

## *What is Human Rights Education?*

**“...human rights education should provide people with knowledge, skills and attitudes to empower them to contribute to the building and promotion of a universal culture of human rights’.**

World Programme for Human Rights Education 2005

*‘Educating students about human rights empowers your students with learning they can use far beyond the classroom – in fact they will take it out into the school corridors and playground, into their homes and into the wider community. The respect and tolerance it teaches will help you and your students create a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations. These are all essential outcomes that support the Government and Ofsted’s strong focus on improving pupil behaviour and safety, tackling bullying and helping pupils achieve.’*

Equality and Human Rights Commission for England and Wales

### *The World Programme for Human Rights Education*

Building on the achievements of the **United Nations Decade for Human Rights Education (1995-2004)**, the World Programme seeks to promote a common understanding of basic principles and methodologies of human rights education, to provide a secure framework for action and to strengthen partnerships and cooperation from the international level down to the grass roots.

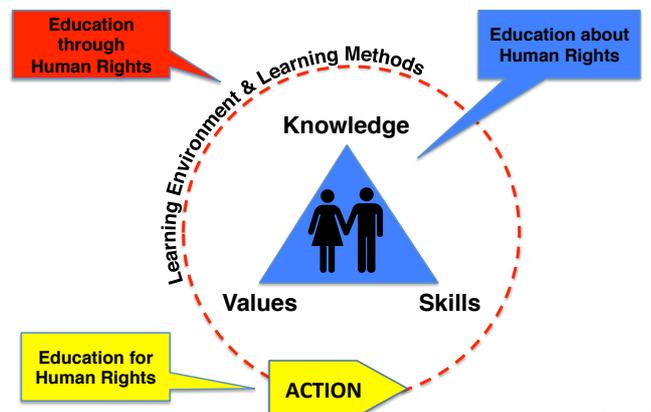
## *The Dimensions of Human Rights Education*

Effective Human Rights Education has three interconnected dimensions:

**Education about Human Rights** - learning about human rights and the skills to apply them in daily life; developing the values and behaviour which uphold human rights.

**Education through Human Rights** - learning and teaching is done in a way that respects the rights of both educators and learners.

**Education for Human Rights** - empowering adults and children to enjoy and exercise their rights and to respect and uphold the rights of others.



*‘Human rights education is a way to build and strengthen human rights knowledge as well as the required attitudes and skills.’*

DIHR

*Schools need to create a learning environment that respects and promotes human rights. Young people depend on adults to create such conditions to enable them to realise their rights and to learn how to be rights respecting themselves. Adults bear a responsibility to model rights respecting approaches so young people can learn to take responsibility for their actions in rights respecting ways as they grow towards adulthood.*

## *What is a Human Rights Based Approach?*

A Human Rights Based Approach (HRBA) is a way of empowering people to know and claim their rights, and increases the ability and accountability of individuals and institutions who are responsible for respecting, protecting and fulfilling rights. This means giving people greater opportunities to participate in shaping the decisions that impact on their human rights. It also means increasing the ability of those with responsibility for fulfilling rights to recognise and respect human rights (for example in the NHS, local authorities, or care providers). Using a HRBA which is integrated into policy-making, as well as the day to day running of organisations, ensures that standards are met for everyone.

(Scottish Human Rights Commission)

*'A Human Rights Based Approach, as the name implies, constitutes the adoption of an **approach** to work that is explicitly shaped by human rights and human rights principles. It is not only about the outcome of work supporting human rights; it is also about the **processes** of work and how human rights principles are embodied in their operation – and also about how these processes will ultimately strengthen the overall rights-related outcomes.'*

United Nations Population Fund 2010

### *Using a Human Rights Based Approach in schools involves:*

- learning about Human Rights;
- considering what you are going to do based on the principles of human rights and the corresponding duties you may have;
- working in ways that promote these rights;
- having conditions for learning that are based upon equality, fairness and accountability;
- empowering pupils and staff to participate in the life of the school and having structures to support this.

### *Global Learning and HRBAs*

The United Nations, its agencies and partners, now use Human Rights Based Approaches in their work in Human Development – e.g. in education, poverty reduction, conflict resolution and sustainable development. Understanding what a Human Rights Based Approach is, is central to any school's Global Learning strategy as they help learners understand that development programmes or action against poverty need to empower those who the strategy is aimed at and engage them in making it sustainable.

### *The Principles of a Human Rights Based Approach*

There are some underlying principles which are important in applying a HRBA in practice, known as the **PANEL** Principles. These Principles are interlinked, equally important and mutually reinforcing. **PANEL** stands for:

**Participation**

**Accountability**

**Non-discrimination and equality**

**Empowerment of rights holders**

**Linkage to the UN Human Rights framework - legitimacy**

**RealisingRights** brings together a team of professional educators who have worked in the field of Human Rights for many years. They now work with communities and schools to show how human rights, based upon the Universal Declaration of Human Rights, can be placed at the heart of the ethos of a school, community or business to make a positive difference to the wellbeing of adults and children locally and globally.

To find out more, you can go to our website:

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