAS OF SCHOOL LIFE

Becoming a Human Rights Friendly School means more than just enabling students to learn about human rights. A school will work to integrate human rights principles into all aspects of its operations and activities, essentially everything it does as a school. This is called a *whole school* approach or *holistic* approach to human rights education. A Human Rights Friendly School will work to integrate the 10 Global Principles for Human Rights Friendly Schools across four key areas of school life: Governance, Relationships, Curriculum and Extra-Curricular Activities, and the School Environment.

These key areas are not mutually exclusive, rather they are overlapping, and some activities a school carries out may touch on more than one key area. However, these four key areas reflect the broad spectrum of work that a school focuses on day-to-day.

It is important to note that integrating human rights into the four areas of school life can be a gradual process. The ultimate objective of a Human Rights Friendly School will be the integration of human rights across all four key areas, but this should be achieved at the pace defined by the school with support from Amnesty International.



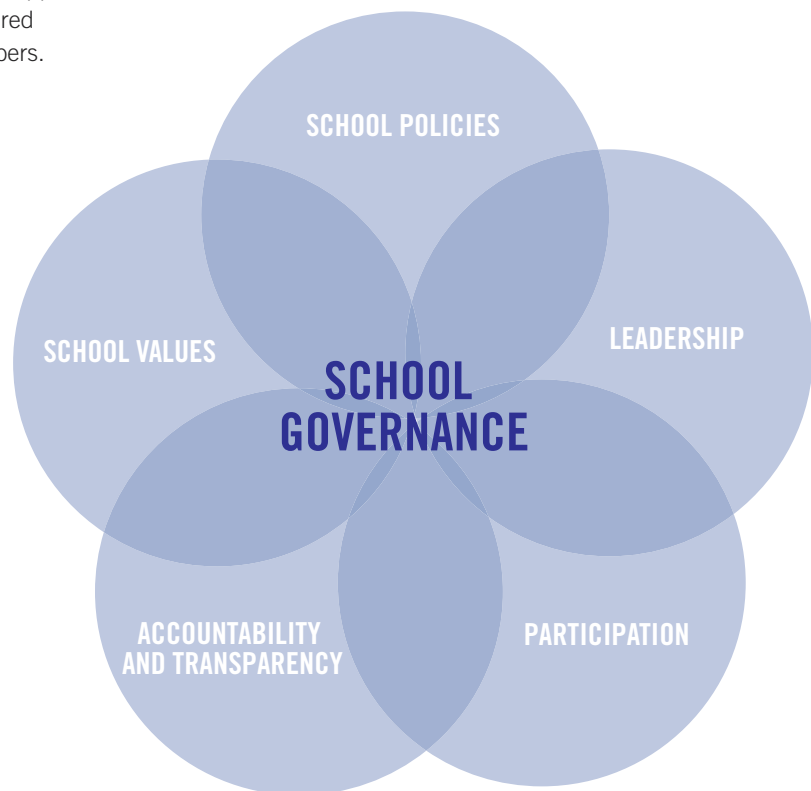
# KEY AREA 1: GOVERNANCE

## INTEGRATING HUMAN RIGHTS AND PARTICIPATION IN SCHOOL GOVERNANCE

The way a school is governed plays an important role in how members of the school community participate in school life. A Human Rights Friendly School ensures that all people in the school community have a role to play in the way the school is governed and managed, including leadership, development of the school vision and mission, development and implementation of school policies and procedures, and mechanisms for accountability.

A school may already have a student council, government, or union that is consulted about school practices. Only a school council or governing body that includes students and other school community members can contribute meaningfully to human rights friendly school governance. Sharing responsibility for governance can often provide opportunities to cultivate a culture of trust, respect and shared responsibility among school community members.

The tables in this section outline how your school can integrate the 10 Global Principles for Human Rights Friendly Schools into the various elements of school governance, including: school values, school policies, leadership, participation, and accountability and transparency. This list is not exhaustive, and you may wish to modify these or come up with elements relating to school governance that are more relevant to your school.



## 1. SCHOOL VALUES

The operations and functioning of a Human Rights Friendly School should be based on core human rights values such as fairness, equality, non-discrimination, respect and dignity. A school may already have a vision or mission statement, school motto or set of operating principles, and they should build human rights principles into these. Becoming human rights friendly does not mean discarding existing values, especially as many may already be aligned with human rights. A school does not necessarily need to change its existing ethos or mission statement, but rather should reflect on how human rights might be promoted through the school's stated and shared values.

### KEY CONSIDERATIONS

- Does the school have an existing vision or mission statement, ethos, motto, or operating charter that reflects the school's values?
- How can an existing school vision or mission statement or charter be adapted or added to in order to include human rights values such as equality, fairness, non-discrimination, inclusion, respect and dignity?
- Does the school have a set of values that everyone agrees on?

### POSSIBLE ACTIVITIES

- Create or update a school-wide value, vision, mission or ethos statement and consult all members of the school community as part of the process.
- Use the 10 Global Principles for Human Rights Friendly Schools to develop a set of core school values.



© Amnesty International

“My dream school”  
at a Human Rights  
Friendly Schools  
Induction workshop,  
London, UK, 2011.



## CASE STUDIES SCHOOL VALUES

### ITALY

In Liceo Norberto Rosa in Susa, members of the school community, including students, teachers, parents and school staff, participated in the creation of a *Co-responsibility Covenant*. The Covenant outlines the school's democratically agreed statement of values detailing their collective responsibility for promoting human rights across the school. The benefits of creating the Covenant are twofold: firstly, there is now an explicit shared values framework for the school, and secondly, the process of developing the framework encouraged an atmosphere of mutual respect and co-operation amongst staff, students and teachers. The school also worked with the local Amnesty International office to develop a *Co-responsibility Agreement* between Amnesty International and the school, outlining how Amnesty International staff could support the realization of the values framework in the school.

“There is now an explicit shared values framework for the school”

### PARAGUAY

At the Colegio Técnico Nacional in Asunción, school leaders promoted their vision of including the values enshrined in the Universal Declaration of Human Rights in the daily life of the school by holding several Human Rights Awareness Days. All members of the school community were invited to participate in a series of discussions on how best to include human rights values in the school's overall vision statement. A new vision statement was developed for the school, which has been included in the revised school statute.



## 2. SCHOOL POLICIES

In a Human Rights Friendly School, policies on which the operations and practices of the school are based, such as child protection, anti-bullying and equality policies, will reflect human rights principles. A school can review its policies to determine where they might have an impact on human rights, and also ensure that consideration of human rights is built into the development of new school policies.

### KEY CONSIDERATIONS

- How human rights friendly are current school policies, such as the discipline policy or the anti-bullying policy?
- Do school policies refer to human rights where appropriate?
- Does the school have policies that promote inclusion and equal opportunities? Does the school have policies that promote equality and non-discrimination?
- How could staff and students be more involved in the development or revision of school policies?
- Is there space for staff and students to raise issues regarding school policies in a constructive way?

### POSSIBLE ACTIVITIES

- Take the school's Human Rights Temperature (see pages 80 and 86-89) to help determine the degree of human right friendliness to which people identify policies and practices in the school, and use the information to identify areas where the school can improve its policies.
- Conduct an audit of existing school policies to identify where they impact on human rights.
- Consider human rights principles in the development of new school policies.
- Ensure that members of the school community are involved in the development or revision of school policies, particularly those groups which may be affected by these policies.



© Amnesty International

Students and teachers from the Lycée Ibn Youssef school in Marrakech, Morocco, discussing how to integrate human rights in their school, 2010.

## CASE STUDIES SCHOOL POLICIES

### IRELAND

At Castleknock Community College in Dublin, school leaders invited a local PhD student to conduct an external audit of the school's policies and practices in order to better understand how they have responded to change in the local community. The audit aimed to improve the school's ability to include local community needs and concerns when developing school policies.

### COTE D'IVOIRE

At Collège Moderne La Colombe de Koumassi in Abidjan, school leaders instigated a new governance structure which aims to promote the active participation of all members of the school community. The school created a teacher-and-student-led council which was tasked with consulting school leadership on school policies and operations. A School Charter which reflects human rights principles was also developed and put up in all classrooms in the school.

“A new governance structure aiming to promote active participation”



### 3. LEADERSHIP

Because a Human Rights Friendly School encourages increased democratic participation, there are clear opportunities to promote shared or distributed leadership among members of the school community. This can involve the designation or election of student, teacher and community leaders responsible for reporting the concerns and ideas of their constituencies. It can also involve devolving authority to a school student council to lead specific initiatives meant to promote human rights within the school community. As leadership styles and approaches vary from country to country and school to school, the school must ultimately decide how it will promote shared leadership to achieve its human rights goals.

#### KEY CONSIDERATIONS

- Who could act as human rights “champions” within the school community?
- How are leadership meetings and events organized, and what space is there for including students and teachers?
- How can leadership roles be more inclusive of students, teachers, administrators, and other school community members (for example, parents)?
- How can you ensure that students, staff and others have the opportunity to develop the skills needed for effective leadership?

#### POSSIBLE ACTIVITIES

- Ask students and staff to provide examples of good leadership around the school.
- Among students, distribute leadership responsibilities by class or year/grade, allowing each class to elect a student class or year leader, who will be responsible for representing student interests in the class or year and assisting the implementation of human rights in that classroom.
- Create opportunities for leadership at all levels across the school, particularly for students. Giving real authority to leaders can promote trust and responsibility between members of the school community.

© Amnesty International



Deborah Abbey, representing Accra High School, speaks at the Inter-Human Rights Friendly Schools Debate in Ghana, May 2012.



## CASE STUDIES SCHOOL LEADERSHIP

### GHANA

Accra High School developed a system of shared leadership as part of their goal to become human rights friendly. The school created a Student Representative Council (SRC) composed of elected student leaders, and both the SRC and the school's prefecture (leadership team) participated in training provided by Amnesty International. One of the key outcomes of the training was that an accountability process was established between the SRC and prefecture which included regular question and answer sessions designed to encourage transparency in school leadership. A Parent-Teacher Association was also created, and the school held several open forum sessions to discuss conflict management and resolution techniques as part of their efforts to become human rights friendly. As a result of these initiatives, students have become involved in deciding school policies and are consulted on decision making processes in the school.

“Accra High School developed a system of shared leadership as part of their goal to become human rights friendly”

### HUNGARY

One of the first initiatives taken by Dr Ambedkar School, with the help of Amnesty International Hungary, was to organize a Student Council Camp to train students in specific skills, such as leadership. In the camp, students worked together to create common ground rules, and took part in workshops and debates on cultural diversity, gender equality, and inclusion of people with disabilities. Through these activities, participants learned to express their opinions while listening to, understanding and respecting the opinions of others. The next step for these students is to apply these skills in daily school life and in their roles as mediators between school leadership and the rest of the student body.



## 4. PARTICIPATION

School governance processes can be empowering by ensuring that voices from all parts of the school community (including teachers, pupils, school leaders and administration, parents) are heard and by giving them a space and platform for contributing to the decision making process in schools. School leaders can work with representative governance bodies (such as a school student council) to devolve responsibility or solicit feedback on school policies. Democratic and participatory school governance can create a strong level of support for human rights across the school.

### KEY CONSIDERATIONS

- How can all people in the school community have a say in the decision-making process, regardless of gender, age, disability or any other status?
- What are some of the challenges to involving all school community members in governance activities? How can these challenges be overcome?
- What skills are needed by students, teachers and other staff in order to participate in the governance of schools?
- How can the school ensure that the wider community is involved in school governance?

### POSSIBLE ACTIVITIES

- Hold elections for a representative student council body to participate in decision making on school issues.
- Ensure there are mechanisms for teachers, parents and other staff to participate in governance processes.
- Provide training for teachers, students and the wider school community on participation and human rights friendly governance.
- Set up issue groups that enable people with an interest in a particular area to contribute to decision-making, for example an eco-friendly group, anti-bullying group.
- Ensure that necessary information is provided to the members of the school community which facilitates their participation in governance processes.



© Amnesty International Moldova

Students participate in a workshop for human rights in Moldova, January 2010.

## CASE STUDIES PARTICIPATION

### IRELAND

Presentation Secondary School Warrenmount in Dublin encourages school-wide participation on specific human rights issues through a number of innovative approaches. In addition to holding full elections for the student council at the beginning of each school year, students and staff work together to develop initiatives tackling perceived problems in the school. Responding to concerns about bullying (particularly **cyberbullying**) in the local area that were affecting school students, the *Positive February* programme was launched to raise awareness around how best to approach online peer engagement. *Positive February* included a month of activities during which students and staff made an extra effort to be kind to their peers. The student council also attended a play about cyberbullying and a workshop led by actors; students fed back their learning to their representative classes. The school also invited a leading expert on cyberbullying from Trinity College Dublin to visit the school and facilitate workshops on the subject, with a return visit planned to help students, parents and staff formulate an anti-bullying policy. To further encourage community participation on the issue, local community police and the Garda's junior liaison officer also visited the school and provided a series of workshops on bullying and dealing with conflict.

This model of encouraging cross-cutting community participation through workshops and initiatives over one month was highly successful, raising awareness amongst the whole school, empowering students to discuss issues of concern to them, and involving parents and teachers in working collaboratively to develop a positive school atmosphere.

### SENEGAL

In Senegal at Lycée Technique André Peytavin in Saint-Louis, school community members established a Project Committee composed of teachers, students and members of the school management. Every year, the Project Committee organizes a conference to raise awareness about – and prevent violence towards – girls, which is attended by students of the school as well as of other schools. At the conference, students are encouraged to express their opinions and concerns about such human rights issues in their schools. Raising and encouraging debate on human rights in the school community has resulted in and greater active participation of teachers, students and parents in human rights related school activities.

*Cyberbullying is the use of internet and related technologies to harm other people in a deliberate, repeated and hostile manner.*



## 5. ACCOUNTABILITY AND TRANSPARENCY

An important aspect of the governance of any school is developing and implementing accountability mechanisms and procedures to ensure that the school is meeting its aims and targets. It is essential that any work the school does in relation to developing a human rights friendly approach builds in accountability procedures, ensuring that they are transparent and fair and that members of the school community are involved in their development and implementation.

### KEY CONSIDERATIONS

- How is the school accountable to the concepts set out in the 10 Global Principles for Human Rights Friendly Schools?
- How transparent are the school's policies and practices to all its members?
- What steps can the school take to become more accountable and transparent to the entire school community?
- What procedures are there to deal with concerns or complaints?
- Are members of the school community involved in addressing concerns or complaints?

### POSSIBLE ACTIVITIES

- Convene a school-wide forum or community meeting where members of the school community are given space to discuss how the school's policies and practices can become more accountable and transparent.
- Share current or updated school policies with all members of the school community, possibly through a poster campaign or contest.
- Empower a school student council, or an accountability team, to conduct regular audits of the school to check compliance with agreed-upon accountability and transparency principles in the school.
- Involve students or other members of the school community in the development and/or implementation of discipline procedures.

© Amnesty International



Students debating the Student Council mission, Dr Ambedkar School, Hungary, 2012.



## CASE STUDIES ACCOUNTABILITY AND TRANSPARENCY

### BENIN

In Collège d'Enseignement Général de Pahou in Ouidah, a student representative body was established to ensure that students were represented at school board meetings. The school also increased the number of meetings between the school and its management, to ensure good communication and greater involvement of the wider school community, especially students. As a result, students were more informed of the issues related to their school and had a greater voice in the decision making processes. Transparency measures have also improved as the school administration disseminates and makes available school policies to the community. Improving transparency on entitlements and responsibilities has increased accountability in the school. Students in Benin have been able to identify and question attitudes and behaviours that did not comply with the policies and rules set by the school and have worked with their teachers and others to ensure accountability by all community members. In addition, students have been empowered to assess disciplinary policies and punishments given by teachers, and have demanded changes in policies that they felt were unfair and unsupportive of a human rights friendly atmosphere.

“Improving transparency on entitlements and responsibilities has increased accountability in the school”

### GHANA

To ensure a more transparent democratic system of school governance, Accra High School created a regular channel of communication between the student body and the school leadership and staff. The Student Representative Council (SRC) represents the student body at all school committee meetings. The SRC meets the rest of the student body every Friday to discuss ideas presented during the school meetings, as well as other issues. Thus, all students are aware of what is happening in the school, and decision-making processes are more transparent. These weekly meetings also provide an opportunity for students to exchange their opinions, make new proposals, and to raise issues which are important to them.



© Amnesty International



Participants in the Inter-Human Rights Friendly Schools Debate congratulating each other on their performance, Ghana, 2012.

## KEY AREA 2: RELATIONSHIPS

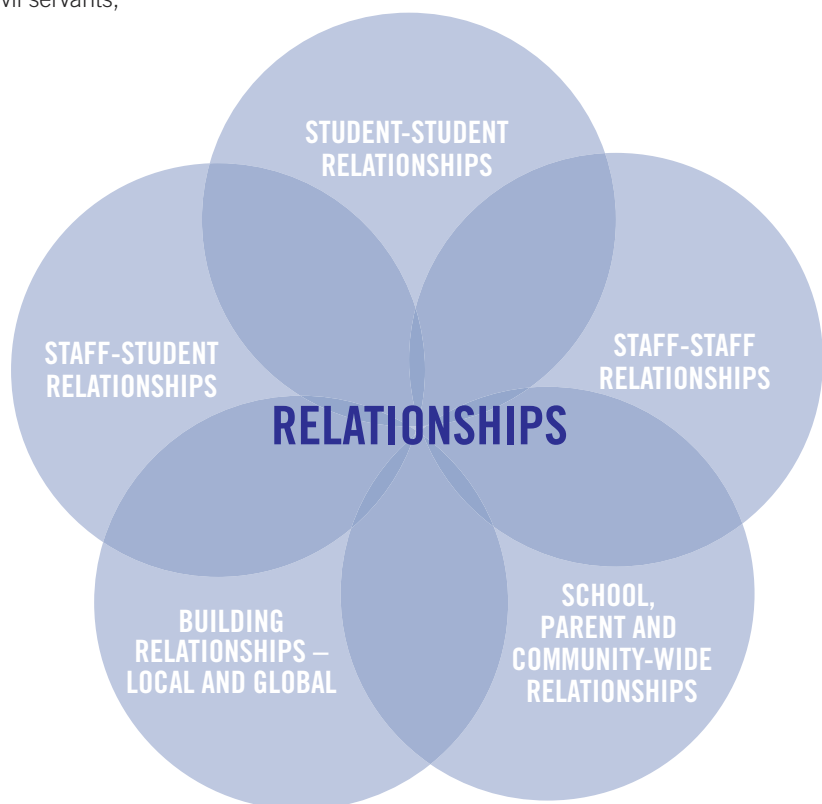
### SUPPORTING HUMAN RIGHTS FRIENDLY RELATIONSHIPS BETWEEN MEMBERS OF THE SCHOOL COMMUNITY

A key objective of a Human Rights Friendly School is to promote an atmosphere of equality, non-discrimination, inclusion, respect and dignity among all school community members, including administrators, teachers, other staff, students and any others who may take part in school life on a daily basis. Without mutual respect, trust and a shared understanding of the balance between rights and responsibilities, all other efforts toward creating a Human Rights Friendly School will fall short of its goals.

A Human Rights Friendly School also fosters positive relationships with members of the school community that extend beyond the school's walls. Parents, civil servants,

educational authorities, local businesses and community organizations are all vitally connected to schools, and have a stake in what happens there. Interaction with the community offers opportunities for students to identify human rights issues and needs within the wider community and to partner with others to take action.

The tables on the following pages outline how your school can integrate the 10 Global Principles for Human Rights Friendly Schools into the following elements of school community relationships: staff-student relationships, student-student relationships, staff-staff relationships, school, parent and community-wide relationships and building partnerships – locally and globally.



## 1. STAFF-STUDENT RELATIONSHIPS

A positive relationship between staff and students is key to ensuring that effective learning takes place within the school and that all members of the school community feel both safe and valued. Relationships should be based on a sense of mutual respect and understanding, and disciplinary procedures should be developed in partnership with staff and students and implemented in a clear and transparent way.

### KEY CONSIDERATIONS

- How do teachers and students currently interact with each other, and are there problems or challenges to overcome (for example lack of respect)?
- Do students and staff work together to develop discipline policies, classroom charters and other codes of conduct?
- What mechanisms exist to mediate conflict between students and staff?
- How is freedom of expression promoted, and how are the contributions of each individual valued?

### POSSIBLE ACTIVITIES

- Use the school council as a forum for outlining the ways in which relationships between staff and students can be improved.
- Create a mechanism for mediating conflict between staff and students, such as a protocol for dealing constructively with conflict between staff and students; involve both sides in the process.
- Provide training for teachers and students on communication and conflict mediation.
- Promote positive relationships between staff and students through encouraging use of praise and positive behaviour management approaches.

© Amnesty International



Teacher and students from the Lycée Abi Dar El Ghifari in Rabat, Morocco, 2011.

## CASE STUDIES STAFF-STUDENT RELATIONSHIPS

### MONGOLIA

In Mongolia-India Joint Secondary School in Ulaanbaatar, relationships between teachers and students improved as a result of the use of brainstorming sessions about concepts of rights and responsibilities, bullying and behaviour change. First, teachers worked together in a brainstorming process to share good practices around rights and responsibility policies in their individual classrooms. Then teachers facilitated brainstorming sessions with students in the classroom to enable students to work together to address common problems and to develop collective solutions.

### DENMARK

In KonTiki Skolen in Hillerød, staff-student relationships are strong and quite informal. Pupils call the teachers by their first name. Students are called “kids” or “children” and adults are called “grown-ups” rather than Mr or Mrs, resulting in a diminished sense of superiority or hierarchy between them.

### UNITED KINGDOM

At Villiers High School in London, students and staff work together across a number of areas to develop a culture of mutual respect within the school. Students and staff collectively signed a school pledge which outlines shared values that underpin a Human Rights Friendly School. Students are also involved in working with the school leadership team as Learning Advisors to observe teacher lessons and offer feedback, which has helped to improve teaching practices and to give students a voice in how they are taught. As a result of this process, students and teachers often work together to plan classroom activities, and teachers comment on how helpful student feedback is for their lesson planning. Students and staff also worked together to design and deliver a presentation at the Institute of Education in London about their journey towards becoming human rights friendly.

“Teachers and students relationships improved as a result of brainstorming sessions about concepts of rights and responsibilities”





## 2. STUDENT-STUDENT RELATIONSHIPS

Interaction among students is a key area for a Human Rights Friendly School. A school should ensure that all students are encouraged to promote non-discrimination, to treat each other with dignity and respect, learn to value diversity and that any conflict, violence or bullying that occurs is dealt with in a prompt and fair manner.

### KEY CONSIDERATIONS

- Is there meaningful interaction between students from diverse communities inside and outside of the classroom?
- Do boys and girls treat each other with respect and have positive interaction?
- Are conflicts between students effectively managed at the school?
- In what ways are students taught to treat each other with dignity and respect?
- Are students supported to develop skills necessary for working with other people, for example through group work in class, team-building days?

### POSSIBLE ACTIVITIES

- Consider how a student council body might negotiate conflict between students.
- Create a space for students (either in the classroom or during a special seminar or event) to voice their perceptions and concerns about issues pertaining to student relations, such as bullying.
- Incorporate interactive activities and trainings into the classroom that directly support the development of communication skills, mutual respect and responsibility together with rights.
- Create peer mentoring or support groups where students can talk to other students about issues they may be facing.

© Amnesty International



Students in Missirah, Senegal, denouncing sexual harassment in school through a human rights education theatre project, April 2011.

## CASE STUDIES STUDENT-STUDENT RELATIONSHIPS

### MONGOLIA

With the support of their teachers, students at Mongolia-India Joint Secondary School in Ulaanbaatar work together to develop skills to manage conflict and disputes, improve student-student relations and understand and accept each other. Conflicts between students are discussed and dealt with by students themselves. Students together have created classroom rules for promoting mutual respect. The school is planning to further support students by providing training on conflict mediation between students.

### DENMARK

In KonTiki Skolen in Hillerød, the school's "Little Friends, Big Friends" buddying system encourages peer support of younger students by older students, as well as peer mediation when conflict occurs between students.

### UNITED KINGDOM

Villiers High School in London has developed a strong system of peer mediation via its student-run and democratically elected house councils for each year group. Students from each year group sit on Student Juries, which meet regularly to work with students involved in conflict with other students through the mechanism of peer-to-peer disciplinary panels. This approach provides students with opportunities to engage in peer support and to develop mutual respect for each other and for overall school policies aimed at becoming human rights friendly.

“A strong system of peer mediation was developed via democratically elected house councils”



### 3. STAFF - STAFF RELATIONSHIPS

Staff are key members of a Human Rights Friendly School and it is important that all members feel that they are valued and that their human rights are being respected at all times, regardless of whether they are a school leader, a teacher, a school administrator, a gardener or school cleaner. In the area of staff relations, schools can consider how incidences of bullying among staff are dealt with, how to ensure that staff feel involved in decision making in a meaningful way, and whether all members of staff feel equally respected and get along well.

#### KEY CONSIDERATIONS

- Do the school leaders treat other members of staff with respect?
- Do teaching staff, school administrators, school leaders and other support personnel model good relationships on human rights and practice these in their interaction with colleagues and students?
- Are there procedures in place to deal with bullying and harassment amongst staff?
- How are conflicts amongst staff members dealt with?

#### POSSIBLE ACTIVITIES

- Administer a regular staff-wellbeing questionnaire to all staff and act on any issues that are raised by the results.
- Ensure there is a forum where staff can raise issues of concern and discuss ways of addressing these concerns, for example through staff meetings.
- Involve staff in decision-making within the school and ensure that there is an understanding that these responsibilities are shared.
- Work together with staff to ensure that there are suitable policies for dealing with conflict and bullying between members of staff.

© Amnesty International



Israeli members of parliament join activists from Amnesty International Israel to support the Stop Violence Against Women campaign, Jerusalem, 2004.

## CASE STUDIES STAFF-STAFF RELATIONSHIPS

### IRELAND

The entire staff from Presentation Secondary School Warrenmount in Dublin took part in a training day on restorative justice at a community learning centre. Participants were challenged to recognize alternative ways of dealing with conflict and to encourage more positive forms of discipline in line with the principles of human rights and restorative justice. Three staff members agreed to take forward the restorative justice approach in the school by attending further training, in order to be able to promote the model across the school community. Staff felt empowered to discuss together their vision for developing positive relationships amongst themselves and with students, and the training day created a shared language of justice across the school for teachers to use in their daily teaching practices.

### ISRAEL

Leo Baeck Education Center in Haifa improved its staff-staff relationships by organizing extra-curricular activities that brought together teachers and other school staff outside their professional sphere. For example, through cooking classes that took place after school hours, staff had the opportunity to socialize and build relationships based on trust and understanding. These activities contributed to creating a healthier and more positive work environment.

“To encourage positive forms of discipline in line with the principles of human rights and restorative justice”



## 4. SCHOOL, PARENT AND COMMUNITY-WIDE RELATIONSHIPS

A Human Rights Friendly School recognizes that it is part of a wider community; it meaningfully engages a range of community members in the life of the school, and offers services and support to the wider community. Community members might include parents, local residents, health professionals, social workers, the police, the media, commercial establishments, non-governmental organizations, other local schools and – in some cases – government authorities.

Schools that develop positive relationships with their wider community based around human rights can help to address existing problems in the community. This could mean increasing understanding and taking action on human rights issues that affect a particular minority group living in the community, or taking action on a human rights issue that affects everyone. Schools that become human rights friendly also have the opportunity to tailor rights-friendly processes to the community and serve as a central focal point or resource for promoting human rights on a wider scale.

### KEY CONSIDERATIONS

- How are parents involved in the life of the school?
- How can parents and members of the wider community participate in the Human Rights Friendly Schools project and in activities conducted by the school?
- How can the school engage in meaningful, supportive and reciprocal relationships with the wider community?
- How do school processes regarding relations between parents or guardians and other members of the school community uphold the principles of accountability and transparency?
- Who are the key members of the community to engage with to identify and address human rights issues in the community?

### POSSIBLE ACTIVITIES

- Invite parents and community members to initial town hall meetings or events that are focused on the Human Rights Friendly Schools project, and solicit their participation in providing views on how they can support implementation of the initiative, and how the school can support the improvement of the community.
- Create a community newsletter, or a special edition of an existing school newsletter, to inform parents and other community members about how they can become involved in their Human Rights Friendly School.
- Consider how the school currently interacts with parents, identify strengths and weaknesses, opportunities and threats in this area and decide which areas to work on accordingly.
- If the school has a website, offer opportunities online for community involvement and feedback.
- Plan what you wish to achieve by engaging with community members and ask them for ideas as to how best to get them involved in project activities.
- Brainstorm with the project management team on key members of the community to approach and the possibility of their involvement in the project.
- Ask students and school staff what they think – hold an assembly to discuss this or have a suggestion box in the main hall of the school.
- Initiate school outreach programme to the community, such as student-led community improvement projects.



## CASE STUDIES SCHOOL, PARENT AND COMMUNITY-WIDE RELATIONSHIPS

### POLAND

With the help of Amnesty International Poland, the school II Liceum Ogólnokształcące z Oddziałami Integracyjnymi im. C.K. Norwida in Tychy created a Human Rights Friendly Schools project working group to advance the project. The working group, comprised all members of the school community – students, school administrators, teachers and parents, and helped to conduct initiatives in the school such as introducing a school council, translating the Human Rights Friendly Schools Guidelines and other project resources into Polish and adapting them to the local context. They also held a press conference to raise awareness about the project. The working group went on to organize several events in the school, including a National Education Day conference, safety trainings for staff and students, and participation in the International Week of Youth Action. Working with Amnesty International, the school also organized training sessions for students, teachers and parents which also contributed to strengthening relationships amongst members of these groups.

“Training sessions for students, teachers and parents also contributed to strengthening relationships”

### SENEGAL

Students from the Lycée Technique André Peytavin in Saint-Louis organized various activities within their community to raise awareness of human rights violations and to involve members of the wider community in school projects. The students organized music events in the main streets of Saint-Louis, inviting the community to learn more of the Human Rights Friendly Schools project and the school's activities. In the lead-up to the national elections 2012, between February and March, students actively contributed to efforts to encourage young people to vote. They organized peaceful protests, as well as conferences on human rights.



## 5. BUILDING PARTNERSHIPS – LOCAL AND GLOBAL

Becoming human rights friendly is a long-term goal for a school that can be driven and sustained through the establishment of partnerships.

### PARTNERSHIPS WITH OTHER SCHOOLS

A Human Rights Friendly School forges new partnerships with schools in their neighbourhood and beyond, seeking not only to learn from the experiences and lessons of other school communities, but also to inspire them and get other schools involved in the development of a global culture of human rights.

#### KEY CONSIDERATIONS

- How can you partner with other Human Rights Friendly Schools within your country?
- How can you identify key schools with whom to build partnerships?
- What can be done to raise awareness of the project in other schools?

#### POSSIBLE ACTIVITIES

- Consider existing linkages with schools and think about how to build upon these.
- Pose the question to students and staff – do you know of any schools we can work with to raise awareness of the project?
- Host an Open Day and invite other schools to learn about the school's journey towards becoming human rights friendly. You could also have a panel of experts discuss human rights issues.

### CASE STUDY PARTNERSHIPS WITH OTHER SCHOOLS

#### MONGOLIA

Mongolia-India Joint Secondary School in Ulaanbaatar promoted the project among secondary school teachers in rural areas. Through raising awareness of the project they have developed partnerships, and identified two other secondary schools interested in taking part in the project and supporting the global movement towards a culture of human rights.



## PARTNERSHIPS WITH LOCAL AND NATIONAL ORGANIZATIONS

A Human Rights Friendly School develops and grows in partnership with local and national organizations, all working towards the goal of a global culture of human rights. Local partnerships can be initiated through the project with different kinds of entities, for example, non-governmental organizations, community-based organizations, or local or national lobbying groups. There is a wealth of active organizations dealing with a variety of issues affecting their communities. Organizations promoting non-discrimination, dignity and respect can range from those combating violence, assisting the elderly, feeding the homeless, lobbying on health issues or campaigning on environmental issues.

Human Rights Friendly Schools can learn and benefit from partnerships with community and national organizations through training, invitations for experts to speak on a variety of topics, and planning and project management support. Working with partner organizations can add depth and creativity to the development of the annual action plan and can inspire members of the school to actively participate in addressing issues affecting their wider community.

A **Mind Map** is a diagram used to represent words, ideas, tasks, or other items linked to and arranged around a central key word or idea. Mind maps are used to generate, visualize, structure, and classify ideas, and as an aid to studying and organizing information, solving problems and making decisions.

### KEY CONSIDERATIONS

- What are the key organizations working on local and national human rights issues?
- How can you engage community and national organizations in the project? What would be the mutual benefits of involvement?

### POSSIBLE ACTIVITIES

- Within the project working group, create a **mind map** of organizations working on areas your school would like to get involved in. Present the mind map to the wider school community and invite input from students, staff and the community members.
- Define clear goals for working with other organizations. Ask: what do we wish to achieve? How can we achieve this? What activities can we do together to achieve these goals?

## CASE STUDY PARTNERSHIPS WITH LOCAL AND NATIONAL ORGANIZATIONS

### IRELAND

Castleknock Community College in Dublin revitalized links it previously had with a local retirement association. Now a group of older people attend the school's annual Grandparents Day, even though they do not have grandchildren at the school. A course unit on *Positive Ageing* was also made available to students, with the aim of raising consciousness of the benefits of inter-generational activities. This partnership was easy to develop and raised awareness of non-discrimination, equality and respect by highlighting the benefits of ageing with dignity.



### PARTNERSHIPS WITH EDUCATIONAL AUTHORITIES

With human rights at the centre of school life and proven positive impact, a Human Rights Friendly School can be an exemplary educational model, and can inspire the interest of educational authorities in human rights education. Partnerships with educational authorities can promote the integration of human rights education into national curriculums and of human rights into school and community life. Partnerships with government authorities may also be necessary, depending on the structure of the national formal education system and also useful to ensure long-term support and sustainability of the project within the school.

#### KEY CONSIDERATIONS

- Are there any pre-existing partnerships with educational authorities that can be built upon?
- Who are the key figures in local government who would be interested in the project? How can you get them involved?
- How can your Human Rights Friendly School be presented as a model of education that might interest educational authorities?

#### POSSIBLE ACTIVITIES

- Initiate a discussion among school staff and develop a shortlist of educational bodies in your area, or nationally. Present this shortlist to students and get their views as to how to engage with these bodies.
- Invite educational authorities to come to the school and see the work towards becoming human rights friendly. Officials can be included in many of the activities, for example, panel discussions, awareness-raising days or assembly discussions on human rights.

### CASE STUDY PARTNERSHIPS WITH EDUCATIONAL AUTHORITIES

#### MOROCCO

Amnesty International Morocco and representatives of the Lycée Ibn Youssef presented the Human Rights Friendly Schools project to the Regional Academy of the Ministry of Education in Marrakech, the local authority in charge of implementing the national school curriculum at the regional level. The Director of the Regional Academy was impressed with the project and encouraged the school to fully implement its project action plan. To show their support, staff of the local educational authority often attend the Human Rights Friendly School's events. The Director of the Regional Academy endorses the Human Rights Friendly Schools project and is keen to bring it to other schools in the region. As a result of the good relationships between Amnesty International Morocco and local government authorities, the Human Rights Friendly Schools project is now implemented in two other regions in the country and is supported by local authorities.



## GLOBAL PARTNERSHIPS

A Human Rights Friendly School is part of an international network of schools that works towards creating a global culture of human rights. This is an important and inspirational aspect of the project which allows pupils, teachers and other school members to learn from working and sharing with other schools in diverse cultural, social and political environments.

These partnerships are not mutually exclusive; in fact they are mutually reinforcing. By forging new or building on existing partnerships, a Human Rights Friendly School can be a strong, sustainable force for change as it connects the work of multiple entities working towards a global culture of human rights.

### KEY CONSIDERATIONS

- How can you find out about and keep in regular contact with other Human Rights Friendly Schools in different countries?
- What challenges do you face that could be shared and worked through with another school implementing the project?
- How could you provide rich learning experiences for students through engagement with another Human Rights Friendly School in a different country?
- How can you engage a wide range of school community members in the partnership with another school?

### POSSIBLE ACTIVITIES

- Develop a partnership (or twinning) with another Human Rights Friendly School in a different country. Work together to implement the project and share plans and learning experiences.
- Develop a joint curriculum project with another school challenging pupils to work together on a common issue.
- Develop a joint teacher training initiative between staff in two schools, sharing experiences of implementing the project in different contexts.
- Hold an international student conference and invite students and teachers from other Human Rights Friendly Schools in different countries to attend. As international travel is very expensive and might not be possible for all participating schools, internet conferencing and school linking through print and digital media are alternative ways to share their experiences and promote inter-cultural understanding.

## CASE STUDY GLOBAL PARTNERSHIPS

### UNITED KINGDOM, DENMARK, ISRAEL AND MONGOLIA

Villiers High School in London invited other Human Rights Friendly Schools across the globe to attend its annual International Student Conference. The 2009 conference theme was on human rights, and student and teacher delegations from Denmark, Israel and Mongolia attended. The conference provided opportunities for rich cultural exchange between students around the theme of human rights, and allowed students to work together to discuss their different approaches to becoming human rights friendly in their own countries.





## KEY AREA 3: CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES

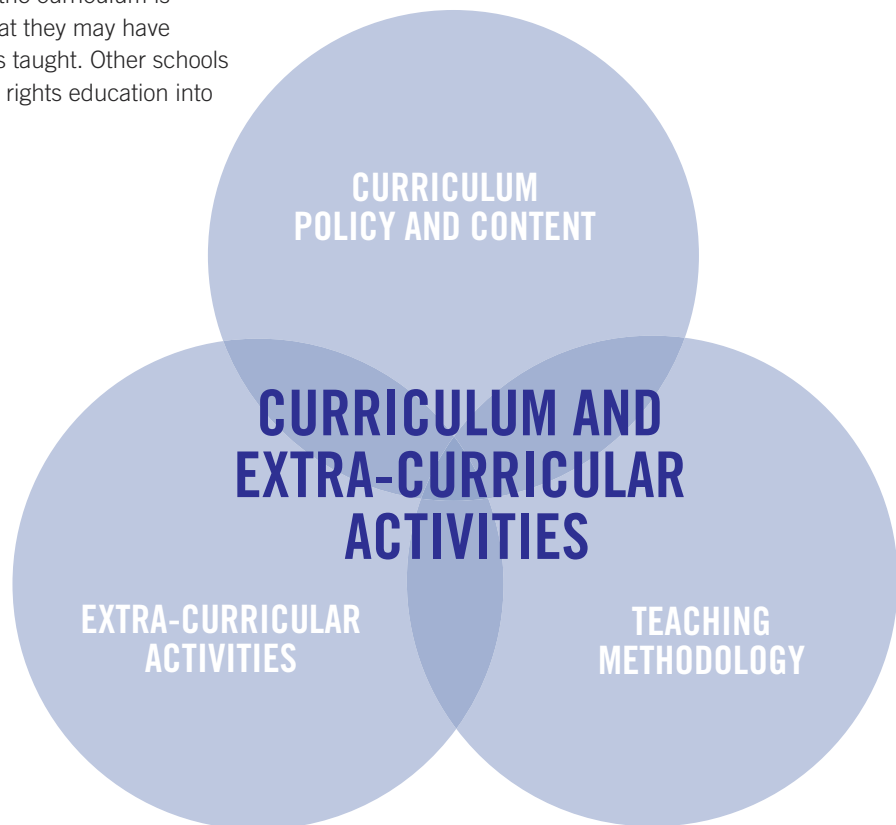
### INTEGRATING HUMAN RIGHTS INTO THE CURRICULUM, EXTRA-CURRICULAR ACTIVITIES AND TEACHING PRACTICES

A Human Rights Friendly School will endeavour to support the realization of the right to human rights education for all students by integrating human rights education into the curriculum, ensuring that all students have the opportunity to learn about human rights. However, human rights education means more than just pupils learning *about* human rights standards and principles, it also means teachers teaching *through* human rights, that is in a way that respects human rights. This means the developing of a participatory pedagogy that involves all pupils in active learning.

It is recognized that for some schools the curriculum is prescribed by the government, and that they may have limited control or flexibility over what is taught. Other schools may have limited time to build human rights education into

the formal curriculum. It is important therefore to have opportunities for students to engage in learning about and acting for human rights through extra-curricular clubs and activities.

The tables in this section outline how your school can integrate the 10 Global Principles for Human Rights Friendly Schools into the following elements of curriculum and extra-curricular activities: curriculum policy and content, teaching methodology and extra-curricular activities.



## 1. CURRICULUM POLICY AND CONTENT

A Human Rights Friendly School will need to decide the best way for staff and students to integrate human rights into its curriculum. A school may introduce human rights as a separate subject or as a unit within a subject such as Citizenship, Social Sciences or Law. Or it may integrate human rights themes, issues, perspectives and approaches broadly across a range of existing subjects such as History, Economics, Geography, Philosophy, Literature, Languages, Art, and Drama. (See pages 52-53 for possible strategies to integrate human rights into the school curriculum.) Schools will have a varying degree of autonomy when developing their curriculum and may need to consult with educational authorities at various levels. It may not be possible for all schools to have human rights as part of the formal curriculum, and if this is the case schools should endeavour to provide human rights clubs and activities as extra-curricular provision.

### KEY CONSIDERATIONS

- Are students currently taught about human rights? If so, through which subjects?
- Of the possible options for integrating human rights into the school curriculum presented on pages 52-53, which is most appropriate to your school?
- Are teachers familiar with the concept of human rights and human rights principles? What support will teachers need to have confidence in teaching about human rights?
- How can students be enabled to take action on human rights issues they have learned about, should they wish to?

### POSSIBLE ACTIVITIES

- Devise a realistic strategy for integrating human rights into the curriculum that is tailored to the requirements, restrictions and opportunities of the school.
- Provide teacher training and professional opportunities to support teachers' efforts to understand human rights and to teach and integrate human rights in the curriculum.
- Work with your local Amnesty International office and other human rights organizations to find teaching resources and training opportunities.
- Encourage interested teachers to come together to share their existing knowledge and ideas about teaching human rights – the group could feed back to a school-wide council on curriculum or the school leadership, who can then make changes based on teachers' input.
- Refer to the Human Rights Friendly Schools Toolkit for human rights education resources and adapt as needed.

## STRATEGIES FOR INTEGRATING HUMAN RIGHTS INTO THE CURRICULUM

### 1 INTEGRATE HUMAN RIGHTS AS A STAND-ALONE COURSE

Human rights can be offered as a stand-alone elective course. The advantage of this approach is that the course attracts students who are particularly interested in human rights and allows them to develop specialized knowledge of the subject area. Human rights can also be an exciting inter-disciplinary subject for secondary school students, combining elements of Law, International Relations, Philosophy, History, Politics and Anthropology.

A school may not have the freedom and capacity to take this approach in the first year of the project. If this is the case, a separate human rights course may be a longer-term objective.

### CASE STUDIES INTEGRATING HUMAN RIGHTS INTO THE SCHOOL CURRICULUM

#### AS A STAND-ALONE COURSE: ITALY

Members of the school community at Liceo Norberto Rosa in Susa have highlighted the situation of international refugees in the school through two activities that were added to the general school curriculum. The school invited trainee activists from Amnesty International Italy to facilitate lessons on political refugees and discrimination towards immigrants. An Afghani student at the school shared his story about his journey as a refugee from Afghanistan to Italy. The school also organized a presentation by Italian writer Fabio Geda, author of a book on refugees entitled *In the Sea There are Crocodiles*, who read excerpts of his book and answered questions from students.

#### INTO EXISTING SUBJECTS: MOROCCO

The curriculum in Lycée Ibn Youssef in Marrakech is based on the national curriculum prescribed by the Ministry of Education. Lycée Ibn Youssef was successful in integrating human rights in several subjects, including Arabic, Literature, Social Science and Geography. Teachers underwent intensive training provided by Amnesty International Morocco wherein they learned how to include and discuss various human rights issues within their subject. This resulted in greater self-confidence on the part of the teachers, who are now more willing to introduce human rights issues in their classroom. Also, teaching and learning methods became more participatory and lessons are now more interactive. As a result students are stimulated and more motivated to learn.

### 2 INTEGRATE HUMAN RIGHTS INTO EXISTING SUBJECTS

This method involves integrating human rights themes, issues, perspectives and approaches into a small number of existing subjects and/or units. A school taking this approach will usually focus on integrating human rights into social science subjects such as Citizenship, History, Economics, Geography, Philosophy, Religious Studies, Democracy, and/or Ethics. Here, the approach taken can be either to explore existing subjects from a human rights perspective (using examples based on human rights issues or concepts), or to integrate specific human rights topics into the subject (for example, in History a school could integrate the history of genocide and the birth of the Universal Declaration of Human Rights and international law, war and human rights abuses against civilians, gender-based violence, etc).

A significant advantage of integrating human rights topics into a required course is that students will get exposure to human rights issues and ideally will become adept at considering other situations and subjects from a human rights perspective. A potential disadvantage of this method is that human rights may be given little attention if teachers are not invested in the process, and the exposure may not be deep or sustained.



### 3 INTEGRATE HUMAN RIGHTS BROADLY ACROSS THE SCHOOL CURRICULUM

The third approach is to integrate human rights themes, issues, perspectives and approaches more broadly throughout the curriculum. Typical subject candidates, beyond Citizenship and the Social Sciences, include Literature, Languages, Art and Drama, though human rights can also be integrated into subjects such as Mathematics (conducting statistical analyses of human rights) or Computer Science (issues of internet control and censorship, studying and learning programs and software that have to do with circumventing censorship), or even Music (exploring concepts of harmony and discord). Reading works of

literature, performing plays, and making music and visual arts with human rights themes are all activities that have been successful in Human Rights Friendly Schools.

It can be difficult to implement this approach systematically because of the challenges relating to training and support and because of its high dependence on teacher enthusiasm. The approach has been adopted quite successfully at a number of primary schools, where there are fewer distinctions between subjects. It will be important to encourage creativity among staff and students to encourage the inclusion of human rights themes broadly across the curriculum.

## CASE STUDIES INTEGRATING HUMAN RIGHTS INTO THE SCHOOL CURRICULUM

### ACROSS THE CURRICULUM: MONGOLIA

Mongolia-India Joint Secondary School integrated human rights in all three of its academic departments. With the support of Amnesty International Mongolia the school offered teacher training to help teach about human rights and to integrate human rights into the curriculum. Across the school, teachers worked within their academic department to develop new lesson plans which integrated human rights into existing subject areas. As a result, a total of 46 new lesson plans which integrated human rights were developed for use in the school including Mathematics, Chemistry, History, Mongolian Literature and English. Using the results of their efforts to integrate human rights into curriculum subjects, the school successfully lobbied the government to work more collaboratively with Amnesty International Mongolia and other education NGOs to review the national secondary education curriculum. The aim is to include human rights in the national curriculum and to train new teachers to deliver human rights education.

### ACROSS THE CURRICULUM: POLAND

The II Liceum Ogólnokształcące z Oddziałami Integracyjnymi im. C.K. Norwida in Tichy integrated human rights across the curriculum through efforts of its Citizenship department. Members of the Citizenship department audited all schemes of work to identify where and how human rights could be introduced in the curriculum to students of different age groups. Student representatives were also involved, and external experts helped develop lesson plans that integrated human rights content and innovative methods of learning about human rights into different school subjects.



## 2. TEACHING METHODOLOGY

Significant changes in teaching practices have accompanied the development of human rights based and human rights friendly approaches to classroom teaching and learning. The traditional method of classroom instruction in most countries involves a lecture-style lesson, in which the teacher is the expert and leads the class from the front of the room. In a human rights friendly classroom it is recognized that everyone in the classroom has expertise based on their own experience, and so everyone has something to contribute to learning. All students are encouraged to participate, and the classroom is democratic. The teacher is still an important and respected authority figure responsible for facilitating the learning that occurs in the classroom, while they also show respect for the experience of the learners and the potential for learners' contributions to benefit the rest of the class.

### KEY CONSIDERATIONS

- Do teachers currently teach in a way that respects human rights, for example using participatory methodology?
- Is the concept of a democratic classroom already present, or is learning predominately based on a one-way flow of knowledge from teacher to student?
- What role, if any, does student voice have in the classroom? In what ways does student voice affect the prerogatives of the teachers and school administrators?
- Are lessons and tasks adapted so that all students are able to access them, regardless of their specific abilities or needs?
- Are students meaningfully involved in decisions about what is taught and how it is taught?

### POSSIBLE ACTIVITIES

- Provide teacher training and professional development opportunities for teachers and encourage them to discuss human rights friendly or participatory teaching methodology and to allow the exchange of ideas and strategies.
- Identify teacher training resources and professional development opportunities that will give teachers additional experience in teaching human rights in a participatory way.
- Work with your local Amnesty International office to find training opportunities for teachers on participatory methodology for the classroom.
- Ensure you use visual and audio materials appropriate to the needs of pupils with disabilities.
- Encourage teachers to ask students for feedback on lessons, and whether subjects are taught in human rights friendly ways. Discussion sessions for the last few minutes of the class or human rights suggestion boxes can be means of encouraging feedback.
- Support teachers to involve students in decisions about what is learned and how they will learn it.
- Encourage and empower teachers to create a “human rights audit for the curriculum” to help them evaluate their own way of teaching from the perspective of human rights friendliness.



## CASE STUDIES

### TEACHING METHODOLOGY

#### MOLDOVA

The Ion Creangă Lyceum in Chişinău organized three teacher trainings across two schools entitled “An Introduction to Human Rights and to Human Rights Education” in which 49 teachers participated. Participatory methodology in human rights education was part of the training. The Ion Creangă Lyceum organized a competition entitled “The Most Human Rights Friendly Teacher”, based on a similar competition organized by the Human Rights Friendly School in Mongolia, which encouraged teachers to develop their skills in teaching human rights content and methodology and working with other members of the school community to promote human rights.

#### DENMARK

In KonTiki Skolen in Hillerød, teachers were required to reflect on their own attitudes and power relationships, to think in terms of human rights in their teaching approach, and how to emphasize and practice values such as respect, equality, acceptance and inclusion. This new approach meant thinking in new ways, and the teachers had to consider how they carry out their role and to be self critical. It was also necessary that the teachers learned to acknowledge and trust students, as students were given more influence and responsibility with regards to the process of their own learning. As a result, teachers experience a greater respect from the students as well as responsibility and a development in their own role as educator.

#### MONGOLIA

The Mongolia-India Joint Secondary School in Ulaanbaatar uses human rights friendly competitions and contests as incentives to encourage teachers to work together and improve their teaching practices to be more human rights friendly. The school organized a contest for teachers entitled “Demonstration Lessons” to promote knowledge and skills in integrating human rights concepts and issues into existing subjects in the school curriculum.

“Teachers were required to reflect on their own attitudes and power relationships”



### 3. EXTRA-CURRICULAR ACTIVITIES

Extra-curricular activities are activities that fall outside the compulsory timetabled elements of the school curriculum or 'outside the classroom'. They may involve activities before or after school, at lunchtime, or even weekends. Extra-curricular activities are normally voluntary, and can be organized and led by students, staff, or the wider community. Some ideas for potential extra-curricular activities are listed in the table below and on page 57, but the possibilities go far beyond these suggestions. Rather than aiming to incorporate every idea given here, schools should devise a realistic strategy of integrating human rights into whichever areas are a good fit for the school and will generate strong interest among students, teachers, and the wider school community.

#### KEY CONSIDERATIONS

- How can existing extra-curricular activities promote human rights values?
- Are all students, regardless of their abilities or needs, encouraged and enabled to participate in before and after school activities?
- Are students and staff free to set up their own clubs if they want to?
- Is there a school newspaper/radio station that students run?
- Is the safety of staff and students taking part in extra-curricular activities a main concern for the school? For example, how do students get home if they stay late after school? What are the pupil/teacher ratios for clubs? Are students ever alone with adults? Can parents become involved in supervising or participating in extra-curricular activities?
- Is the wider community encouraged to use school facilities such as sports halls?
- How can partnerships with Amnesty International or other community-based organizations help support extra-curricular activity goals?

#### POSSIBLE ACTIVITIES

- Examine existing extra-curricular activities to determine where it may be possible to incorporate a human rights dimension. For example: a school debate club could include human rights issues as part of its debating activities; or an art club could consider ways to visually depict the impact of having one's human rights upheld or denied.
- Conduct an extra-curricular activity brainstorm with all the members of the school community.
- Invite students to nominate ideas for human rights-related extra-curricular activities or events. Students can work together in groups to submit ideas, and then take a vote on one new initiative per semester or year.
- Invite the local Amnesty International office to make a presentation on a human rights topic or issue from around the world or to conduct human rights trainings.
- Activities that involve parents, families, and the surrounding community will have a more profound impact. The community can be invited to plan and organize these days or to participate.

## EXAMPLES OF EXTRA-CURRICULAR ACTIVITIES

- Plays, music and dance related to human rights themes.
- Competitions related to human rights concepts or themes.
- Commemorations or other events to mark specific international or national days related to human rights, (for example, International Human Rights Day on 10 December or International Women’s Day on 8 March).
- Campaigns or clubs against bullying, harassment or violence in the school or the wider community.
- Fundraising activities for human rights, the environment, or improvement of the school grounds.
- Fair trade or environmental activities or clubs (for example, a green schools scheme).
- School trips to a human rights exhibition.
- Film screenings on human rights themes or issues, with a post-film discussion.
- Seminars or conferences on various national or international issues related to human rights.
- A volunteer service programme with a human rights focus for the wider community.
- Programmes to train students, teachers, staff and parents in campaigning and activism on human rights issues.
- A Universal Declaration on Human Rights “Article of the Month” (or “Article of the Week”): have the school community focus on raising awareness and making their school more compliant with that particular right.
- With the support of the local Amnesty International office, the presentation of a new individual at risk each month, encouraging students to champion the cause in their own way (for example, through a photo exhibition of the individual and his/her work, or letter writing campaign, or dedicating a day to the person).

Members of a Human Rights Club presenting a play on forced marriage, Senegal, 2012.



© Amnesty International



Human Rights Friendly School Garden in Accra High School, Ghana, 2011.

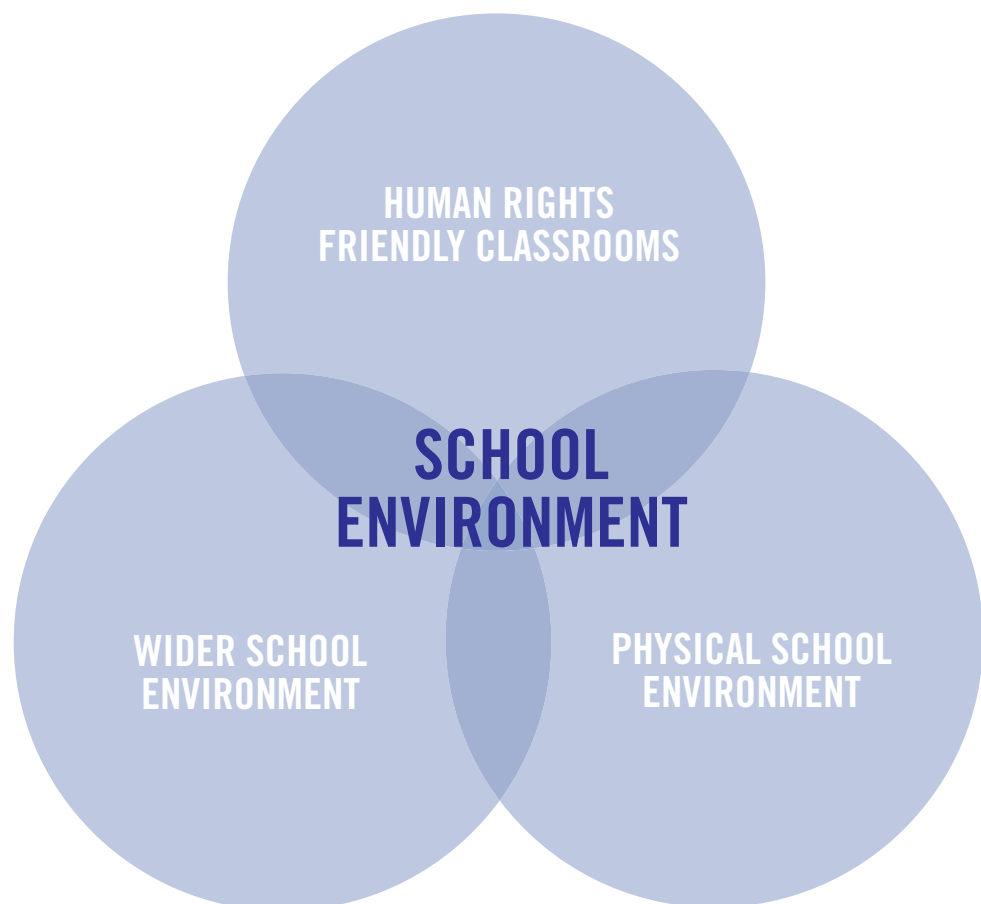
# KEY AREA 4: THE SCHOOL ENVIRONMENT

## SUPPORTING A HUMAN RIGHTS FRIENDLY TEACHING AND LEARNING ENVIRONMENT

A Human Rights Friendly School not only encourages teachers to teach and students to learn *about* human rights, it also recognizes that this will be most effective if conducted in an environment where human rights are practiced and lived on a daily basis. Classrooms must be places where rights are respected, and what takes place outside of the classroom can be just as important as what takes place

within it. Teaching young people about human rights can be undermined unless the principles and values of human rights are lived throughout the school, including the classrooms, corridors, cafeteria and playground.

The tables in this section outline how your school can integrate the 10 Global Principles for Human Rights Friendly Schools into the following elements of the school environment: human rights friendly classrooms, physical school environment and wider school environment.





## 1. HUMAN RIGHTS FRIENDLY CLASSROOMS

Pupils spend much of their school day in the classroom, and it is therefore important to ensure that classrooms are welcoming and positive environments where pupils feel safe and are able to learn effectively. Creating a human rights friendly classroom involves ensuring that the physical elements of the classroom enable all pupils to engage with lessons, and also that there is an atmosphere of equality, non-discrimination, inclusion, respect, and dignity where each child is supported to work to the best of his or her ability. Pupils should be enabled to take on positions of leadership and responsibility within the classroom, and pupils and teachers should work together and model democratic participation that is echoed throughout the wider school environment.

### KEY CONSIDERATIONS

- Are there sufficient desks and classroom equipment for all pupils to feel comfortable and to enable them to learn effectively?
- Are there interesting displays in the room that celebrate pupil's achievements and encourage independent learning?
- Are pupils' mother tongue languages represented through posters and classroom signs?
- Are there clear codes of conduct for the classroom developed by pupils and teachers together?

### POSSIBLE ACTIVITIES

- Conduct an audit to assess how safe and happy pupils feel in the classroom and ask for their ideas for making classrooms more human rights friendly.
- Encourage all pupils to take responsibility for the care and upkeep of their classroom by devising classroom roles and a rota system.
- Encourage each class to develop their own classroom codes of conduct and have these on display.
- Ensure that posters and displays in the room promote equality and non-discrimination, for example by ensuring that women and girls and minority groups are represented. Ask pupils to design labels and signs in mother tongue languages.

© Amnesty International



**“The class is outside because we don’t have a big enough school and all the students can’t fit in the very small classroom we have.” A photograph from the exhibition “Through our own eyes, Paraguay indigenous peoples”, by Javier Florentín Paraguay, 2010.**

## CASE STUDIES HUMAN RIGHTS FRIENDLY CLASSROOMS

### ISRAEL

At the Leo Baeck Education Center students and teachers created two human rights themed classrooms. One classroom focused on the right to equality and freedom of expression, and the second focused on modern slavery. The school also displayed Amnesty International Israel's exhibition entitled "We Were All Born Free", which included posters on the Universal Declaration of Human Rights, and human rights related phrases in classrooms and hallways.

### DENMARK

In many of the classrooms in KonTiki Skolen, pupils' desks are set up in a U-shape around the room facing inwards, and inside the "U" are benches facing the centre where students can sit during the lesson as they wish. In other classrooms, tables are set up in "cabaret-style" (round tables with five or six chairs around each table). Instead of using the traditional formal settings of a classroom, where the teacher is placed in the centre of the discussion, the more relaxed non-hierarchical physical environment of the classrooms encourages active participation of students and peer-to-peer dialogue.

“The more relaxed physical environment of the classroom encourages active participation of students and peer-to-peer dialogue”



## 2. THE PHYSICAL SCHOOL ENVIRONMENT

A Human Rights Friendly School can improve its physical space to reflect its human rights values. A school can take steps to make the main communal areas (such as the playground, cafeteria, offices, corridors, sports or assembly hall, classrooms and library) more human rights friendly, for example by ensuring disabled access to all areas of the school, that the playground is safe and welcoming, that there is access to clean drinking water, and that there are sufficient and clean toilets which both boys and girls feel safe using.

There may be issues that are beyond the school's capacity to address in the short term, such as insufficient facilities or equipment or resources. However, it is important that the whole school community participates in identifying issues, shaping goals and considering ways to achieve them, both in the short and the longer term.

### KEY CONSIDERATIONS

- Do all school community members feel safe and secure at school regardless of position, gender or any other status? Is there any area in the school where people feel less safe? What can be done to address this?
- Is the school's identity as a human rights friendly school reflected in the appearance of the school?
- Are the corridors, playgrounds, toilets and cafeterias, offices, sports or assembly halls human rights friendly environments?
- Do pupils and staff have access to clean drinking water?
- Is the school building accessible to all?

### POSSIBLE ACTIVITIES

- Conduct a school community-wide forum on the school environment, giving all members of the school community opportunities for expressing their main concerns and making suggestions for how the school environment can become more human rights friendly.
- Empower a school council or school environment committee to initiate a community-wide human rights awareness campaign based on feedback from the school forum or survey, or take on activities to make the physical environment more safe or human rights friendly.
- Create an art competition or activity for all classes to design posters, collages or drawings that raise awareness about human rights, then display these around the school.
- Create a list of short-term and long-term goals for making the school environment more human rights friendly.

## CASE STUDIES PHYSICAL SCHOOL ENVIRONMENT

### MOROCCO

In Marrakech, Lycée Ibn Youssef created a strong visual presence to raise awareness of human rights by naming each building in the school after a human rights principle or value. The school established a building of Good Governance, a building of Dignity, and a building of Equal Opportunities. Members of the school community painted the new names of each building in black on yellow background, creating a visual association with Amnesty International's global identity, in order to raise awareness about their work with Amnesty International on becoming human rights friendly. All the activities were planned by the teachers, students, school administrators, and other school stakeholders with the help of Amnesty International Morocco.

### GHANA

At Accra High School, students and teachers worked together to make the school environment more human rights friendly by building a Human Rights Garden on the school grounds. The garden acts as a peaceful and positive meeting place for all members of the school community to gather and relax, and includes a community board where ideas for promoting human rights and active participation can be posted. The garden contributes to improving the physical school environment while also creating a space where human rights and other issues can be discussed and debated.

“The Human Rights Garden acts as a peaceful and positive meeting place for all members of the school community”



### 3. THE WIDER SCHOOL ENVIRONMENT

The wider school environment refers to the overall atmosphere within the school community. A Human Rights Friendly School promotes an environment where the physical and mental health of all community members is respected, and where equality, non-discrimination, inclusion, respect and dignity are core values.

The wider school environment can relate to student concerns about bullying or violence; teachers, students and staff showing respect to each other; and fostering a sense of inclusion and pride so that everyone feels that they belong to the school community.

The wider school environment is clearly linked to the physical school environment. It is possible that if schools take steps to improve the physical space, they will also be making progress towards improving the atmosphere by reinforcing human rights values in a clearly identifiable manner.

#### KEY CONSIDERATIONS

- Is the school's identity as a human rights friendly school reflected in the atmosphere of the school?
- Are more vulnerable pupils supported at break/lunchtimes or immediately after school?
- Do all school community members feel part of the school community? How can pride in the school be encouraged?
- Does the school provide equal access to resources and activities for all members of the school community?

#### POSSIBLE ACTIVITIES

- Conduct a "learning walk" around the school. This involves pupils and teachers walking through the school together to assess whether different areas of the school are human rights friendly and to identify issues that the school needs to address.
- In areas where students may come into physical contact (such as a cafeteria, playground or unsupervised area), improve the school environment by putting up signs or painting the area in bright colours. This may have an impact on how students behave in the space.
- Provide support to more vulnerable pupils through initiatives such as lunchtime or after school clubs, or assign suitable peers to support them.
- Create a list of short and long-term goals for making the school atmosphere more human rights friendly.



## CASE STUDIES WIDER SCHOOL ENVIRONMENT

### MOROCCO

At the Lycée Ibn Youssef in Marrakech many girls were harassed outside the school during breaks. The school decided to create a “safe space for girls”, a designated area of the school where girls could spend their breaks together, have lunch and develop their interests through different workshops. Through the creation of this space, girls feel safer and the number of violent incidents was reduced to practically zero. School leadership together with the Administrative Council raised funds to keep the space for girls running, and it is now fully subsidized and operational. Teachers are now interested in creating a similar space for boys, especially those who are poor and live far from the school.

### KENYA

The Kiogo Secondary school is located in a rural area 500km south of Nairobi. Access to basic services such as drinking water and energy was limited. In their journey to becoming a Human Rights Friendly School, the school installed a 10,000-litre water system in order to provide members of the school community with clean drinking water. The school's Project Working Group composed of students and staff approached the Preferential Trade Area Bank and Board of Governors for funds to install a power supply and the water tank. The entire school participated in the installation. There is now no time wasted by the students going to the river to collect water during and between classes. With electricity, the students are also able to remedial classes after school hours.

“To create a ‘safe space for girls’ where girls could spend their breaks together”





Girls from Accra High School taking action for the Arms Trade Treaty campaign, Ghana, May 2012.

**FIVE**

# **STEPS TO BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL**



# STEPS TO BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL

This section gives useful tips on the steps that your school can take on its journey to becoming a Human Rights Friendly School. There are two phases of the Human Rights Friendly Schools project:

**The Start-up phase** – which includes preparing, planning and laying the groundwork for the project.

**The Project implementation and review phase** – which includes implementing your school's action plan to integrate human rights into school life, and monitoring progress.

## START-UP PHASE

Becoming a Human Rights Friendly School is an exciting and significant undertaking which will impact on the whole school community. **A school will need to invest sufficient time and energy in setting up the project to ensure it can be properly put into action and is sustained over the longer term.** The time you take for the start-up phase will depend on the school's own needs and capacity, and can take from a few weeks to a few months or up to one academic year. It is up to the school to decide how much time will be invested in the start-up phase.

### 1 FAMILIARIZING YOURSELF WITH THE PROJECT

To begin laying the groundwork for becoming a Human Rights Friendly School, it is important to ensure that you understand the 10 Global Principles for Human Rights Friendly Schools. These Global Principles form the basis for developing and implementing your action plan to become human rights friendly. Each school should strive to integrate human rights to the extent that the principles can be said to apply to their daily reality.

A school undertaking this project must be committed to the integration of human rights into all areas of school life. For

this to be possible, it is important also to review Section Four in this guide which details each of the four key areas of school life: Governance, Relationships, Curricular and Extra-Curricular Activities, and School Environment. In this Section you will also find case studies which provide examples of how schools have successfully integrated human rights into each of the four key areas of school life.

### 2 DECIDING IF THE PROJECT IS RIGHT FOR YOUR SCHOOL

Once you have information about the project, you, Amnesty International, the school leadership and also perhaps representatives from the school community will need to decide if the Human Rights Friendly Schools project is right for your school. In order to proceed with the project, you should ensure that you understand what the project entails and that your school has the commitment and capacity to take on the project. This decision should be made in conjunction with your local Amnesty International office or support organization.

### 3 SECURING AGREEMENT FROM SCHOOL MANAGEMENT AND SIGNING THE MEMORANDUM OF UNDERSTANDING

The role of school leadership in enabling a school to become human rights friendly cannot be understated. Without the support of the school leadership, it will be difficult to apply a human rights friendly approach across the school ensuring integration and sustainability. School leaders have a critical role to play in leading the way forward when integrating human rights into the school community. An important part of the project start-up phase is to secure the agreement from the school management and/or board of directors or trustees if necessary for participation in the project. In some circumstances, it may be necessary to get the agreement of relevant government authorities depending on the structure of the formal education system in your country.

A Memorandum of Understanding (MOU) should be signed between the school and your local Amnesty International office. This MOU outlines roles and responsibilities and reflects the commitment of all parties to the project. Your local Amnesty International office can provide you with a copy of the Memorandum of Understanding for the Human Rights Friendly Schools project.

#### 4 SETTING UP THE HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT WORKING GROUP

One of the key elements of a Human Rights Friendly School is participation, and a school can embody this principle by ensuring that the project is led by a working group that represents a cross section of the school community, including pupils, teachers, school leadership, school administrators, governors or trustees, parents and local community members.

The Human Rights Friendly Schools project working group should work together to lead and manage the implementation of the project in the school from planning to developing and monitoring the school's action plan and ensuring there are mechanisms for engaging the whole school community in the project. The project working group will set the tone for the school's efforts to demonstrate equality, non-discrimination,

inclusion, respect, dignity and participation. The project working group should also demonstrate the principles of transparency and accountability; members of the school community should be able to easily access information about the working group's activities, and the project working group should be accountable in terms of the targets that it sets on behalf of the school.

You may invite representatives from the local Amnesty International office to be part of this working group as observers if you wish, and the project working group is free to call upon the Amnesty International office for support, guidance, materials and resources during the course of the project.

**Amnesty International Morocco and the local authorities sign the Memorandum of Understanding to implement the Human Rights Friendly Schools project in Lycée Ibn Youssef, Marrakech, Morocco, 2009.**



© Amnesty International



**YOUR PROJECT WORKING GROUP SHOULD:**

- Meet on a regular basis.
- Receive training in human rights education and project management techniques, if needed.
- Have real responsibility for implementation of the Human Rights Friendly Schools project in the school.
- Work together to develop and agree a terms of reference for the project working group, outlining their roles and responsibilities for the project.



A focus group discussion in the Bundu community, Port Harcourt, Nigeria, December 2011.

**CASE STUDY**  
**SETTING UP THE PROJECT**  
**WORKING GROUP**

**UNITED KINGDOM**

Villiers High School in London set up a cross-school working group to lead the Human Rights Friendly Schools project. The group included pupils, teachers, school leadership, parents and school governors, and was responsible for the development and implementation of the school's action plan for becoming human rights friendly. Initial meetings focused on team building activities and the group also developed and agreed a set of rules for how they would work together. Staff from Amnesty International UK were invited to participate in some of the school's project working group meetings, and also ran human rights training for the group to support them to develop their action plan.



## 5 RAISING AWARENESS OF THE PROJECT IN THE SCHOOL COMMUNITY

If all members of the school community are to be involved in the Human Rights Friendly Schools project, it is essential that everyone knows about the project – all members of the school community should have information about what a Human Rights Friendly Schools is, what it means for their school, and how they can get involved. Investing time and energy in raising awareness of the project and obtaining the interest and enthusiasm of school community members will make it much easier to run the project in later stages. The project working group should develop a plan for raising awareness of the project within the school.

### IDEAS TO RAISE AWARENESS WITHIN THE SCHOOL COMMUNITY INCLUDE:

- Develop and disseminate information leaflets and posters about the Human Rights Friendly Schools project or translate existing materials into your own language.
- Hold assemblies or meetings on the project for the school community.
- Encourage teachers to explain the project to pupils during lessons.
- Inform a core group of students about the project so they can spread awareness of the initiative amongst their peers.
- Invite parents and community members to a school Open Day which focuses on the project.
- Post information about the Human Rights Friendly Schools project on your school's website, if possible.
- Include a regular update on the progress of the project in the school newsletter or magazine.

## CASE STUDIES RAISING AWARENESS IN THE SCHOOL COMMUNITY

### BENIN

The Collège d'Enseignement Général de Pahou in Ouidah launched the Human Rights Friendly Schools project at a special event where the whole school community came together on the school grounds. They invited the Director of Amnesty International Benin to speak at the event. Teaching staff, as well as pupils and parents attended this very important occasion for the school.

### MOROCCO

The Lycée Ibn Youssef in Marrakech invited Amnesty International Morocco to hold a three-day workshop for all teaching staff as well as some students and parents to introduce the Human Rights Friendly Schools project and prepare them for the launch. They also held a one-day induction for all students early in the academic year to make them aware of the project and get them involved.



## 6 TRAINING TEACHERS IN HUMAN RIGHTS EDUCATION

Providing effective support and training for teachers is critical to the successful implementation of the Human Rights Friendly Schools project. Basic training in human rights education should be offered to all teachers during the start-up phase, with an opportunity for further training and support tailored to their specific needs. Your local Amnesty International office may be able to assist you in identifying and delivering appropriate teacher training.

## 7 ASSESSING THE CURRENT HUMAN RIGHTS FRIENDLINESS OF THE SCHOOL

In order to develop your school's action plan for becoming human rights friendly, you will need to have some understanding of how "human rights friendly" your school is at the beginning of the project. This will allow for and inform the next step of identifying the priority areas for your school to focus on in its action plan. There are a number of methods for assessing your school's current state of human rights friendliness. No one particular method is compulsory, but a school participating in the project must complete an assessment of their current human rights friendliness during the start up phase to inform their action plan.

You can assess the human rights friendliness of your school by: reflecting on the 10 Global Principles for Human Rights Friendly Schools in relation to the four key areas of school life; taking the Human Rights Temperature of your school (see pages 86-90); conducting a SWOT analysis to assess Strengths, Weaknesses, Opportunities and Threats of your school; or referring to the Levels of Human Rights Friendliness (see pages 91-100 as a guide).

### REFLECTING ON THE 10 GLOBAL PRINCIPLES FOR HUMAN RIGHTS FRIENDLY SCHOOLS

A school can use the 10 Global Principles for Human Rights Friendly Schools (see Section Three of this guide) as a starting point for reflection on how human rights friendly it is. Members of the school community can reflect on the 10 Global Principles for Human Rights Friendly Schools in relation to each of the four key areas of school life: Governance, Relationships, Curriculum and Extra-Curricular Activities, and School Environment (see Section Four for more information). This type of reflection process can be conducted with members of the school community through focus group meetings, workshops, brainstorming sessions or within classrooms.

## CASE STUDIES TRAINING TEACHERS IN HUMAN RIGHTS EDUCATION

### UNITED KINGDOM

All teachers at Villiers High School in London were trained in human rights education during the school's international conference on human rights. Staff received training sessions about human rights from Amnesty International UK and UNICEF UK and were given space to discuss how they could integrate human rights into their teaching and learning practices.

### DENMARK

Amnesty International Denmark provides training for teachers of KonTiki Skolen in Hillerød on human rights ethics and how these relate to learning processes and pedagogical thinking. The premise is that human rights education requires a holistic approach, and includes how you behave towards other people. Teachers, as adult role models for the children in school, are no exception. Through facilitation and self reflection, the teachers discover some of their unconscious attitudes and roles, as well as analyze existing power relations in the school. The training explores how teachers acknowledge children as capable human beings with valid opinions and resources, who can be trusted to take responsibility, and who have the ability to influence their own learning and life. Mutual respect is a fundamental idea underlying this approach.




### TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL

The Human Right Temperature activity can give useful insight into how members of the school community perceive the practice of human rights in the school. The Human Rights Temperature activity consists of a 20-question multiple-choice questionnaire that surveys the human rights atmosphere in the school. Questions are based on the articles of the United Nations Universal Declaration of Human Rights.

Each question has a rating scale of 1 to 5 (1 = No or Never / 5 = Yes or Always) and the participant is asked to circle the number that, in their opinion, best describes their school for each question. There are no right or wrong answers. Each completed questionnaire will provide a total “temperature”, and these numbers can be collated to find an overall average human rights temperature for the school.

Schools can choose to administer the activity to a small group of people (perhaps just the project working group), or they can include some or all members of the school community in order to get greater feedback. Note however that this activity may be time consuming because it requires administration of a survey, and the collection and analysis of results.

As an evaluation tool, a school can repeat the administration of the Human Rights Temperature questionnaire at the end of the academic year or over a number of years to assess whether their school is becoming more human rights friendly over time.

 See pages 86-89 for a sample of the Human Rights Temperature questionnaire, and page 90 for a simplified version of the Universal Declaration of Human Rights. The Human Rights Temperature questionnaire and the UDHR can also be found in the Human Rights Friendly Schools Toolkit. You may wish to modify or adapt the questions in the questionnaire so that they are more suited to the particular context of your school.

### CASE STUDIES TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL


#### IRELAND

At Presentation Secondary School Warrenmount in Dublin, the whole school community participated in the Human Rights Temperature exercise. The questionnaire was presented to each class group on one particular day and the staff involved had been briefed beforehand so that they were comfortable in delivering it to the students. All students, school management, all staff (teaching and non-teaching) and a representative group of parents were invited to complete the questionnaire and return it anonymously to a box in the school staff room. The questionnaires were then passed over to the Amnesty International office in Dublin, and over the summer the results were collated. The data was very useful for the school in developing their annual action plan for becoming human rights friendly. The school included a summary of the findings in its monthly newsletter and a report was made to the school management and parents’ association.



### CONDUCTING A SWOT ANALYSIS

A school can use a SWOT analysis to identify Strengths, Weaknesses, Opportunities and Threats of the school in preparation for the Human Rights Friendly Schools project. A school can analyse its strengths, weaknesses, opportunities and challenges regarding each key area of school life (Governance, Relationships, Curriculum and Extra-Curricular Activities, and School Environment); this will inform the school's understanding of its environment, the school's decision on which key area of school life it should initially focus, and the development of its action plan. The SWOT analysis can be conducted in a participatory manner by soliciting the views of members of the school community, for example through small **focus groups**.

 Refer to page 85 for a SWOT analysis template. This template can also be found in the Human Rights Friendly Schools Toolkit.

### REFERRING TO THE LEVELS OF HUMAN RIGHTS FRIENDLINESS

To guide you in the process of assessing your school's human rights friendliness at the beginning of the project, you can use the Levels of Human Rights Friendliness contained in the tables on pages 91-100. **The Levels of Human Rights Friendliness are a guide only for your school and are not meant to be a definitive framework for the project.** The tables outline four Levels of Human Rights Friendliness for each key area of school life. These Levels can be used as a guide for your school when assessing how human rights friendly your school is at the beginning of the project. You may wish to locate your school at a particular level relating to one or more elements of a key area of school life. This can then be used as a benchmark for your school to monitoring progress throughout project implementation. These tables can be referred to when developing goals for your schools' action plan; the information can also be used as indicators when assessing or evaluating your school's progress at the end of the year.

 Refer to pages 91-100 for the Levels of Human Rights Friendliness suggested for this project. These tables can also be found in the Human Rights Friendly Schools Toolkit.

## 8 DEVELOPING A VISION FOR YOUR HUMAN RIGHTS FRIENDLY SCHOOL

Once you have understood where your school stands in terms of human rights friendliness, it is useful to develop a vision for the school for becoming human rights friendly before creating your action plan. A vision statement for your Human Rights Friendly School is a vivid description of the best possible outcome. The purpose of the vision statement is to inspire, energize, motivate and stimulate creativity, rather than to serve as a measuring stick for success.

### CONSIDERATIONS WHEN DEVELOPING YOUR SCHOOL VISION:

- Considering the 10 Global Principles for Human Rights Friendly Schools, what do you want your school to become? What do you want your school to achieve?
- You might wish to envision something even better than what you consider to be the best possible outcome.
- A powerful vision statement should stretch expectations and aspirations helping you to jump out of your comfort zone.
- Be imaginative when developing your vision statement. Albert Einstein said "Imagination is more powerful than knowledge." While knowledge allows you to see things as they are, imagination allows you to see things as they could be.
- Describe your vision statement in the present tense as if you were reporting what you see, hear, think and feel after your ideal outcome is realized.
- Review your vision for becoming a Human Rights Friendly School during the year, at any time you need some inspiration and motivation!

*Using Focus Groups involves bringing together selected participants to discuss in more depth specific topics, themes or ideas, particularly those related to changes in attitude, values and behaviour, as well as empowerment and actions taken.*



## CASE STUDIES DEVELOPING A SCHOOL VISION

### MONGOLIA

Before developing a vision statement for their school, Mongolia-India Joint School in Ulaanbaatar organized two training sessions for teachers in partnership with Amnesty International Mongolia. The teachers then held awareness-raising activities in the classroom to collect students' opinions of the school vision. Students and teachers worked together to develop a vision for their Human Rights Friendly School. Before finalizing the vision statement, the whole school community was consulted and was given the opportunity to comment. During the opening ceremony held at the beginning of the new school year, the director of the school presented and welcomed the new school vision.



## 9 DEVELOPING YOUR SCHOOL'S ACTION PLAN

A school participating in the project will develop an action plan for becoming human rights friendly. This work should be led by the project working group and should ideally involve the participation of members of the school community. Each school's action plan will be different as it is based on the particular school's analysis of its current state of human rights friendliness, as well as the school's specific needs and capacity.

### YOUR ACTION PLAN SHOULD:

- Be based on the 10 Global Principles for Human Rights Friendly Schools found in Section Three of this guide and the information about the four key areas of school life provided in Section Four.
- Use the school's analysis of its current human rights friendliness. If you have assessed your level of Human Rights Friendliness using the tables on pages 91-100, reflect how the school will get to the next level for each key area you are working on. Goals and objectives contained in your action plan may be defined based on the Levels of Human Rights Friendliness.
- Include specific and realistic goals for becoming more human rights friendly, focusing on one or two key areas of school life to start with, or more if the school feels ready. Goals should be **SMART** – **S**pecific, **M**easurable, **A**ttainable, **R**elevant and **T**ime-bound.
- Remember to include monitoring and evaluation activities in your action plan (see pages 80-81).

### QUESTIONS TO GUIDE YOU IN DEVELOPING YOUR ACTION PLAN:

- Where are we now? (current level of human rights friendliness)
- What are we trying to achieve? (the change we want to see)
- What activities can we undertake to achieve this? (project activities)
- Who will lead this? Who will be involved? (key stakeholders)
- How will we know change has happened or is in the process of happening? (the milestones)
- How and from where do we capture evidence of the progress we are making? (monitoring progress)

### OTHER CONSIDERATIONS WHEN DEVELOPING YOUR ACTION PLAN:

- Ideally, plan for a one year period; your action plan can be revised each year, building on successes of the previous year.
  - Your school should have the necessary human, material and monetary resources to develop and implement the action plan.
  - Remember that all the schools participating in the project are resources for each other; so do not hesitate to draw upon each other's experience and knowledge in developing your action plan.
  - You can raise any questions you have in connection with the development of your action plan with your local Amnesty International office.
  - Remember to submit your plan to your local Amnesty International office once it is completed.
- 👏 Refer to page 101 for a copy of a template for your Human Rights Friendly Schools action plan. The template for the action plan can also be found in the Human Rights Friendly Schools Toolkit. Remember that the template can be modified or adapted according to the particular needs of your school.

### CASE STUDIES DEVELOPING YOUR ACTION PLAN

#### GHANA

In Accra High School, the whole school community was involved in developing the action plan of the school. The head of the school as well as teachers, student leadership and parents were consulted and participated in the planning process offering ideas and input. Representatives of each group of the whole school community became members of the Human Rights Friendly Schools Project Working Group which worked closely with Amnesty International Ghana to then implement the action plan.





© Amnesty International

Children play volleyball at Hatcliffe Extension, Harare, Zimbabwe, March 2010.

## PROJECT IMPLEMENTATION AND REVIEW PHASE

The start-up phase for a Human Rights Friendly School can take from a few weeks to a few months or up to one academic year, depending on the school's specific needs and capacity. Once the school is ready, it can begin the project implementation and review phase.

### 1 IMPLEMENTING YOUR ACTION PLAN FOR BECOMING HUMAN RIGHTS FRIENDLY

Your action plan provides your school with the basic framework and strategy for implementing the Human Rights Friendly Schools project over one academic year. A school will be supported to implement their action plan by their local Amnesty International office. This support may take many different forms, from the provision of teaching materials to Amnesty International supported field trips to assistance for the establishment of extra-curricular school clubs.

Additional resources to support your school in implementing the action plan can be found in the Human Rights Friendly Schools Toolkit, which contains human rights education resources from Amnesty International and a range of other organizations.

#### CONSIDERATIONS WHEN IMPLEMENTING YOUR ACTION PLAN:

- The project working group retains overall leadership of the project, and should continue to meet on a regular basis throughout the implementation period.
- Holding periodic review meetings involving the wider school community (perhaps at the end of each school term) can be useful to inform and get feedback on the project. These can be organized by the project working group.
- Holding regular review meetings with your local Amnesty International office to discuss progress and any challenges you might be facing.
- You could organize a Human Rights Friendly Schools launch event for the whole school community.

- You could involve the media in some of your planned Human Rights Friendly Schools activities. (Be sure to let your local Amnesty International office know!)
- You could organize a celebration event at the end of the school year which involves the whole school community.

### 2 CONNECTING WITH THE WHOLE SCHOOL COMMUNITY AND WITH OTHER SCHOOLS

The Human Rights Friendly Schools project has the unique potential to enable schools across the world to share experiences and learn good practice in becoming human rights friendly. A Human Rights Friendly School can link with another school or schools, to exchange such experiences and to also support learning about and respect for diversity and difference. Schools can seek the assistance of their local Amnesty International office to identify and contact other Human Rights Friendly Schools across the globe.

The international network of Human Rights Friendly Schools creates opportunities. It can foster global solidarity by linking schools, pupils and teachers, using a shared human rights framework. Project participants can engage with and learn about other cultures and experiences in a supportive and mutually respecting environment. It also encourages the sharing of specific project-related experiences and good practice in order to develop the capacity of all participants to become human rights friendly.

In addition to connecting with other Human Rights Friendly Schools, there may be opportunities for schools to network with or receive support from other non-governmental or grassroots organizations that engage in human rights or community-based work. There are also opportunities for Human Rights Friendly Schools to share their experiences with other schools from their country, region and community that may have little experience learning about or practicing human rights.

### 3 MONITORING AND EVALUATION

Assessing the impact of the project over time is an important aspect of being a Human Rights Friendly School, and monitoring and evaluation activities should be included in your annual action plan. Results of monitoring and evaluation activities are important both to *improve* the project and make interim amendments to the action plan if needed, and to *prove* that the project is meeting its overall goals and

objectives. Your school is encouraged to conduct self-evaluation activities during the course of the project implementation year, and you can ask your local Amnesty International office for assistance and tools. There are also specific evaluation requirements set by Amnesty International that all Human Rights Friendly Schools will need to meet. A mid-year review or check-in is highly recommended in order to assess progress during project implementation and make any needed adjustments during the year.

Project evaluation will support your school to identify and share stories of success with members of the school community and other partners involved in the project, including government authorities and teachers' unions. It will also assist Amnesty International in identifying how schools across the globe have developed human rights friendly practices, and to improve the Human Rights Friendly Schools project frameworks, supports and resources.

Participation of all members of the school community in monitoring and evaluation activities increases ownership of the project by all those participating and can be a way to spread the task of conducting the activities across many.

### EVALUATION REQUIREMENTS FOR HUMAN RIGHTS FRIENDLY SCHOOLS

Schools participating in the Human Rights Friendly Schools project are required to submit their annual action plan to their local Amnesty International office once it has been completed. Each school is also encouraged to take their Human Rights Temperature or to assess their initial human rights friendliness using other methods. Schools are required to produce an evaluation report at the end of each year of the project which outlines activities undertaken, and any successes and challenges that it has faced. An evaluation report template will be made available by your local Amnesty International office.



© Amnesty International

Education for Human Dignity evaluation workshop, Italy, September 2011.




### SELF-EVALUATION AND MONITORING TOOLS

There are a number of evaluation and monitoring tools which can be used by a Human Rights Friendly School to assist in tracking its progress in becoming human rights friendly, and facilitating adjustments to its action plan if needed. Information on several monitoring and evaluation tools for Human Rights Friendly Schools is provided in the table below.

## MONITORING AND EVALUATION TOOLS FOR SCHOOLS

TOOLS	CONSIDERATIONS
<b>The Human Rights Temperature activity</b>	Taking the Human Rights Temperature of your school provides you with a before and after snapshot of human rights friendliness. It also allows all members of the school community to contribute their views on the performance of the school relating to human rights.
<b>Annual action plan</b>	Your school's annual action plan will provide a checklist of objectives relating to the areas in which the school aims to become more human rights friendly (that is, the change you want to see). It also includes milestones and ways to monitor progress. When referred to at the end of the school year, the action plan can help analyze what the school has accomplished and what targets have not yet been achieved.
<b>Focus groups</b>	Focus groups provide a forum for school community members to give feedback and engage in a dialogue about their participation in the Human Rights Friendly Schools project. If conducted separately with each member group of in the school community (for example, parents, teachers, pupils, the school administration), focus groups can provide deeper insight into aspects of the project, including challenges to and identification of opportunities for success.
<b>School-wide Survey</b>	A school-wide survey can provide a large body of qualitative or quantitative information on the experiences of participants in the Human Rights Friendly Schools project. The survey provides opportunities for all of the members of the school community to voice their opinion on the project.
<b>Levels of Human Rights Friendliness</b>	If you have determined your Level of Human Rights Friendliness at the beginning of the project, this can be used as a benchmark for your school to monitor progress throughout project implementation. The information contained in the Human Rights Friendliness tables can be used as indicators when assessing your school's progress at the end of each year.

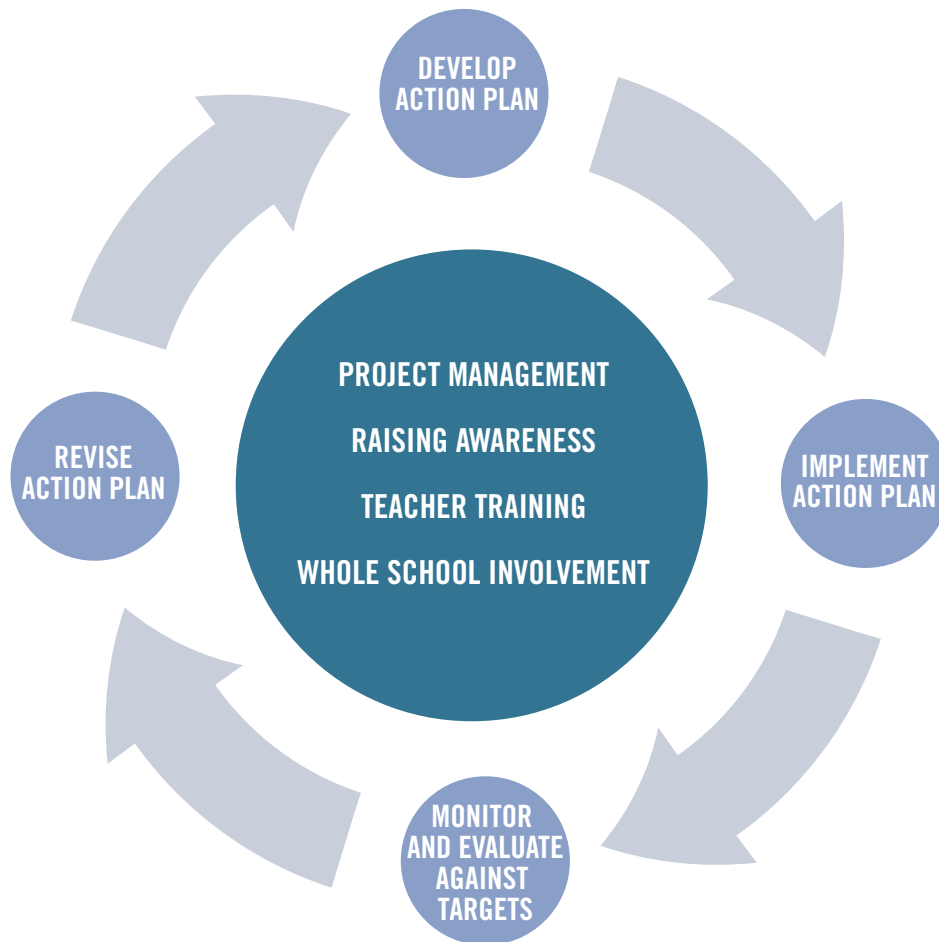
*Self-Evaluation means looking at your progress, development and learning to determine what has improved and what areas still need improving.*

 Refer to the *Monitoring and Evaluation for Schools* section in the *Human Rights Friendly Schools Toolkit* for other simple tools and resources which your school can adapt and implement.

#### 4 REVISING YOUR ACTION PLAN AND DEVELOPING YOUR ACTION PLAN FOR NEXT YEAR

Based on the results of your self-evaluation, you may wish to revise your action plan if needed during the first year of project implementation. The Human Rights Friendly Schools project should be a continuous cycle of assessment, planning, implementation, and evaluation. Reflecting on learning and adapting your action plan is an important part of this cycle. The annual evaluation, including an assessment of

your schools progress over the year will provide you with valuable information which can inform the development of your action plan for the next year or longer. Each year, your school may wish to include more activities or increasing the scope of the project, building up to addressing elements within all four key areas of school life.





# SIX USEFUL TOOLS



## USEFUL TOOLS

This section includes tools you can use in project planning and implementation. These can be adapted by your school according to its specific needs and context. These and other materials can be found in the Human Rights Friendly Schools Toolkit on the accompanying CD-Rom.

### 1. SWOT ANALYSIS

A template to assist you in analysing your Strengths, Weaknesses, Opportunities and Threats in relation to each key area of school life.

### 2. THE HUMAN RIGHTS TEMPERATURE ACTIVITY

a) A questionnaire to help you evaluate your degree of human rights friendliness before and after implementing the Human Rights Friendly Schools project, using the articles of the Universal Declaration of Human Rights as its base.

b) A simplified version of the Universal Declaration of Human Rights to accompany the questionnaire.

### 3. LEVELS OF HUMAN RIGHTS FRIENDLINESS

Tables showing suggested levels of Human Rights Friendliness for each identified element in each key area of school life. This can be a guide to assist you in identifying your current level of human rights friendliness and give you ideas on where you would like to be. These tables outline four different levels of human rights friendliness.

### 4. THE HUMAN RIGHTS FRIENDLY SCHOOLS ACTION PLAN

A sample action plan template to complete with your objectives, the activities planned, and indicators to monitor progress and results.



## 1 SWOT ANALYSIS

A school can conduct an analysis of its **S**trengths, **W**eaknesses, **O**pportunities and **T**hreats in relation to each key area of school life (Governance, Relationships, Curriculum and Extra-Curricular Activities, and School Environment).

**KEY AREA OF SCHOOL LIFE:** \_\_\_\_\_

<p><b>INTERNAL STRENGTHS</b> Resources, knowledge, skills, or other advantages that the school has or can acquire.</p>	<p><b>INTERNAL WEAKNESSES</b> Deficiencies within the school that may prevent it from fulfilling its objectives.</p>
<p><b>EXTERNAL OPPORTUNITIES</b> External circumstances, trends or environment that are favourable or advantageous to the school.</p>	<p><b>EXTERNAL THREATS</b> External circumstances, trends or environment that may inhibit, prevent or restrict the school from achieving its goals.</p>

## 2A THE HUMAN RIGHTS TEMPERATURE QUESTIONNAIRE

Please read the following questions carefully. Take some time to consider each statement before choosing a number on the rating scale that, in your opinion, best describes your school. You have been given a copy of the United Nations Universal Declaration of Human Rights (UDHR). The relevant articles of the UDHR are referred to in parentheses after each question. When you are finished add up your scores and insert a total number at the end – this is your Human Rights Temperature.

### Rating Scale:

1 = No or Never

2 = Rarely

3 = Sometimes

4 = Frequently

5 = Yes or Always

### EXAMPLE

Our school is a place where everyone feels happy. (If everyone in your school walks around with a big smile on their face all of the time, then you will draw a circle around number 5 – “yes or always”.)

1                      2                      3                      4                      5

**1** My school is a place where students are safe and secure (Universal Declaration of Human Rights, Articles 3 and 5).

1                      2                      3                      4                      5

**2** No-one in my school is discriminated against for any reason, for example because of their religion, the way they dress, their religion, who their friends are, the colour of their skin, their caste or class, or what they do when they are not in school (UDHR, Articles 1, 2 and 16).

1                      2                      3                      4                      5

**3** My school provides equal access, resources and activities for everyone (UDHR, Articles 2 and 7).

1                      2                      3                      4                      5

**4** Everyone in my school community is provided with equal information and encouragement about academic, extra-curricular and career opportunities (UDHR, Article 2).

1                      2                      3                      4                      5

**5** I have the freedom to express my beliefs and ideas (cultural, political, religious or other beliefs) without fear of being discriminated against, teased or mocked (UDHR, Articles 18 and 19).

1                      2                      3                      4                      5

**6** My school community welcomes students, their families, teachers and other staff from diverse backgrounds and cultures. (UDHR, Articles 2, 6, 13, 14 and 15).

1                      2                      3                      4                      5

**7** My school is democratic. Everyone in my school (students, teachers, support staff and parents) has an opportunity to participate in making decisions about things that affect them, such as rules and school policies (UDHR, Articles 20, 21 and 23).

1                      2                      3                      4                      5

**8** When someone misbehaves, or an incident happens in my school, everyone involved is treated fairly and in the same way by the teachers and school leaders in finding out what happened and deciding what punishment is given (UDHR, Articles 6, 7, 8, 9 and 10).

1                      2                      3                      4                      5

**9** When someone in my school does something that negatively affects the rights of another person, they are helped to learn how to change their behaviour (UDHR, Article 26).

1                      2                      3                      4                      5

**10** When conflicts (disagreements or fights) happen in my school, we try to resolve them through non-violent and collaborative ways (UDHR, Articles 3, 5 and 28).

1                      2                      3                      4                      5

**11** When someone is accused of doing something wrong in my school, they are presumed innocent until proven guilty (UDHR, Article 11).

1                      2                      3                      4                      5

**12** No-one in my school is treated or punished in a way that is degrading or cruel, or makes him or her feel less than human (UDHR, Articles 4 and 5).

1                      2                      3                      4                      5

**13** If there is a complaint of harassment or discrimination in my school, there are policies and procedures in place to deal with it (UDHR, Articles 3, 6 and 7).

1                      2                      3                      4                      5

**14** Members of my school can produce and circulate newsletters and other publications without fear of censorship or punishment (UDHR, Articles 19 and 27).

1                      2                      3                      4                      5

**15** Everyone in my school encourages each other to learn about global problems related to justice, the environment, poverty and peace (UDHR, Preamble and Articles 26 and 29).

1                      2                      3                      4                      5

**16** In my school we have opportunities to hear, read and learn about the lives, attitudes and ideas of other people; diverse voices are represented in our curriculum, our textbooks, our library and our public spaces (UDHR, Articles 2, 19 and 27).

1                      2                      3                      4                      5

**17** People who work in my school are paid well enough to have an adequate standard of living for themselves and their families and receive standard days off and holiday pay (UDHR, Articles 4, 22, 24 and 25).

1                      2                      3                      4                      5

**18** In my school the personal space and possessions of every person are respected (UDHR, Articles 12 and 17).

1                      2                      3                      4                      5

**19** In my school I take responsibility to ensure other people do not discriminate and that they behave in ways that protect the safety and well-being of the whole school community (UDHR, Articles 1 and 29).

1                      2                      3                      4                      5

**20** In my school I am confident that no-one can take away my rights (UDHR, Article 30).

1                      2                      3                      4                      5

**Human Rights Temperature total = \_\_\_\_\_**



## 2B UNIVERSAL DECLARATION OF HUMAN RIGHTS

1 We are all born free and equal. We all have our own thoughts and ideas. We should all be treated in the same way.

2 These rights belong to everybody, whatever our differences.

3 We all have the right to life, and to live in freedom and safety.

4 Nobody has any right to make us a slave. We cannot make anyone else our slave.

5 Nobody has any right to hurt or torture us or treat us cruelly.

6 Everyone has the right to be protected by the law.

7 The law is the same for everyone. It must treat us all fairly.

8 We can all ask for the law to help us when we are not treated fairly.

9 Nobody has the right to put us in prison without a good reason, to keep us there or to send us away from our country.

10 If we are put on trial, this should be in public. The people who try us should not let anyone tell them what to do.

11 Nobody should be blamed for doing something until it has been proved. When people say we did a bad thing we have the right to show it is not true.

12 Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us, or our family, without a good reason.

13 We all have the right to go where we want to in our own country and to travel abroad as we wish.

14 If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15 We all have the right to belong to a country.

16 Every adult has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17 Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18 We all have the right to believe in what we want to believe, to have a religion, or to change it if we wish.

19 We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20 We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21 We all have the right to take part in the government of our country. Every adult should be allowed to vote to choose their own leaders.

22 We all have the right to a home, enough money to live on and medical help if we are ill. Music, art, craft and sport are for everyone to enjoy.

23 Every adult has the right to a job, to a fair wage for their work, and to join a trade union.

24 We all have the right to rest from work and relax.

25 We all have the right to enough food, clothing, housing and health care. Mothers and children and people who are old, unemployed or disabled have the right to be cared for.

26 We all have the right to education, and to finish primary school, which should be free. We should be able learn a career, or to make use of all our skills.

27 We all have the right to our own way of life, and to enjoy the good things that science and learning bring.

28 There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29 We have a duty to other people, and we should protect their rights and freedoms.

30 Nobody can take away these rights and freedoms from us.


**This is a simplified version of the Universal Declaration of Human Rights developed by Amnesty International UK. For the full text of the UDHR see [www.un.org/en/documents/index.shtml](http://www.un.org/en/documents/index.shtml)**


### 3 LEVELS OF HUMAN RIGHTS FRIENDLINESS

The tables below outline four levels of human rights friendliness for each key area of school life. These tables can be used as a guide for your school when assessing how human rights friendly your school is at the beginning of the project. You may wish to locate your school at a particular level relating to one or more elements of a key area of school life. This can then be used as a benchmark for your school to monitor progress throughout project implementation.

These tables can also be referred to when developing goals for your schools' action plan; the information can also be used as indicators when assessing or evaluating your school's progress at the end of the year.

You may wish to adapt these levels to meet the particular needs and context of your school. It will also be important for schools to be rational and objective in the process of reflecting on their level of human rights friendliness in order for real progress to be made.

 The Levels of Human Rights Friendliness are only a guide for your school and are *not* meant to be definitive framework for the project.

 During project implementation, increased human rights awareness and understanding may cause you to identify your school differently across the levels of human rights friendliness at different points of time. The Human Rights Friendly Schools project is an evolving learning process and even if it may seem that you are not moving forward across the levels as set out in the tables, the increased level of human rights understanding, awareness and capacity are progress in itself.

KEY AREA 1: GOVERNANCE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>School values</b>	The school does not have a vision statement, ethos, motto or operating charter.	The school has a vision statement but human rights values and principles are not explicit.	The school's vision statement explicitly reflects human rights values and principles, but they are not actively promoted or made real in the life of the school.	The school has a vision statement that reflects human rights values and principles, and the values are made real in the day-to-day life of the school.
<b>School policies</b>	Policies are decided on by school management and do not incorporate or reflect human rights principles.	Policies begin to incorporate and reflect specific human rights principles, but are still decided by school management.  Consideration of the human rights impact of school policies is not included in policy development processes.	Policies incorporate and reflect specific human rights principles, and the school creates few opportunities for the participation of school community members in matters of policy.	Policies reflect human rights principles and clearly state their impact on the human rights of school community members.  All members of the school community actively participate in policy development and implementation.



<b>KEY AREA 1 (CONT'D): GOVERNANCE</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Leadership</b>	Leadership is concentrated within school management.	Leadership opportunities and roles extend to some members of the school staff beyond school management, but not to all members of the school community.	Leadership opportunities and roles extend to most members of the school community, including students, teachers, school administrators, parents and other school community members.	Leadership opportunities and roles extend to all members of the school community, and the school actively supports different members of the community to take up leadership positions within the school.  Different members of the school community are empowered to be leaders.
<b>Participation</b>	Governance decisions are made by a small group of school management staff.	Governance structures are created for members of the school community in order to facilitate active participation.  Participation does not include decision making, and there may not be equal access to participation for all members of the school community.	Governance bodies or structures for members of the school community facilitate active participation, and are given limited decision making authorities.  Some efforts are made to ensure equal access for all to participate.	All members of the community are involved in making decisions about how the school is run, and all are adequately supported in order to be able to participate in governance.  Efforts are successful in ensuring equal access for all to participate.
<b>Accountability and transparency</b>	Members of the school community are not aware of and do not have access to school policies and practices, and there are no mechanisms for addressing human rights issues within the school.	Access to school policies and practices is provided to all members of the school community if requested, but there are no mechanisms for addressing human rights issues within the school.	Access to school policies and practices is freely and actively provided to all members of the school community, and the school has some mechanisms for addressing human rights issues within the school.	School policies and practices are transparent, accessible to all, and accountable to human rights principles, and there are clearly established, properly functioning mechanisms for addressing human rights issues.

<b>KEY AREA 2: RELATIONSHIPS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Staff-student relationships</b>	<p>Students do not respect staff, and staff do not respect students.</p> <p>There are no mechanisms for mediating conflict between students and staff, and students and staff do not work together on issues that affect their relationship such as developing codes of conduct and discipline policies.</p> <p>Freedom of expression is not promoted and contributions of pupils are not valued.</p>	<p>Staff and students acknowledge the need to build a relationship based on mutual respect, and establish through dialogue basic codes of conduct and discipline policies for mediating the staff-student relationship.</p> <p>Staff and students may not yet have a mechanism for mediating conflict.</p>	<p>The majority of staff and students demonstrate good relationships and have a process for building mutual respect and trust through the establishment of codes of conduct and discipline policies.</p> <p>Staff and students work together to develop mechanisms for mediating conflict.</p>	<p>Staff and students treat each other with dignity and respect.</p> <p>There are clearly understood, functioning mechanisms for mediating conflict.</p> <p>Students and staff work together in all aspects of their relationship within the school.</p> <p>Freedom of expression is promoted and contributions of school community members are valued without discrimination.</p>
<b>Student-student relationships</b>	<p>Negative relationships between students and conflicts, such as bullying or harassment or discrimination are commonplace.</p> <p>No mechanisms exist for mediating conflicts between students.</p>	<p>Students acknowledge the need to build relationships based on mutual respect, and establish through dialogue basic codes of conduct and behaviour among each other.</p> <p>The school supports students to develop necessary skills for working together, but there are not yet mechanisms for mediating conflicts between students.</p>	<p>Students are encouraged to work together to improve relationships and to build mutual respect and trust among the school student population.</p> <p>With support from members of the school community, mechanisms for mediating conflict between students have been established.</p>	<p>Students treat each other with respect and dignity, conflicts are managed effectively and peacefully, and the school supports the students to develop skills necessary for working together.</p> <p>All students, regardless of their background, gender or status, interact and work with each other within and outside of the classroom in a respectful way.</p>

<b>KEY AREA 2 (CONT'D): RELATIONSHIPS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Staff-staff relationships</b>	<p>Staff members do not have good working relationships and treat each other differently based on position and status.</p> <p>There may be numerous incidents of bullying, harassment, and there are no mechanisms to address conflict.</p>	<p>Staff members acknowledge the need to build a relationship based on mutual respect, and establish through dialogue basic codes of conduct and behaviour among each other.</p> <p>There may be few incidents of bullying and harassment, and there are no mechanisms to address conflict.</p>	<p>The majority of staff regardless of position or role have good working relationships based on mutual respect, and codes of conduct are followed.</p> <p>Some bullying and harassment occurs, but there are mechanisms to address this.</p>	<p>All members of staff treat each other with dignity and respect, regardless of their position or role within the school, and work together to model good relations based on man rights to students.</p> <p>Bullying and harassment are rare, and effective mechanisms have been developed collaboratively to address these issues.</p>
<b>School, parent and community-wide relationships</b>	<p>The school has few or very limited relationships with parents and the wider community.</p> <p>There are no accountable or transparent mechanisms accessible to parents.</p>	<p>The school reaches out to parents and the wider school community to participate in events, meetings, and other activities pertaining to the work of the school.</p> <p>The school outlines to parents and community members the role it envisions for itself within the community and the human rights principles its work is founded on.</p>	<p>The school and its members dialogue with parents and wider community to develop meaningful, supportive and reciprocal relationships.</p> <p>Opportunities for the school and wider community to interact and support each other are frequent.</p>	<p>The school engages in meaningful, supportive and reciprocal relationships with parents and the wider community.</p> <p>The wider community makes a positive contribution towards the learning process in the school.</p> <p>The school is seen as a community hub to which all community members can have access, and the school acts as a community resource that demonstrates and supports the realization of human rights.</p>

<b>KEY AREA 2 (CONT'D): RELATIONSHIPS</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Building Partnerships – Local and Global</b>	The school has no partnerships with other schools, organisations, educational authorities or international partners.	The school has begun to identify potential partnerships at the local level and has approached one or two schools, organizations or educational authorities.	The school has established partnerships either at the local or national level.	The school is partnering with other schools nationally and internationally. The school is also partnering with local organizations and has a good relationship with educational authorities. These provide rich learning experiences to the students and the wider school community.

<b>KEY AREA 3: CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Curriculum policy and content</b>	<p>There is no reference to human rights in curricular policy or content.</p> <p>Students are not taught about human rights as part of their curriculum.</p> <p>Students are not involved in making decisions about the curriculum.</p> <p>The curriculum is not adapted to ensure that it is accessible to all students.</p>	<p>The school is considering how to integrate human rights in the curriculum.</p> <p>The curriculum is not human rights friendly in terms of accessibility.</p> <p>Students are aware about integrating human rights in the curriculum.</p>	<p>Human rights is taught either as a part of another subject or as a separate subject.</p> <p>There are mechanisms for student input into and decision-making about the curriculum, and all students have access to curriculum materials regardless of their needs.</p>	<p>Human rights is taught as a separate subject in the school, but is also reflected in many or all other subjects.</p> <p>Students are involved in decision-making about what is taught and how it is taught.</p> <p>All students have access to human rights education and curriculum materials regardless of their needs.</p>





<b>KEY AREA 3 (CONT'D): CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Teaching methodology</b>	<p>The teacher leads the classroom from the front of the room.</p> <p>The teaching method is the lecture-style method.</p> <p>Students have no say in how the lesson is delivered.</p> <p>Teachers do not consider the human rights impact of their teaching practices.</p>	<p>There is some human rights training available to teachers.</p> <p>Some of the schools' teachers encourage pupils to participate in their lessons.</p> <p>Most of the teachers do not teach in a way that is human rights friendly.</p> <p>Teachers are not supported by the school to use human rights friendly approaches in their teaching practices.</p>	<p>Teachers are familiar with human rights and human rights education methodology.</p> <p>With support from the school, some teachers are beginning to use human rights friendly approaches in their teaching practices.</p> <p>Students begin to participate and have input into how a lesson is delivered.</p>	<p>Teachers are knowledgeable in human rights and human rights education methodology, and this is reflected well in their teaching practices.</p> <p>All students are encouraged to participate and the classroom is democratic.</p> <p>The teacher is a respected authority who facilitates the learning in the classroom.</p> <p>Lessons are adapted to ensure that all students can access them equally.</p> <p>Teachers are supported by the school to teach in a rights friendly way.</p>

<b>KEY AREA 3 (CONT'D): CURRICULUM AND EXTRA-CURRICULAR ACTIVITIES</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Extra-curricular activities</b>	<p>Extra-curricular activities do not embody human rights principles, and are only available to small number of students.</p> <p>Extracurricular activities are developed and managed by senior staff, and the school community is not involved in any way.</p>	<p>The school community encourages and supports extracurricular activities that are human rights-focused.</p> <p>The school encourages participation by involving members of the school community in the decision-making process regarding extracurricular activities.</p>	<p>There are clear mechanisms for bringing human rights into extra-curricular activities, which are accessible to all people.</p> <p>Participation in extra-curricular activities is encouraged, and the school involves the whole school community to develop human rights friendly codes of conduct for extra-curricular activities.</p> <p>There are specific human rights focused extracurricular activities in the school, and human rights friendly guidelines have been established for all activities.</p>	<p>The school has extra-curricular activities with a human rights or community focus and activities are human rights friendly.</p> <p>All extra-curricular activities are accessible to everyone regardless of abilities and needs.</p> <p>Students and other school community members are active participants together with the wider community in developing, managing and implementing extracurricular activities.</p> <p>All members of the school community are empowered to set up their own extra-curricular activities at the school.</p>

<b>KEY AREA 4: SCHOOL ENVIRONMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Human rights friendly classrooms</b>	<p>Pupils do not feel safe and able to learn effectively in their classroom.</p> <p>There are no codes of conduct for the classroom, discrimination and conflict often occur in the classroom</p> <p>There are insufficient or inappropriate desks, lack of classroom equipment, and lack of ventilation or windows.</p>	<p>Some pupils feel safe and able to learn effectively in an atmosphere of non-discrimination, respect and dignity in their classroom.</p> <p>Discrimination sometimes occurs, as does some verbal and physical conflict in the classroom.</p> <p>The school agrees with the need for sufficient classroom equipment for an effective learning.</p>	<p>Most pupils feel safe and able to learn effectively in an atmosphere of non-discrimination, respect and dignity.</p> <p>Discrimination, when it occurs, is challenged.</p> <p>The school took steps to overcome the lack of equipment in the classroom.</p>	<p>All pupils feel safe and able to learn effectively in an atmosphere of non-discrimination, respect and dignity.</p> <p>Codes of conduct for the classroom have been developed by pupils and teachers together and are displayed in the classroom.</p> <p>The classroom is a place where discrimination is not tolerated.</p> <p>There are sufficient desks, classroom equipment and the classroom is a well ventilated, well lit space which facilitates learning.</p> <p>The classroom is decorated with posters and displays celebrating pupils' achievements in the mother tongue languages of the pupils.</p>

<b>KEY AREA 4 (CONT'D): SCHOOL ENVIRONMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>The physical environment</b>	<p>The appearance and atmosphere of the school do not reflect human rights principles, and common areas in the school are not human rights friendly.</p> <p>Corridors, playground, and cafeterias are not human rights friendly environments.</p> <p>There is no access to clean drinking water or hygienic toilet facilities.</p>	<p>The school has started to consider how to make the appearance and atmosphere of the school more human rights friendly.</p> <p>There is limited access to clean drinking water and hygienic toilet facilities.</p>	<p>The appearance and atmosphere of many shared areas of the school reflects human rights principles.</p> <p>Most of the corridors, playground, and cafeteria are human rights friendly environments.</p> <p>There is some access to clean drinking water and hygienic toilet facilities.</p>	<p>All members of the school community feel safe and secure.</p> <p>The school building is accessible to all and equal opportunities exist for all, including vulnerable populations.</p> <p>The appearance and atmosphere of the school environment are shaped through collective decision-making processes to reflect human rights principles.</p> <p>Corridors, playground, and cafeteria are human rights friendly environments.</p> <p>There is full access to clean drinking water and hygienic toilet facilities, as well as facilities which cater to students' nutrition as needs.</p>

<b>KEY AREA 4 (CONT'D): SCHOOL ENVIRONMENT</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>The wider school environment</b>	<p>School community members do not feel safe and secure, and special protection is not afforded to vulnerable populations.</p> <p>Discrimination sometimes occurs, as does verbal and physical conflict.</p> <p>The school does not provide equal access to resources, activities, academic or career opportunities.</p> <p>There is no participation by members of the school community on decision-making about the school environment.</p>	<p>Many school community members feel safe and secure, and protection is afforded to some vulnerable groups.</p> <p>Discrimination sometimes occurs, as does some verbal and physical conflict.</p> <p>The school is working to provide equal access to resources, activities, academic or career opportunities, but this does not always happen in practice.</p> <p>Some selected members of the school community are involved in decision-making about the school environment.</p>	<p>Most community members feel safe and secure, and special protection is afforded to vulnerable pupils.</p> <p>Discrimination when it occurs is challenged. The school manages any incidents of verbal and physical conflict well.</p> <p>The school provides equal access to resources, activities, academic or career opportunities.</p> <p>There is participation by interested members of the school community on decision-making about the school environment.</p>	<p>All school community members feel safe and secure in the school environment, and feel dignified, respected and valued.</p> <p>The school is a place where discrimination is not tolerated.</p> <p>All members of the school community are involved in ensuring a positive school environment.</p>

# 4

## THE HUMAN RIGHTS FRIENDLY SCHOOLS ACTION PLAN

Schools can use the action plan template provided in the Human Rights Friendly Schools Toolkit to develop their action plans.

**NAME OF SCHOOL:** \_\_\_\_\_

**SCHOOL VISION:** \_\_\_\_\_

KEY AREA OF SCHOOL LIFE	CURRENT LEVEL OF HUMAN RIGHTS FRIENDLINESS	THE CHANGE WE WANT TO SEE	PROJECT ACTIVITIES	KEY STAKEHOLDERS	MILESTONES AND MONITORING PROGRESS
<ul style="list-style-type: none"> <li>■ <b>Governance</b></li> <li>■ school values</li> <li>■ school policies</li> <li>■ leadership</li> <li>■ participation</li> <li>■ accountability and transparency</li> <li>■ <b>Relationships</b></li> <li>■ staff-student</li> <li>■ student-student</li> <li>■ staff-staff</li> <li>■ school, parents and community</li> <li>■ building partnerships – local and global</li> <li>■ <b>Curriculum and Extra-Curricular Activities</b></li> <li>■ curriculum policy and content</li> <li>■ teaching methodology</li> <li>■ extra-curricular activities</li> <li>■ <b>School Environment</b></li> <li>■ human rights friendly classrooms</li> <li>■ physical school environment</li> <li>■ wider school environment</li> </ul>	<ul style="list-style-type: none"> <li>■ Where are we now?</li> </ul>	<ul style="list-style-type: none"> <li>■ What are we trying to achieve?</li> <li>■ What are our short-term objectives?</li> <li>■ What are our long-term objectives?</li> </ul>	<ul style="list-style-type: none"> <li>■ What activities can we undertake to achieve this?</li> </ul>	<ul style="list-style-type: none"> <li>■ Who will lead this?</li> <li>■ Who will be involved?</li> </ul>	<ul style="list-style-type: none"> <li>■ How will we know change has happened or is in the process of happening?</li> <li>■ How and from where do we capture evidence of the progress we are making?</li> </ul>







## BECOMING A HUMAN RIGHTS FRIENDLY SCHOOL

### A GUIDE FOR SCHOOLS AROUND THE WORLD

This guide will help schools on their journey to becoming a Human Rights Friendly School.

The Human Rights Friendly Schools project aims to empower young people and promote the active participation of all members of the school community in integrating human rights values and principles into all areas of school life. The project is founded on the belief that by increasing knowledge and changing attitudes and behaviours in entire communities, a global culture of human rights becomes possible.

The guide describes what a Human Rights Friendly School is and what it can achieve, and offers practical suggestions on how to integrate human rights in schools around the world. It explains how the 10 Global Principles for Human Rights Friendly Schools, based on international human rights standards, can be integrated into four key areas of school life: governance, relationships, curriculum and extra-curricular activities, and school environment. Illustrated throughout with successful case studies, this guide describes the steps schools can take to plan and implement the project. Finally, it provides useful tools to plan, implement, monitor and evaluate the school's journey.

A Toolkit for Human Rights Friendly Schools (CD-Rom), with relevant human rights education resources and tools, accompanies this guide.

[amnesty.org](http://amnesty.org)

September 2012  
POL 32/001/2012

HUMAN RIGHTS EDUCATION  
**AMNESTY**  
INTERNATIONAL

