

**AMNESTY  
INTERNATIONAL**



HUMAN RIGHTS FRIENDLY SCHOOLS

# TOOLKIT



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# HOW TO USE THIS TOOLKIT

## I WANT TO...

## SEE

**INTRODUCE** THE HRFS APPROACH IN MY SCHOOL

**Chapter 3** *Page 9*  
for many different ways of  
getting started



MAKE A **PLAN** TO MAKE MY SCHOOL HUMAN RIGHTS FRIENDLY

**Chapter 3.4** *Page 14*  
for tips on action planning



THINK ABOUT WHAT IT MEANS TO **TEACH** IN A HRFS

**Chapter 2.4** *Page 8* to learn more  
about teaching in a HRFS



**UNDERSTAND** HOW MY SCHOOL FITS IN WITH OTHER HRFS AROUND THE WORLD

**Chapter 4.4** *Page 25*  
for ways of connecting with  
other schools, and  
**Chapter 4.5** *Page 26*  
on global standards for HRFS



FIGURE OUT HOW TO **MONITOR** MY SCHOOL'S PROGRESS

**Chapter 4.1** *Page 19*  
on measuring change



LEARN ABOUT **ACTIVITIES** MY SCHOOL CAN USE TO MAKE IT MORE HUMAN RIGHTS FRIENDLY

**Chapter 4.6** *Page 29*  
for activities to try



LEARN ABOUT HOW AMNESTY INTERNATIONAL CAN **SUPPORT** MY SCHOOL TO BECOME HUMAN RIGHTS FRIENDLY

**Chapter 3.5** *Page 15*  
for information on partnerships  
with Amnesty International, and  
**Chapter 4.3** *Page 20*  
for examples of Amnesty  
International campaigns that can  
assist schools to learn by doing



# GLOSSARY

## CIVIL AND POLITICAL RIGHTS

One of two groups of rights laid out in the Universal Declaration of Human Rights (UDHR), and includes the right to equality before the law, and the right to freedom of expression, movement and association.

## CONVENTION/COVENANT/TREATY

Conventions and covenants are treaties. They are written agreements between states and are governed by international law, and legally binding for the states that have ratified the treaty and once the treaty has entered into force.

## CONVENTION ON THE RIGHTS OF THE CHILD

The first legally binding international instrument to deal specifically with the rights of the child, recognising that people under the age of 18 (unless under the law applicable to the child, majority is attained earlier) need special care and protection.

## ECONOMIC, SOCIAL AND CULTURAL RIGHTS

One of two groups of human rights laid out in the UDHR, including rights to work, health, education, housing, food and water and sanitation.

## HUMAN RIGHTS

Human rights are a fundamental set of entitlements protecting individuals and groups against actions and omissions that interfere with basic freedoms and human dignity.

## HUMAN RIGHTS BASED APPROACH

A conceptual framework for human development that is based on international, regional and domestic human rights standards and operationally directed at promoting and protecting human rights.

## HUMAN RIGHTS INSTRUMENTS

Agreements between states or by regional or international bodies for the promotion and protection of human rights and fundamental freedoms.

## HUMAN RIGHTS STANDARDS

Human rights standards constitute the code of conduct of governments around the world as defined by international, regional and domestic human rights instruments.

## REGIONAL HUMAN RIGHTS MECHANISMS

Human rights protection regimes in a particular region of the world that often include specific human rights instruments and supervisory bodies.

## UNITED NATIONS (UN)

A global intergovernmental organization committed to maintaining international peace and security, developing friendly relations and promoting social progress, better living standards and human rights. The main UN agencies active in the area of human rights education are the Office of the United Nations High Commissioner for Human Rights (OHCHR), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF).

## UNITED NATIONS DECLARATION ON HUMAN RIGHTS EDUCATION AND TRAINING

Adopted on 19 December 2011, the Declaration supports a stronger commitment among member states for systematic and comprehensive programmes on human rights education, within all educational sectors.

## UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)

The UDHR sets out the core principles of human rights in recognition of international efforts to safeguard the dignity and freedom of all individuals following the atrocities committed during World War II.

## WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

Since 2005, the United Nations World Programme has sought to advance the implementation of human rights education programmes in all educational sectors.

# 1 INTRODUCTION GETTING TO KNOW THE HRFS APPROACH

## WHAT IS THE HUMAN RIGHTS FRIENDLY SCHOOLS (HRFS) TOOLKIT?

The HRFS Toolkit is a guide for schools interested in or planning to implement the Amnesty International HRFS approach. The guide is aimed at teachers, administrators or other individuals who play a leading role in the introduction and implementation of HRFS in their school.

HRFS are built on a human rights based approach to education and school life and this Toolkit provides guidance in how one can practice human rights education in all areas of schools life. If you want to go further or learn more about different aspects of human rights, you can look at [www.amnesty.org](http://www.amnesty.org) or take one of Amnesty's online courses at <https://academy.amnesty.org/>.

## WHAT IS A HRFS?

A HRFS is a community that practises and promotes human rights values in all aspects of school life and beyond.

HRFS teach:

- **ABOUT human rights** so that the school community understands what they are and why they are important
- **THROUGH human rights** so that the school becomes a model of excellence in human rights practice
- **FOR human rights** so that all members of the school community recognize their rights and learn to protect the rights of others

By enacting human rights in day-to-day life, HRFS help students, teachers, and the wider community gain a deep understanding of what these rights mean in practice.

## WHAT ARE HUMAN RIGHTS?

Human rights are the basic freedoms and protections that belong to every single one of us. They are based on principles of dignity, equality and mutual respect – regardless of age, nationality, gender, race, beliefs and personal orientations.

Your rights are about being treated fairly and treating others fairly, and having the ability to make choices about your own life. These basic human rights are:

- **Universal** – they belong to all of us – everybody in the world
- **Inalienable** – they cannot be taken away from us
- **Indivisible and interdependent** – they are all of equal importance and are interrelated

Since the atrocities committed during World War II, international human rights instruments, beginning with the UDHR, have provided a solid framework for national, regional and international legislation designed to improve lives around the world.

## HUMAN RIGHTS AT SCHOOL

Human rights education empowers people to recognize and enjoy their own rights and develop their capabilities to the fullest. To give effect to human rights also requires individuals to respect and uphold the rights of others. Human rights education equips individuals and communities with the knowledge and skills they need to do this.

Recognizing that schools are incredibly powerful in shaping our sense of social and civic responsibility, Amnesty International has worked to integrate human rights education into schools. The HRFS approach was developed within the context of the World Programme for Human Rights Education, which emphasized integration of human rights education in primary and secondary schools across the world. It advocated a holistic approach, encouraging governments, to not only teach human rights, but also to ensure that schools are managed in ways consistent with human rights values and principles.

In this way, HRFS provide students with the experience of being part of a community that upholds the basic freedoms and protections that belong to us all. By creating a culture of human rights, students, teachers, and other members of the school community develop strong practical understanding of their responsibilities in society.

### BENIN: MAKING SCHOOL POLICIES VISIBLE

Displaying the school's policies in the school was the first step for Collège d'Enseignement Général de Yagbé in Cotonou in becoming a HRFS. As these policies became more visible, the school community gained further knowledge of their rights and responsibilities.

Before the HRFS project, students and teachers were reminded of the school's policies only at the first "colour ceremony" where the national flag is raised. Lack of awareness of these policies resulted in a disrespectfulness in the school, for example between students and staff.

After displaying the policies, a change in attitudes and behaviour was noticed; indeed, the policies became a "tool" for staff and students to defend their rights and denounce abuse on school premises. For example, students were made aware that corporal punishment was a violation of their rights, and used the school policies to remind members of staff of this.

To address doubts and concerns about human rights and the school's policies, there was a question-and-answer session during the colour ceremony for everyone.

As a result, the school administration found that less time and fewer resources were used in dealing with conflict since the school community had a greater knowledge of their human rights and responsibilities towards one another.

## 1.1 FREQUENTLY ASKED QUESTIONS

**Q:** Is the HRFS approach different from other approaches like Child Friendly Schools (CFS) and Rights Respecting Schools (RRS) used by UNICEF and other organizations?

**A:** Yes, but these approaches also interrelate and overlap. Like HRFS, CFS and RRS use international human rights instruments, such as the Convention of the Rights of the Child, to ensure that students' rights are upheld in schools and the wider community. CFS and RRS are child- and teacher-centered and concentrate on the inclusion and education of children in an effort to enable more children to attend school and to make schools more child-friendly. HRFS is more holistic and seeks to include human rights in all aspects of school life. It uses a specific workable methodology that focuses on an effective and sustainable day-to-day practice of human rights in four key areas within and beyond schools

**Q:** If HRFS teach about student responsibilities, does that mean that they can take away students' human rights if they do not act as responsible members of the school community?

**A:** No. Human rights are inalienable, which means that no one can take them away, ever. HRFS teach about the responsibilities of ALL people to uphold human rights in school and beyond.

**Q:** What is Amnesty International?

**A:** Amnesty International is a global movement of more than 7 million people who campaign for a world where human rights are enjoyed by all. The organization is funded by members around the world, and is independent of any political ideology, economic interest or religion. Amnesty International works to ensure that international law is respected, stories of human rights tragedies and triumphs are told, and that people around the world are supported to claim their rights, through education and training. You can learn more by visiting [www.amnesty.org](http://www.amnesty.org)

**Q:** We have a human rights club at our school. Does that mean we are human rights friendly?

**A:** No, not by itself, but your school has taken a useful step in that direction. Human rights clubs can be a great way of organising the human rights champions in your school community and supporting the wider community by getting them involved in human rights campaigns and other activities. To become human rights friendly, however, schools must begin putting human rights into practice in the four areas of school life: governance, relationships, curriculum and environment (see *Chapter 2.1 page 5*). For more information on how to chart your school's progress against global standards for HRFS, see *Chapter 4.5.2 (page 27)*

**Q:** We would like to become a HRFS but we do not have an Amnesty International office in our country. Is there support for us?

**A:** Yes. Contact your regional Amnesty International Office or e-mail [HumanRightsFriendlySchools@amnesty.org](mailto:HumanRightsFriendlySchools@amnesty.org)

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

**A:** Your school has full creative control over how to integrate human rights in school life, taking into account your national educational system and the social and cultural context. Creativity and innovation are encouraged. Support, guidance and examples of inspirational activities are available every step of the way. For some ideas on how to get started, see *Chapter 3 (page 9)* of this Toolkit

**Image:** Human rights debate at the Statehouse Girls School  
© Amnesty International Kenya



## 2 A WHOLE-SCHOOL APPROACH

### 2.1 FOUR AREAS OF SCHOOL LIFE

HRFS transform their school into a place where human rights are embedded in everything they do. From the way decisions are made in schools, to teaching and extra-curricular activities, to the environment in which students are taught, the school cultivates respect for human rights.

Using this approach, human rights principles are practised in four key areas of school life. These areas are not mutually exclusive – all four elements overlap in the day-to-day activities of any school. Looking at each area individually, however, helps us understand how to integrate human rights across the broad spectrum of school life.

It is important to note that integrating human rights into all four areas all at once can be a great challenge. Some schools find that they are able to begin taking a human rights friendly approach by concentrating on one or two areas at first, and sketching plans to expand the approach into the remaining areas over time. Other schools prefer to work issue by issue, identifying particular human rights challenges facing their school (such as bullying or discrimination), and mapping out action in all four areas of school life to address each challenge. The progressive realization of human rights should ultimately aim at respecting, protecting and fulfilling these rights in all four areas.

How ever your school chooses to apply the whole-school approach, thinking about how the four areas can help link human rights to daily experiences and actions.

#### GOVERNANCE

The way the school is run, including both formal and informal decision-making systems

#### RELATIONSHIPS

How members of the school community interact



#### CURRICULUM

How human rights are taught and learned

#### ENVIRONMENT

Setting in which people learn

### 2.2 TEN GLOBAL PRINCIPLES OF HRFS

The 10 global principles for HRFS were developed to support school communities throughout the world to integrate human rights into school life. Fundamental to the HRFS project, the principles are based on international human rights standards, norms and instruments, including:

- The UDHR
- International Convention on the Elimination of All Forms of Racial Discrimination
- 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
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment
- Convention on the Rights of the Child
- International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families
- Convention on the Rights of Persons with Disabilities
- The UN Declaration on Human Rights Education and Training
- Regional human rights instruments as listed on *page 40*.

These international instruments including their optional protocols share a common purpose: to advance human rights throughout the world for everyone. They all also 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.

Like international human rights instruments, the 10 global principles represent a set of directives designed to be applied as a whole. This means that schools (like governments) are responsible for respecting, protecting, and promoting all human rights principles, not just the most popular or convenient ones. The whole-school approach challenges schools to put all 10 principles into practice.

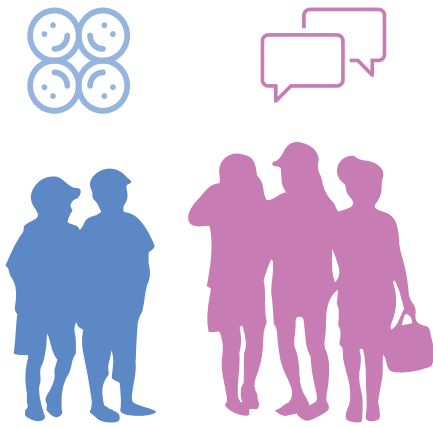


## TEN GLOBAL PRINCIPLES

### A HRFS...

#### **INCLUSION** AND NON-DISCRIMINATION

- 1 Is a community where equality, non-discrimination, dignity and respect underpin all aspects of school life
- 2 Provides a learning environment where all human rights are respected, protected and promoted
- 3 Embraces inclusion in all aspects of school life



#### **PARTICIPATION**

- 4 Encourages all members of the school community to participate freely, actively and meaningfully in school life, including shaping school policies and practices
- 5 Ensures that everyone in the school community has the information and resources they need to participate fully in school life

#### **ACCOUNTABILITY**

- 6 Is fair, accountable and transparent in its planning, processes, including decision making, policies and practices
- 7 Protects all members of the school community by making safety and security a shared priority and responsibility

#### **EMPOWERMENT** THROUGH LEARNING AND TEACHING

- 8 Integrates human rights into all aspects of teaching and the curriculum
- 9 Works to empower all students, without discrimination, to reach their full potential and capabilities through education
- 10 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



## 2.3 ENGAGING THE WHOLE-SCHOOL COMMUNITY

In applying the 10 global principles to the four areas of school life, HRFS engage all members of the school community, and actively seek to include them in decisions that impact their lives. Providing all members of the school community with an influential voice in decision-making is central to the whole-school approach.

Members of the school community include:

- **Students** – children who attend the school
- **Teachers** – all staff responsible for student learning in all forms and disciplines, including assistant teachers, special education aides, coaches and other extra-curricular club leaders. Teachers employed part-time, temporarily, or on a volunteer basis should be included
- **Administrators** – including principals, vice-principals, deans, school office staff
- **Non-teaching staff** – this may include cafeteria workers, school bus drivers, dormitory staff, janitors and other cleaning and grounds maintenance staff, and any other employees (including volunteers) involved in the school's daily life
- **School authorities** – including district officials, superintendents, and department of education representatives involved in school operations
- **Parents and families** – what happens at school impacts not only students, but parents and other family members who love and look after them. Likewise, parents and families influence how students understand and participate in school life. For this reason, it is important that parents and families are informed and included in HRFS
- **Representatives of the wider community** – schools do not exist in a vacuum. They operate within the context of particular cultures and communities. Talking about human rights without acknowledging the human rights violations that affect the community paints a false picture. HRFS invite school community members to participate in school life and helps them to understand and support progress towards the realization of human rights

This is only a guideline. It is not exhaustive. Schools have many different people who make up their unique communities. **Who are the members of your school community?**

### INDIA: THE WHOLE-SCHOOL APPROACH IN KINDERGARTEN

How does one talk to kindergarten students about a topic like human rights? The kindergarten teachers at Delhi Public School (DPS), North Bangalore, undertook this challenge, relying on their ingenuity and creativity to make human rights a part of their classrooms.

Human rights education at this kindergarten was integrated into teaching basic concepts like community, equality and the right way to live. The teachers translate the human rights contained in the Universal Declaration of Human Rights (UDHR) and India's Constitution into principles which are easily understandable to children.

For example, the ability of an individual to enjoy and advance culture and science without interference from the state is a human right. Such rights were put into the context of heritage and culture, using examples of Indian festivals, languages, food and dress. There is a strong emphasis on community in India– irrespective of religion, language and origin and it lends itself to understanding the concept of equality – a key principle of the UDHR and the Indian Constitution. This further led to an introduction of concepts like dignity, respect, inclusion and participation. The teachers encouraged parents – as children's role models - to reaffirm these concepts at home. Parents' behaviour and their principles form the basis of a child's consciousness and it is very important for children to see their primary role models at home and at school jointly reaffirming appropriate principles.

**Image:** Puppet show at Delhi Public School  
© Amnesty International India

Other important rights that were taken up by the teachers at DPS, was the rights to protection against violence and to privacy. In line with Article 3 of the UDHR (rights to life, liberty and security of person), the children are taught about “good touch” and “bad touch” and that no one has a right to touch them unless they are okay with being touched. The “Safe Body Rule” teaches them that it is NOT okay for anyone to touch their private parts, or parts covered by their swimsuits. Children find it relatively easy to follow rules and they will, therefore, more quickly recognize inappropriate touching when they have the “bad touch” guideline in mind. Teachers also recommended that parents initiate a discussion on inappropriate touching around the same time, to reinforce the concept. The teachers introduced the “good touch” and “bad touch” concept via a puppet show which engaged the children's interest.



## IRELAND: FINDING WAYS TO END AGE-RELATED DISCRIMINATION

At Castleknock Community College, Dublin, the school community aimed to increase members' awareness of discrimination by promoting inclusion and diversity.

Initially, they focused on raising awareness of age-related discrimination. The school strengthened links with a retirement association (Blanchardstown Active Retirement Association). Older members of the community were invited to participate in a "Log on, Learn" programme in which students taught them how to use a computer. Being in direct contact with older members of the community provided the students with an opportunity to understand different forms of discrimination, the conditions in which older people might live and to reflect on how to change the situation.

Connecting youth and older people helped to reduce the feelings of isolation sometimes experienced by those in retirement homes. By learning how to use information technology, older people were better able to understand the changes happening around them.

## BENIN: INFORMING THE PUBLIC ABOUT THE HRFS PROJECT

The three HRFS in Benin initiated a radio broadcast to inform the public and, increase its visibility in the community.

Amnesty International-Benin organized a radio broadcast inviting students, parents, teachers and head teachers. It also participated in the discussion. This event provided a platform for school community members to exchange views on the HRFS project, its challenges and successes, and the implementation of the project in each school.



Image: HRFS activity  
© Amnesty International Benin

## 2.4 TEACHING AT A HRFS

Teachers play a central role in the school community and their participation is, therefore, crucial in making their school human rights friendly.

The role of teachers in applying the 10 global principles of HRFS can vary greatly between schools, and even within a single school. In general teachers can think about their role in terms of both their rights and their responsibilities:

- **Rights** – teachers make a school more human rights friendly by recognising **their own human rights** and working to ensure that these are respected, protected, and promoted in all four areas of school life
- **Responsibilities** – to make their school human rights friendly, teachers must take responsibility for respecting, protecting, and promoting **the human rights of others** in their school community across all four areas of school life

To begin envisaging your own role as a teacher in a HRFS, try this short brainstorming exercise:

1. Look through the 10 global principles of HRFS and the four areas of school life (*page 5-6* of this Toolkit);
2. Think about the ways in which you already practice human rights,
3. Ask yourself what concrete steps you can take to build on these practices to make your classroom and your school more human rights friendly. A brainstorming sheet is provided here (*page 34*) for you to note down your ideas.
4. You may choose to share your ideas with other teachers, or to do this exercise together.

Remember to take into account your own rights as well as responsibilities. Looking after your rights involves making sure that your time constraints and mental health needs are respected, so when thinking through your role in making your school more human rights friendly, it is important to focus on what is practical and realistic. *Chapter 3.8* provides further guidance on how to incorporate human rights into school life in a way that respects teachers' time constraints and workloads.

## 3 GETTING STARTED

There are many ways to become a HRFS. Each school has its own strengths to build from, its own challenges to overcome, and its own local context to consider.

Amnesty International's experience with schools around the world has shown some key actions that schools can take to integrate human rights into their culture. Remember, however, that each school must determine their own process of transformation. There is no "right" way to begin taking action.

Whichever way a school chooses to begin integrating human rights, it is important to keep in mind that this transformation is not a simple quick step-by-step process. Becoming a HRFS is a long-term goal that will require ongoing efforts if the school is to sustain it over time.



### RAISE AWARENESS

HRFS take a whole-school approach. This means that every member of the school community needs to know what this transformation is about. Think of all the different people in your school community – students, teachers, administration, school staff (such as janitors and librarians), parents and families, the local community – how can you let them know about this important process? Ask your local Amnesty International office for materials to help you with this task.



### TRAIN TEACHERS

HRFS require teachers to think carefully about how to integrate human rights into the classroom and curriculum. Training in human rights principles and practice is essential. It should be collaborative and hands-on to ensure that teachers develop the skills and knowledge most relevant to their own school and local context. Remember, however, that teachers are very busy people – it may be crucial for school administration to provide support for in-service training to allow teachers to manage their workload. Your local Amnesty International office may be able to assist with teacher training.



### CONNECT WITH AMNESTY INTERNATIONAL

Your local Amnesty International office can provide you with advice and information that will help your school integrate human rights into all areas of school life and beyond.



### DEMONSTRATE COMMITMENT

Putting human rights into practice requires commitment from all members of the school community. Gaining commitment from school leadership can be both challenging and transformative. Some schools find it useful to formalize this commitment by signing Memorandums of Understanding (MOU) with their local Amnesty International office. There are, however, many other ways for a school to show its commitment, such as building human rights into school policies, putting them on the agenda of school meetings, and setting up review mechanisms to regularly assess progress in becoming human rights friendly.



### DEVELOP A COMMON VISION

Every school has its own context and culture, and, therefore, must develop its own unique vision of how to enact human rights. What does your school wish to achieve? How are its aspirations linked to human rights principles? Involve all members of the school community in the process of forming a shared vision for your school.



## ORGANIZE YOUR CHAMPIONS

Identify the people in your school who will lead this transformation and set up a working group. Include representation from all members of the school community (students, teachers, community groups, etc.). Build the skills and capacity needed to manage the transformation, and set out clear objectives, roles, and responsibilities for each member of this team of human rights champions. Some schools organize their champions by creating a human rights club, see *Chapter 3.2 (page 12)* for more details on this approach.



## CONNECT WITH OTHER SCHOOLS

Are there any HRFS in your country? There are certainly other schools around the world using this approach. Contact your local Amnesty International office to find out how you can connect with HRFS to find out more about their experiences and share your own.



## ASSESS YOUR HUMAN RIGHTS FRIENDLINESS

This Toolkit includes several tools to help you do this, including templates for “Taking your human rights temperature” (*page 32*) and “Joining hands with HRFS global standards” (*page 36*). The important part is to make sure that all school community members have a safe and meaningful way of participating in this assessment. This may require methods that allow people to express their opinions anonymously.



## CREATE AN ACTION PLAN

Map your route to becoming human rights friendly. Consult as many people as possible and make sure that there is participation from a diverse range of school community members. What are the steps that teachers, students, and administrative staff can all agree on? Do parents, families, and the wider community support steps that affect them? How will you evaluate your progress on this pathway? The Action Planning Template in this Toolkit can help you think through these questions.



## FIND THE TIME

Choose the level of engagement appropriate for your school. Build from the activities, structures, and events that already exist. Think about how the 10 global principles of HRFS can be incorporated into these to add value.



### 3.1 DEVELOPING A COMMON VISION

A vision statement is a vivid description of the best possible outcome for your school. The vision statement's purpose is to inspire, energize, motivate and stimulate creativity.



A strong vision statement DOES:

- Stretch expectations and aspirations whilst remaining feasible
- Invite and include input from all school community members
- Challenge school community members to move together, away from old habits and practices that are not human rights friendly

A vision statement DOES NOT:

- Serve as a measuring stick for success. Your vision should reach far enough that your school will need to achieve many successes along the way to its fulfilment

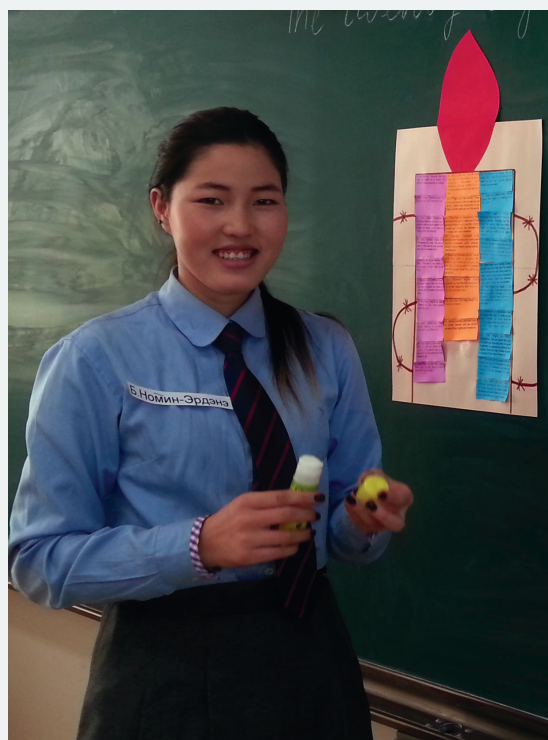
Imagine what would happen if the 10 global principles of HRFS were fully practised in all four areas of school life. What would your school be like for students, teachers, and other members of the school community?

#### ACTIVITY

Ask a group of school community members to write down their response to the question above. You may want to impose a time limit for this task. Then ask them to form pairs, and come up with one response per pair. Then ask the pairs to combine into groups of four to produce one response per group, and so on, until there is one vision that includes everyone's aspirations. Include as many different members of the school community as possible (For example teachers, students, administrators), in this process, then give the rest of the school an opportunity to review and revise the 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 HRFS. Before finalizing the vision statement, the whole-school community was consulted and was given the opportunity to comment. During the opening ceremony at the beginning of the new school year, the school's director presented and welcomed the new vision.



**Image:** HRFS activity at Mongolia-India Joint School  
© Amnesty International Mongolia

## 3.2 ORGANIZING YOUR CHAMPIONS: HUMAN RIGHTS CLUBS



Every school has champions. Who are the people at your school that are passionate about human rights related issues? Bring them together, and get them organized.

Here are some ways of doing this:

- Set up a human rights friendly working group – try to include representation from all stakeholders in the school community
- Start a human rights club – this can eventually become a working group if it chooses to pursue the whole-school approach
- Provide leadership training – build the skills needed by your champions to manage the way forward. Your local Amnesty International office may be able to assist
- Develop a shared set of objectives – what do you hope to achieve at your school? How will you go about accomplishing those? It may help to create a shared document outlining these achievements
- Decide on roles and responsibilities for each champion – who is best placed to do what? How can you best work together as a team to accomplish your objectives?

Two case studies, one that uses a human rights club and one that does this in a different way.

### MOROCCO: PROMOTING HUMAN RIGHTS IN EXTRA-CURRICULAR ACTIVITIES

Students in the Lycées Ibn Youssef, Abi Dar El Ghifari, and Moulay Ismail in Morocco are taking part in the growth of extra-curricular clubs and activities allowing them to express themselves through arts, theatre, music or sport within the framework of human rights.

Prior to becoming a HRFS, the students had access to very few extra-curricular clubs, resulting in minimal levels of participation by the students. However, an increase in extra-curricular clubs has had a significant impact on the attitudes students have towards the school building.

Students have been invited by the school administration to think of new ways to integrate human rights into extra-curricular activities. With the help of teachers and facilitators, students created action plans to identify ways in which human rights can be approached.

In Lycée Ibn Youssef, students opened a theatre club in which they can perform plays about human rights, on topics such as the death penalty and the right to life. In Abi Dar El Ghifari, the school's sports club organized competitions to raise awareness on gender equality, by inviting boys and girls to play on the same team.

Overall, students have built stronger relationship with the school and do not just attend for lessons, but stay past regular school hours to join in different activities sponsored by human rights clubs.



**Image:** HRFS activity at Lycée Abi Dar El Ghifari  
© Amnesty International Morocco

### GHANA: CHANGING THE VISION OF SCHOOL TO MAKE HUMAN RIGHTS A PART OF EVERYDAY LIFE

At Accra High School, students and staff came together to develop a way to make human rights values a more significant part of their school motto. A working group of students and staff co-ordinated the activity and drafted a new motto and vision statement. The proposal was accepted by the school's Director and Board of Education and human rights became the framework for a new school statement, emphasizing the notion that everyone deserves equal access to education and the opportunity to learn.



**Image:** HRFS activity at Accra High School  
© Amnesty International Ghana

This was one of the first steps initiated by the school to implement the HRFS project. As a result, the Accra High School motto – 'Make hay while the sun shines' – implies that one should act while an opportunity exists, referring to the right to education, of which everyone should make the most. Following the adoption of the new school motto, the working group developed a vision statement as clear and understandable as possible using a participatory process. As a result, school procedures are now more inclusive. Students and staff work together to implement their shared vision. This has had a positive impact on relationships between members of the school community.

In Ghana, the National Education Services keeps a record of all public schools' mottos and vision statements. Therefore, Accra High School's motto and vision were made official and accessible to other public schools. This increased the visibility of Accra High School as a HRFS nationally and inspired others to become human rights friendly as well.

### 3.3 DEMONSTRATING COMMITMENT

To build a sustainable pathway to becoming human rights friendly, it is important for schools to demonstrate their commitment to a whole-school approach.

- This commitment must reach beyond one person or group – it must be shared by many members of the school community
- It is not enough to voice a commitment only in a private meeting or conversation – it must be visible to the whole-school community

There are many ways a school can show its commitment to becoming human rights friendly. For example:

- Build human rights school policies – make sure that the process includes meaningful participation by students, teachers, and other members of the school community
- Put human rights onto the agenda of school meetings and make sure that all members of the school community have an opportunity to contribute

- Set up review mechanisms to regularly assess the school's progress – make sure that all members of the school community are given a voice
- Create time and space for training of teachers during work hours
- Create a permanent space for public dialogue about becoming human rights friendly, such as a bulletin board or discussion garden
- Make a school-wide plan for using and updating that space regularly
- Sign a Memorandum of Understanding with Amnesty International. Contact your local office to find out more
- Your school may think of its own ways of demonstrating commitment. How can teachers, students, families, administrators and school authorities show the community that they are dedicated to making the changes necessary to make your school human rights friendly?



#### INDIA: STUDENT COUNCIL ELECTIONS AS A STEPPING STONE TOWARD HUMAN RIGHTS FOR ALL

Al-Azhar foundation is an NGO-run school located in a largely muslim neighbourhood in South Bangalore. As part of its journey to becoming human rights friendly, the school began running student council elections.

“I will try to solve problems of my friends and ensure that everyone gets equal opportunity to participate in school events”, said Kushnaaz Begum (aged 13) as soon as she was elected head girl.

Kushnaaz along with twelve other students had been running for office in the school's second student council election. A week before election day, the excitement of the election was in the air with students speculating on the winner. Their enthusiasm was contagious and one could see the spark of democracy and the sense of responsibility that the students were preparing to shoulder. After the results were announced, Mohd Salauddin (aged 12), who was not elected, said, “I will try next year again and will do more campaigning... Inshaallah I will be head boy next year. I will do good work.”

**Image:** Students working with teachers – preparing for a student council election

Al-Azhar foundation, South Bangalore.  
© Amnesty International India.

Imrana, a teacher in Al-Azhar said, “This year, the students themselves came up and gave their names for nominations, unlike last year.” She added, “Last year the student council came up with the idea of a suggestion box and we actually received bullying complaints through the box. The issue was addressed by talking to the students and teachers. The student council had an important role to play in this.”

Informed decision making, enabled by a democratic student council, can make a difference in the school system. Students feel empowered, and grow to recognize their right to be heard. This move towards democratic governance can be a stepping stone towards ensuring human rights for all.





### 3.4 ACTION PLANNING



An action plan maps your school's unique pathway to becoming human rights friendly. In order to give the plan its greatest chance of success, make sure to include as many members of the school community as possible in developing it.

A good action plan includes:

- Consideration of all four areas of school life (governance, relationship, curriculum, environment) – noting also priority issues that the school wishes to focus on first
- Goals for the short-term (within six months), medium-term (within one – two years), and long-term (beyond one – two years) – what are the changes you want to see in these time-frames?
- Activities that address these issues and make progress on your objectives
- Roles and responsibilities – who will make these activities happen?
- Measuring progress – how will you know when your objectives have been achieved? (See *Chapter 4.1* of this Toolkit for more details.)
- Steps for raising awareness about the plan
- Input from a wide range of school community members

An Action Planning template is provided in *Chapter 5.2* (page 32).

Teachers may also find it useful to try the brainstorming exercise described in *Chapter 5.4*, to think through specific steps which could contribute to the school's action plan.

### GHANA: STUDENT LEADERSHIP IMPROVING RELATIONSHIPS IN THE SCHOOL

In Accra High School the concept of inclusion underlies most school activities.

Prior to implementing the HRFS project, many students were reprimanded for arriving late to classes and were not allowed to enter school after 8am when the gates closed.

This created misunderstandings and tension between the concerned students and the school administration. These students were often bullied by other students for their lateness, and subject to unjust treatment by the staff.

Student leadership groups (the Student Representative Council and the Student Prefects) took the initiative to resolve the problem by conducting a series of interviews, surveys and other forms of research among students, staff and parents and found the students' lateness and absenteeism resulted from the fact that many travelled long distances to school, often getting caught in the Accra traffic. Thus, many absences were involuntary.

This initiative helped establish a new policy where school gates stayed open for longer, reflecting the school's efforts to be more inclusive. The students' initiative in resolving conflicts and misunderstandings helped to strengthen relationships in this school, by identifying the roots of a problem and working out an amicable solution. Furthermore, in this case more students were able to attend school regularly helping to fulfill their right to education.



**Image:** HRFS activity at Accra High School  
© Amnesty International Ghana

### 3.5 CONNECTING WITH AMNESTY INTERNATIONAL



From the moment a school is interested in becoming a HRFS, they should contact Amnesty International. Amnesty International may be able to connect with the school in different ways. Although this will vary from country to country, they may be able to discuss the process, information, expertise, materials and tools and meet with school management and community members. The partnership can grow in whatever way is deemed suitable. Experience has shown that there is often a need for some organizational support to get started, but as the journey continues and the school increasingly takes ownership, the partnership can evolve accordingly. Long-term relationships between Amnesty International and schools often take the form of joint campaigns and activism, although there will be different levels of engagement and support can change over time.

Amnesty International also provides materials that may be useful in helping your schools become human rights friendly. These are available as free downloads on the following websites:

<https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

- Pamphlets designed to start a conversation about human rights friendliness with different members of your school community
- Posters to raise awareness about the approach

<https://www.amnesty.org/en/human-rights-education>

- Information on global human rights education work, blog posts, courses, and teaching resources

In addition, your nearest Amnesty International office may be able to support your school by:

- Delivering teacher training programmes or manuals
- Conducting human rights education activities
- Providing human rights activities and teaching modules for teachers
- Linking human rights advocacy activities through national and global campaigns as well as Amnesty International membership
- Connecting you with other HRFS in your country or other countries

Contact your local or national Amnesty International office to find out more. You can find your local office by searching for your country here: <https://www.amnesty.org/en/countries/>

If there is no Amnesty International office in your country, contact your regional office. Details can be found here: <https://www.amnesty.org/en/about-us/contact/>

## HUNGARY

One of the first initiatives taken by Dr. Ámbédkar 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.



**Image:** HRFS activity at Dr. Ámbédkar Iskola  
© Amnesty International Hungary

## 3.6 TRAINING TEACHERS



For a school to become human rights friendly, it is essential that teachers understand the approach and how it applies to the classroom.

For some teachers, human rights may be an entirely new concept. Even teachers who are very familiar with human rights may have never considered how they apply to school life. It is normal for people to think about human rights “out there”, while never stopping to think about how to practise them in their daily life. That is why the HRFS approach is so important: to help communities worldwide link the idea of human rights with their daily life.

Teaching in a human rights friendly way requires special knowledge and skills. For this reason, teachers must be given time, space, and training opportunities to think through how to enact human rights values and principles in their classroom.

This process often challenges teachers to rethink areas of their practice, including:

- Discipline – human rights friendly classrooms are free of corporal punishment, shaming, and other practices that fail to respect the dignity of students
- Teaching methods – applying the principles of empowerment and participation requires collaborative learning processes that involve co-operation between students and teachers, allowing students to participate in decisions about what is taught and how
- Classroom environment – creating an environment that is inclusive and empowering requires teachers to think through how the diversity of their students is represented in the signs, posters, and other learning materials that surround them
- Teaching content – HRFS teach about human rights. This requires teachers to think about how rights can be integrated across a number of disciplines including maths and science as well as history, languages, geography, social studies, and creative arts

To provide human rights friendly training for teachers, your school may choose to:

- Create training sessions that provide information in this Toolkit. If your school has already developed a vision and action plan you should include them in the session
- Engage other members of the school community, including administrators, students, and parents in the training process
- Invite local NGOs to train teachers on particular human rights issues facing the local community
- Make teachers aware of Amnesty International’s online courses, which can further their knowledge and skills on human rights issues such as freedom of expression, refugee rights, and human rights defenders

One of the greatest challenges in any school is to manage demands on time. They are very often expected to work long hours for little pay. Asking teachers to volunteer extra time for human rights training, therefore, is often unrealistic. It is important that school administrators are able to create space and time for teachers to be trained as part of their normal work day. This may require schools, for example, to bring in substitute teachers to cover classes while their regular teachers undergo training.

Your local Amnesty International office may be able to assist your school in creating opportunities for training teachers.

## KENYA: AMNESTY INTERNATIONAL CERTIFICATES EARNED ME A PROMOTION

Mark Munialo is a teacher at Ober Boys Secondary School in the Homabay county of Kenya. His story shows an example of how teachers have been valued for implementing a HRFS approach.

“In all my preparation leading up to the interview for a promotion to graduate senior teacher, little did I know that I would be asked about ‘The human rights clubs’ in my school. The yellow certificates must have stood out and caught the eyes of the panellists. Amnesty International Kenya recognizes the work of school patrons like me with certificates. I was honoured to get two; one for spearheading the creation and successful nurturing of my school’s human rights club and another one for contributing to human rights education in secondary schools and participating at the symposium for human rights club patrons.

“Teachers seeking promotion to a senior position have to demonstrate a wide range of knowledge including curriculum development, supervision and evaluation, current trends in education and training, institutional financial management and procurement procedures, educational research practices, structure and functions of the Teachers Service Commission of Kenya, code of regulations, code of conduct and ethics, Basic Education Act, Kenya National Examination Council, general school administration and more besides. I had read and prepared to answer questions on all these things.

“Come the interview day, however, I was faced with a different set of questions: ‘Human rights, what is it in schools? How does the human rights club work? How have schools taken up the human rights clubs?’ My explanations elicited even more questions. I explained how the club advocates for inclusive school governance, nurturing relationships, participation in curriculum and co-curriculum activities and safety for all in schools with regard to sexual harassment, substance abuse, and other threats. I took panellists through the three-year journey – when we first started the human rights club, reviewed school rules and regulations in place for over two decades, started elections of student leaders as opposed to appointments by teachers, and organized student meetings to respond to challenges in the school. The panel was so surprised and encouraged by these stories; we had talked for over an hour and other teachers waiting outside to be interviewed had become anxious. To my surprise, the head of the panel asked if we could end the interview at that point.

“The two yellow certificates courtesy of Amnesty International and the value that was placed on my human rights work at the school helped earn me a promotion to senior teacher. And two months later I was promoted again to the position of Deputy Principal. Since then, we have also spread the human rights club to eight other schools in Homabay County, Kenya and many other schools in the country.”

### 3.7 ASSESSING HUMAN RIGHTS FRIENDLINESS



Assessing how human rights friendly your school is can help develop its vision, goals, and action plan. It will also help you understand the progress your school makes as it becomes more and more human rights friendly.

The questionnaire provided in *Chapter 5.2 (page 32)* of this Toolkit can help your school assess its human rights friendliness.

Note – when assessing human rights friendliness, it is essential that you include viewpoints from a range of school community members, including people from a variety of:

- Roles – such as teachers, students, administrators, and parents
- Ages – including students of all grade levels
- Social identities – such as those attached to gender, race, ethnicity, disability, language status, and social class

To give voice to all of these perspectives, make sure that people have the opportunity to communicate their experiences and ideas in a safe way. For example, some people may only feel comfortable expressing their ideas anonymously. In other cases, small discussion groups may be useful in understanding the experiences of particular groups, such as women, teachers, or students with disabilities.



Image: Human Rights Temperature exercise  
© Amnesty International Ireland



Every school faces human rights challenges. Here are some examples of issues being worked on by HRFS around the world. Which of these issues are priorities in your school?



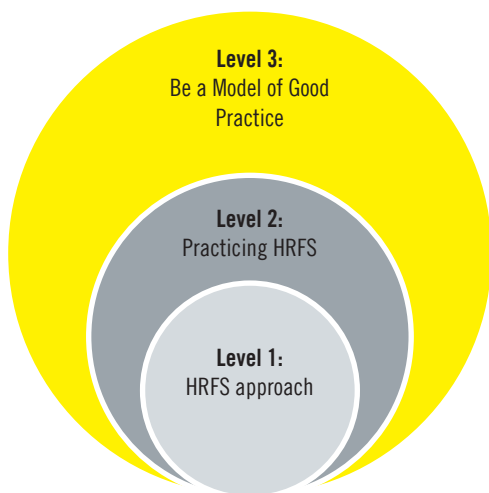
### 3.8 FIND THE TIME



Many schools find the concept of HRFS intimidating at first because they fear that the time commitment may be overwhelming. While the HRFS initiative does require time commitment, respecting human rights also means that no one should be asked to sacrifice excessive amounts of personal time to bring it into practice.

For this reason, the initiative has been designed to be flexible enough to adapt to three levels of engagement in order to realize human rights in your school progressively.

#### THREE LEVELS OF ENGAGEMENT/ INTENSITY FROM NATIONAL ENTITIES



- **Level 1** allows any member of the school community to begin applying the HRFS approach using this Toolkit.
- **Level 2** requires a greater time commitment, as it puts the approach into practice in all four areas of school life and engages all members of the school community (see *Chapter 2.3* for an overview of who this involves).
- **Level 3** is the most comprehensive way to engage in the initiative, as it involves demonstrating results in all four areas of school life as laid out by Amnesty International's Global Standards for HRFS (these are explained in *Chapter 4.5* of this Toolkit). Schools should seek forums and opportunities to showcase their results with different stakeholders, gaining recognition from them as HRFS Model of Good Practice.

Schools are encouraged to choose the engagement level that is most appropriate for them, given their own practical realities and aspirations.

No matter which level of engagement your school chooses to pursue, it will be important to build from existing strengths as much as possible, rather than re-inventing the wheel. For example, your school may want to consider:

- Learning activities – which parts of the curriculum relate to human rights? Could any of the materials, teaching, or learning methods be updated to better incorporate the 10 global principles of HRFS?
- School councils – does your school already have student, parent, teacher or whole-school councils? How can these structures be informed and empowered to make decisions that respect human rights principles?
- Student leaders – are there students who are passionate about human rights and looking for practical experience? How can these students be encouraged, supported, and empowered to take a leading role in improving your school's human rights friendliness?
- Public spaces – how can these be built upon to promote human rights in conversation and in practice?
- School gatherings – how can awareness of human rights and responsibilities be built into events and activities that bring together parents, teachers, students and other members of the school community?
- Others – what other strengths exist in your school and how can the tools and approaches in this Toolkit add value to them?

Building on your school's strengths can help you manage the amount of time needed to make it more human rights friendly. The *SWOT analysis template* on *page 38* may also be useful.

# 4 GAINING MOMENTUM

## JOINING HANDS

### 4.1 MEASURING CHANGE

Measuring progress gives your school a way of seeing how far it has come in its journey towards becoming human rights friendly. This can be one of the most challenging elements of the journey, because it requires you to think through what specific changes you would like to see in your school community, and how you will be able to understand when these changes have been accomplished. It is important to build ways of doing this into your school's action plan.

To truly demonstrate the results that your school has achieved, you must measure them in terms of human rights outcomes. Human rights outcomes are changes in the school community's ability to access and enjoy their rights.

Some examples of human rights outcomes in the four areas of school life are:



#### GOVERNANCE

- Students, teachers, non-teaching staff, and parents participate meaningfully in school decisions that affect their lives
- Policies uphold, respect, and protect human rights of all members of the school community



#### CURRICULUM

- Students and teachers collaborate in learning processes
- Students know more about human rights and how to put them into practice within and beyond the school



#### RELATIONSHIPS

- Students, teachers and non-teaching staff are free from bullying, harassment and discrimination
- Students and teachers communicate openly with one another



#### ENVIRONMENT

- Students and staff feel safe, respected, and included
- All members of the school community have access to essential learning resources

There are many more examples of human rights outcomes. How can people in your school community better access and enjoy their rights?

Here are some ways of measuring your school's progress towards these outcomes:

- **Taking your school's human rights temperature** – conducting this activity every year or two can provide your school with a before and after snapshot of human rights friendliness. Make sure to allow all members of the school community to contribute their views on the performance of the school relating to human rights
- **Focus groups** – these provide a forum for school community members to give feedback and engage in a dialogue about their participation in the HRFS project. Focus groups can provide deeper insight to assess your school's progress and identify challenges and opportunities that can help shape future action plans. It is important to include voices from a variety of school community members, which may involve conducting several separate focus groups, for example with students, parents, and teachers or a combination of any of these.
- **School-wide Survey** – this can provide a large body of information on the experiences of all of the members of the school community, and enables them to voice their opinion on the project. Make sure to keep all survey responses anonymous so that people are free to speak their mind. Try involving your mathematics classes in analyzing the data

Contact your local Amnesty International office for more advice on how to measure human rights outcomes in your school.

After measuring your progress, make sure to feed this new knowledge back into your action plan. If you have made strong progress on one outcome, what is the next step? What priority outcomes still require further attention? Does the information you have gathered give you any clues about how to make further progress?

## 4.2 CELEBRATING PROGRESS

Once you have measured your school's progress, you will be able to share and celebrate it with the school community.

Some tips for doing this:

- Find or make a space for sharing information on HRFS, and use this space to publicize results of surveys, focus groups, or other consultations
- Be creative – find interesting, exciting ways to communicate this information. Use pictures and images, like the human rights thermometer, wherever possible
- Involve your creative arts classes – can your results be communicated through drawing, video, song, or theatre?

## 4.3 LEARNING BY DOING

It is one thing to learn about the world, and another thing to change it. Teaching for human rights means that school community members must learn not only how to recognize their own rights, but how to protect the rights of others. To achieve this, the HRFS approach emphasizes the value of “learning by doing”.

Learning by doing means encouraging the school community to not only find out about human rights challenges, but to develop innovative ways of addressing and of progressively realizing them. Connecting with one of the many human rights campaigns led by Amnesty International can be a great starting point.

The case studies provided here offer examples of how HRFS have connected with Amnesty International campaigns and added their creative contributions in the process of learning by doing.

### GHANA: USING THEATRE TO RAISE AWARENESS ON HUMAN RIGHTS

In Accra High School, the students join in Amnesty International's campaigns and public events, raising awareness and engaging directly with the local communities.

To increase awareness on the rights of slum residents, students created and performed a community play about housing rights and against forced evictions. The play was so successful that they have decided to continue working with Amnesty International Ghana to create more public events.

In March, another public event was created by Accra High School with the help of Amnesty International Ghana, also around the theme of right to housing. The students – accompanied by the high school's brass band – mobilized over a 1000 people to sign petitions and recruited members for Amnesty International. They also translated and interpreted campaign materials and information for their audiences, equipping them to advocate for their rights.

Students can interpret Amnesty International's campaign materials and communicate it to parents and the wider community. This furthers an overall understanding of human rights issues and supports Amnesty International's work with local communities.



Image: HRFS activity at Accra High School  
© Amnesty International Ghana



## ITALY: CHILDREN TAKING ACTION

Since 2010, thousands of Italian primary and secondary school students have engaged in human rights activism through the Urgent Actions Kids initiative.

The selected cases are explained in age-appropriate language, and presented along with a supplementary worksheet on human rights violations and the political situation in the country where the violation has taken place. Children's actions have included:

- Messages sent to governments to request liberation of people unfairly imprisoned around the world
- Origami art created and displayed to protest violence against little girls and women
- A river sculpture displayed demanding Shell to clean the polluted region of Niger Delta
- Drawings and posters sent to prisoners of conscience and their families in solidarity

Laura Biasetti, a teacher at Enrico Mattei Middle school in Matelica (MC), worked to engage her students in the story of Peruvian environmentalist, Maxima Acuña, persecuted for refusing to sell her land to make way for mining activities.

Laura describes how participation in Urgent Actions Kids resonated with her students' own experiences:

"To know the story of Maxima Acuña just in this time, two months after the earthquake that hit central Italy and that children experienced directly, evokes in them all shades of the word "casa"... Since they ran the risk of losing it, they realize that the word means "house" but also "home", refuge and place of feelings. To delve into the life of Maxima represented the decisive element to make her story closer to their story and her rights like theirs."



Image: Poster of Mazima Acuña  
© Amnesty International Italy

## 4.3.1 WRITE FOR RIGHTS

Amnesty International's Write for Rights (W4R) campaign provides an excellent opportunity for school communities to learn by doing. W4R is a global movement to support people around the world who suffer from human rights violations by writing a letter to those in authority and another letter to the person (or group of people) we are fighting for. The campaign has also proven instrumental in opening young people's minds to global concerns and involving them in international actions that can have a real impact on lives.

Participating in W4R connects HRFS with a larger community campaigning for rights. It also opens up unique opportunities to co-operate with other schools around the world in standing up for human rights.

W4R takes place in December each year. To find out more about how your school can get involved, visit: <https://www.amnesty.org/en/get-involved/write-for-rights/>



Image: Letter writing marathon  
© Amnesty International Netherlands



## MOLDOVA AND CZECH REPUBLIC: WRITE FOR RIGHTS (W4R) VIA SKYPE

In 2015, students from the general school in Sircova village, Moldova, participated in an international Skype exchange with students in the Czech Republic. They worked together to craft letters for Amnesty International's W4R Letter Writing Marathon.

The children allowed us to share some of their thoughts and pictures. Here is what they said about the experience:

“At the beginning I was curious, I wanted to see students like me from another country, how they approach human rights, child rights. It was a surprise for me to see a class with girls only... and I could feel how happy they were. I would like more online events, conferences with other schools from other countries. This way we can make friends, we can exchange our experience and practices.”

“Interactive and interesting activity, a lot of positive messages, we could share our human rights work as well as our cultural activities and national traditions. We could even sing to them. It would be great to have more experiences like that, it was both interesting and useful. I felt great.”

“I was the youngest participant in the event and, I think the most courageous. I am so happy that I could interact with peers from other country... I liked when we sang to them, and they danced, then they were singing and we were dancing. I could understand that this is what human rights mean and we are aware of that. These interactions are so great! I wish they were more often.’

‘It was a real challenge for my English. I could speak to my peers from another country. I felt that we are more theoretical compared to our Czech colleagues, and they inspired me to move to another stage, to take action. So sincere, so open, so free, so many smiles and laughing – it was just great! It is an experience that should take place regularly, especially during the Letter Writing Marathon. Of course, we would dream to go to other schools, with much more experience in implementing human rights, to have common conferences, establish partnerships... to meet school groups from other countries.”

“After the Skype meeting, I felt more confident that what I am doing is right. Of course I was glad to test my English skills as well. I was surprised to see that we could do it without a translator! I could see another culture, other traditions, but the same approach to human rights. We all were so happy! I am optimistic. I think we will be able to continue the tradition.”

“I liked the Skype event. I could see that peers from Czech Republic have more experience in human rights. I could see their realistic spirit, their will to take action, and that was inspiring. I was proud of our Amnesty group – small but consolidated, organized, and full of initiative. We could see that although we are from different countries, we can do similar work in promoting and protecting human rights. I would like to see many experiences like that. And participate in them... It is about communication and human rights. And global perspective.”



**Image:** Skype exchange between two HRFS in Moldova and Czech Republic  
© Amnesty International

## 4.4 LEARNING THROUGH COLLABORATION

Connecting with other HRFS in your country and around the world can be a great way of keeping the momentum going in your school. Visiting or taking part in online conversations with other schools can give your schools new ideas for addressing challenges, and inspire the school community to continue its journey.

To learn about opportunities for connecting with other HRFS:

- Contact your local Amnesty International office to find other human rights schools in your country
- Visit the *Facebook group HRFS Exchange*
- Keep an eye on Amnesty International's HRFS website <https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/> to learn about new opportunities for collaboration as they continue to develop

### **HUNGARY: BUILDING PARTNERSHIPS WITH OTHER SCHOOLS TO LEARN FROM ONE ANOTHER**

Dr. Ámbédkár School in Sajakoza partnered with Illyés Gyula Secondary School in the town of Budaörs, close to Budapest. Students from the two schools have very different backgrounds and experiences: Dr Ámbédkár School operates in four different areas in which marginalized Roma communities live, and which suffers some of the highest unemployment rates in the country. On the other hand, students at the Illyés Gyula Secondary School are mostly from more privileged backgrounds.

The partnership brought together the schools' respective student councils to exchange ideas on how to improve their schools' environment. Also, the two groups participated in various workshops organized by Amnesty International Hungary in collaboration with the schools. This resulted in students from Dr. Ámbédkár learning how a student council can operate and make an impact on the everyday life of the school. At the same time, students from Illyés Gyula were exposed to the reality of poverty, and of discrimination against the Roma people. The two groups saw that despite their differences, they were able to speak the same language, collaborate, and participate in meaningful activities together.



**Image:** National summer camp with HRFS students and teachers  
© Amnesty International Hungary

## 4.5 JOINING HANDS WITH GLOBAL STANDARDS

Amnesty International's global standards offer an opportunity to understand how your school fits in with HRFS around the world. The standards enable schools to consider their achievements in each of the four areas of school life.

For each of these areas, a set of questions is provided to help your school:

- Understand the standards expected from HRFS globally
- Determine its strengths and challenges in terms of these expectations
- Set goals and celebrate milestones

Two assessment templates are also provided to help you document your progress according to these global standards. Template 1 allows you to consider each area of school life as a whole and provides one general assessment for each. Template 2 breaks each area of school life into more specific criteria to allow a separate assessment of each.

Schools can choose to use these guidelines and templates in different ways. One way is to work with your local Amnesty International office to determine how your school can achieve global standards for HRFS. Alternatively, schools can use these guidelines as a basis for an independent discussion of what is required to meet global standards. This discussion might take place within the school community, or with external partners, funding bodies, or government authorities.

Whichever way a school chooses to use these standards, it is crucial that all members of the school community are given a safe and meaningful voice in the assessment process.

## 4.5.1 MILESTONES OF ACHIEVEMENT

The global standards system allows you to track your school's progress in terms of four milestones:

1. **Commitment** – has your school demonstrated a meaningful and public commitment to integrating human rights as per the guidelines below?
2. **Practice** – has your school taken action to put human rights into practice as described in the Global Standards below?
3. **Demonstrated results** – has your school conducted monitoring and evaluation on its human rights friendly practices? Are these practices producing outcomes in terms of more people enjoying more human rights?
4. **Model of good practice** – has your school demonstrated and celebrated results in all four school areas? Are these results also shared with others, giving you recognition as a HRFS Model of good practice?

This system of milestones allows you to consider achievements in each area of school life separately. Schools may reach milestones in one area of school life before others. For example, a human rights friendly curriculum may already be used in practice, while there is still no commitment to human rights friendly governance. Each school must find its own unique path to human rights friendliness, and the global standards are designed to help schools chart their progress.

Schools can begin to consider themselves as become human rights friendly as they start the journey, but only by enacting human rights principles in all four areas can a school be considered as a fully fledged HRFS.

## GOVERNANCE



### SCHOOL POLICIES

- Are human rights values (fairness, equality, non-discrimination, respect, and dignity) reflected in school policies?
- Are teachers, staff, and students involved in developing and reviewing school policies that affect them either directly or indirectly?

### LEADERSHIP

- Does your school have a recognized governance structure that includes students, for example a student council, government, or union?
- Does this body include diverse representation?
- Are the members of this body elected through a free, fair and transparent process?
- Does this body contribute meaningfully to school decision-making?
- Do school leaders (including students, teachers, and administrators) have a strong understanding of human rights?

### PARTICIPATION

- Do all members of the school community have real opportunities to participate in school decisions that affect them?
- Are there mechanisms to ensure that everyone can participate safely regardless of gender, ethnicity, disability, or any other status?

### ACCOUNTABILITY AND TRANSPARENCY

- Are school leaders approachable and accountable?
- Are school decisions, such as policy changes, shared publicly with all members of the school community?
- Is there a system for conducting audits to ensure that all members of the school community can monitor compliance with human rights principles?
- Are school leaders sensitive to subtle and systemic forms of discrimination?

## RELATIONSHIPS



### STAFF-STUDENT

- Are students and staff encouraged and equipped to use praise and other forms of constructive communication?
- Do teachers give students a meaningful voice in decision-making?
- Are staff trained in positive behavioural management skills?
- Is there a mechanism for mediating conflict that involves both staff and students?

### STUDENT-STUDENT

- Are student interactions generally peaceful and free from bullying, harassment and discrimination?
- Do students build collaborative learning relationships, such as through study groups and team learning activities?
- Do students participate meaningfully in school life, such as through student council elections and extra-curricular activities?
- Do students learn to solve conflicts in a peaceful and respectful way?

### STAFF-STAFF

- Do staff members, including leaders, treat each other with respect?
- Are there procedures for dealing with bullying and harassment amongst staff?
- Is there a mechanism for raising and addressing important issues of concern, including regular reviews of staff wellbeing?

### SCHOOL, PARENT, AND COMMUNITY-WIDE

- Does your school maintain a meaningful relationship of mutual support with the community in which it is based?
- Are parents, families, and communities informed and involved appropriately in school decision-making?

### LOCAL AND GLOBAL

- Does your school communicate and collaborate with other HRFS in your country? In other countries?
- Does your school participate in campaigns and other activities that promote human rights locally? Nationally? Globally?
- Does your school engage in partnerships with local, national, or international organizations that work on human rights issues?

## CURRICULUM



### IN-CLASS CURRICULUM

- Are human rights issues integrated across multiple disciplines?
- Does course work prepare students to recognize and claim their own rights?
- Does course work prepare students to respect and protect the rights of others?
- Are there mechanisms to ensure that the curriculum does not enforce one political or religious ideology to the exclusion of others?
- Does the curriculum connect to local, national and/or international human rights issues and campaigns?

### TEACHING METHODOLOGY

- Do teachers teach in a way that respects human rights?
- Do teaching methods enable students to participate actively through listening, observing, exploring, questioning and reasoning?
- Do students have a meaningful voice in classroom decisions, including what is taught and how it is taught?
- Are students, teachers and families involved in delivery of curriculum?
- Are teaching methods and materials accessible to students with disabilities?

### EXTRA-CURRICULAR ACTIVITIES

- Does your school offer extra-curricular activities that promote human rights?
- Are students and staff free to assemble and set up their own clubs and activities?
- Does the school provide a safe space for extra-curricular activities?
- Is there a school media outlet (such as a newspaper, radio station, or social media platform) that is run by students?

## ENVIRONMENT



### HUMAN RIGHTS FRIENDLY CLASSROOMS

- Do students feel safe and happy in the classroom?
- Is there a clear code of classroom conduct developed together by students and teachers?
- Are all students' ethnicities, genders, and languages represented in classroom signs?

### SAFE AND INCLUSIVE PHYSICAL ENVIRONMENT

- Do all school community members feel safe and secure at school regardless of position, gender, or any other status?
- Are all school facilities safe and accessible to all members of the school community, including those with disabilities?
- Do students and staff have access to safe drinking water and toilet facilities?

### SAFE AND INCLUSIVE SOCIAL ENVIRONMENT

- Do all school community members feel included in the school community?
- Do all school community members have opportunities to participate freely, actively and meaningfully in school life?
- Do all school community members have equal access to school resources and activities?



## 4.6 START TO STANDARD: ACTIVITIES

There are many resources and activities that HRFS have found useful in bringing human rights into practice. Amnesty International is in the process of collecting more tried and tested activities that HRFS around the world have found useful. You can learn about activities and share your own school's favourite human rights activities by contacting your nearest Amnesty International office, joining the *HRFS Exchange on Facebook* or looking through some of the online resources that Amnesty International or other organizations have available.

### USEFUL LINKS FOR AMNESTY INTERNATIONAL HUMAN RIGHTS EDUCATION RESOURCES:

Amnesty International Global Human Rights Education page (including a resource collection):

<https://www.amnesty.org/en/human-rights-education/>

Amnesty International United Kingdom resources for schools:

<https://www.amnesty.org.uk/resources-schools>

Amnesty International India Human Rights Education

Resources: <http://www.amnesty4education.org/>

## 4.7 LEVERS FOR SUCCESS

To maintain progress in your school, think about your Levers for Success – how can different members of the school community apply their own unique talents and interests to making the school more human rights friendly?

One way of thinking about this is to conduct a **SWOT** analysis for each of the four areas of school life:

**Strengths** – what unique talents, knowledge, skills, or resources exist in your school? How can these be applied to make it more human rights friendly?

**Weaknesses** – what are the barriers to human rights friendliness that exist in your school?

**Opportunities** – where do your school, community, and national priorities overlap with human rights principles?

**Threats** – what are the external barriers that might make it difficult for it to become more human rights friendly?

See *Chapter 5.8 (page 38)* for a template to use for conducting a SWOT analysis. Once the SWOT analysis template has been completed, it can be a useful guide to shape or revise your school's action plan. Try to focus on the strengths and opportunities while keeping in mind the realities posed by threats and weaknesses. How can your school best build on its strengths? How can you best take advantage of existing opportunities?

## INDIA: THEATRICAL ROLE-PLAY TO TACKLE BULLYING

When Kala and Priya, two 13 year old pupils at the Delhi Public School of North Bangalore, decided to create a study group on a social media platform, they knew little about the dramatic consequences this could have. But soon the group became the target of Rajan, the school's bully, and their online platform transformed into a virtual playground, where repetitive insults and abuses multiplied ...

These situations are not rare at school and social media created new spaces where bullying can take place. Fortunately Kala and Priya are fictional names and their story – despite its reality – is an imagined scenario. It is a theatrical role-play created by a team of 13 year old students. The teenagers wrote the script and built a performance around cyber bullying to encourage their audiences to reflect on real life experiences.

Arpita Mohapatra, English teacher at the school, supervised the play. Arpita has received training through the human rights education program of Amnesty International India, and recreating real life situations through theatrical performance is one of the methods implemented by her school to talk about bullying. Arpita explains that engaging pupils in activities such as debates and the creation of an anti-bullying slogan has also encouraged them to talk more freely. "We noticed that children who commit those acts or who are spectators are now more likely to come to us, saying those acts are wrong." The campaign has met with great enthusiasm among students. "I now see children admitting their mistakes and grateful for learning that it is wrong", she says.

Using the whole-school approach, teachers, students and parents can work together to develop anti-bullying policies and structures. "If schools only use the traditional way of dealing with bullying through punishment... it doesn't root out the problem." says Inka Dama of Amnesty International India, "On the other hand, if children learn about relationships, the school environment being a bully-free zone, they will begin to understand that this is against someone's rights. The school is where children spend their day, where they learn, see and experience. This becomes part of their personality and – eventually – of who they will be."



**Image:** Role play at Delhi Public School  
© Amnesty International India

# 5 TOOLS AND TEMPLATES





## 5.1 CALENDAR OF HUMAN RIGHTS RELATED DAYS

Here is a list of human rights-related days. Your school may choose to organize activities to join some of these global actions. Contact your nearest Amnesty International office for more ideas about how you can get involved.






<b>JANUARY</b>	<b>FEBRUARY</b> 20 World Day of Social Justice	<b>MARCH</b> 1 Zero Discrimination Day 8 International Women's Day 21 International Day for the Elimination of Racial Discrimination 24 International Day for the Right to the Truth Concerning Gross Human Rights Violations and for the Dignity of Victims	<b>APRIL</b> 7 World Health Day
<b>MAY</b> 1 International Workers Day 3 World Press Freedom Day 15 International Day of Families 21 World Day for Cultural Diversity for Dialogue and Development 28 Amnesty International Day	<b>JUNE</b> 4 International Day of Innocent Children Victims of Aggression 5 World Environment Day 12 World Day Against Child Labour 20 World Refugee Day 25 International Day in Support of Victims of Torture	<b>JULY</b> 15 World Youth Skills Day 30 International Day of Friendship	<b>AUGUST</b> 9 International Day of the World's Indigenous People 12 International Youth Day
<b>SEPTEMBER</b> 8 World Literacy Day 21 International Day of Peace	<b>OCTOBER</b> 2 International Day of Non-Violence 5 World Teachers' Day 10 Day Against Death Penalty 11 International Day of the Girl Child 17 International Day for the Eradication of Poverty	<b>NOVEMBER</b> 16 International Day for Tolerance 20 Universal Children's Day 25 International Day for the Elimination of Violence against Women	<b>DECEMBER</b> 3 International Day of Persons with Disabilities 10 International Human Rights Day 20 International Human Solidarity Day

## 5.2 TAKING YOUR SCHOOL'S HUMAN RIGHTS TEMPERATURE

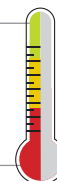
The human rights Temperature questionnaire is a tool that can help your school assess its human rights friendliness. When taking your school's temperature, it is essential that you include viewpoints from a range of school community members. See *Chapter 3.7 (page 17)* for more details on how to use this tool.

	① No or Never 	② Rarely 	③ Sometimes 	④ Frequently 	⑤ Yes or Always 
My school is a place where students are safe and secure (UDHR, Articles 3 and 5)					
No one in my school is discriminated against for any reason, for example because of their gender, religion, the way they dress, 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, 7 and 16)					
My school provides equal access to human rights, including resources and activities for everyone (UDHR, Articles 2 and 7)					
Everyone in my school community is provided with equal information and encouragement about academic, extra-curricular and career opportunities (UDHR, Articles 2 and 19)					
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)					
My school community welcomes students, their families, teachers and other staff from diverse backgrounds and cultures (UDHR, Articles 2, 6, 13, 14 and 15)					
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. Given the particular setting of schools, it is natural that not all stakeholders can participate to an equal degree in all decisions (UDHR, Articles 20, 21 and 23)					
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, 10 and 29)					
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 29)					
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 No or Never 	② Rarely 	③ Sometimes 	④ Frequently 	⑤ Yes or Always 
When someone is accused of doing something wrong in my school, they are presumed innocent until proven guilty (UDHR, Article 11)					
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, Article 5)					
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 6, 7, 8 and 10)					
Members of my school can produce and circulate newsletters and other publications without fear of censorship or punishment (UDHR, Articles 19 and 27)					
Everyone in my school encourages each other to learn about global problems related to justice, the environment, poverty and peace (UDHR, Preamble and Articles 25, 26 and 29)					
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, 26 and 27)					
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, 23, 24 and 25)					
In my school the personal space and possessions of every person are respected (UDHR, Articles 12 and 17)					
In my school I take responsibility to ensure other people do not discriminate against others and that they behave in ways that protect the safety and well being of the whole school community (UDHR, Articles 1 and 29)					
In my school I am confident that no one can take away my rights (UDHR, Article 30)					

HUMAN RIGHTS TEMPERATURE TOTAL =







## 5.3 ACTION PLANNING TEMPLATE

This planning tool can be used to map your school's pathway to becoming human rights friendly. For the plan to be successful, it is important that many different members of the school community participate in creating it. See *Chapter 3.4 (page 14)* for more tips on creating a successful action plan.

**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
 <b>GOVERNANCE</b> <ul style="list-style-type: none"> <li>School policies</li> <li>Leadership</li> <li>Participation</li> <li>Accountability and transparency</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>
 <b>RELATIONSHIPS</b> <ul style="list-style-type: none"> <li>Staff-student</li> <li>Student-student</li> <li>Staff-staff</li> <li>School, parent and community-wide</li> <li>Local and global</li> </ul>					
 <b>CURRICULUM</b> <ul style="list-style-type: none"> <li>In-class curriculum</li> <li>Teaching methodology</li> <li>Extra-curricular activities</li> </ul>					
 <b>ENVIRONMENT</b> <ul style="list-style-type: none"> <li>Human rights friendly classrooms</li> <li>Safe physical environment</li> <li>Safe and inclusive social environment</li> </ul>					

## 5.4 BRAINSTORMING SHEET FOR TEACHERS

This brainstorming sheet is designed to help teachers think through how the principles of HRFS apply to teaching practices. Example questions for each set of principles are designed to help you begin the brainstorming process, but you may find yourself expanding on these questions and ideas as you go. Looking through the 10 global principles of HRFS and the four areas of school life (page 5-6) may also help with this process.

You can use this brainstorming sheet to take notes on:

- Aspects of your teaching that already exemplify HRFS principles
- Steps you can take to further contribute to the human rights friendliness of your school

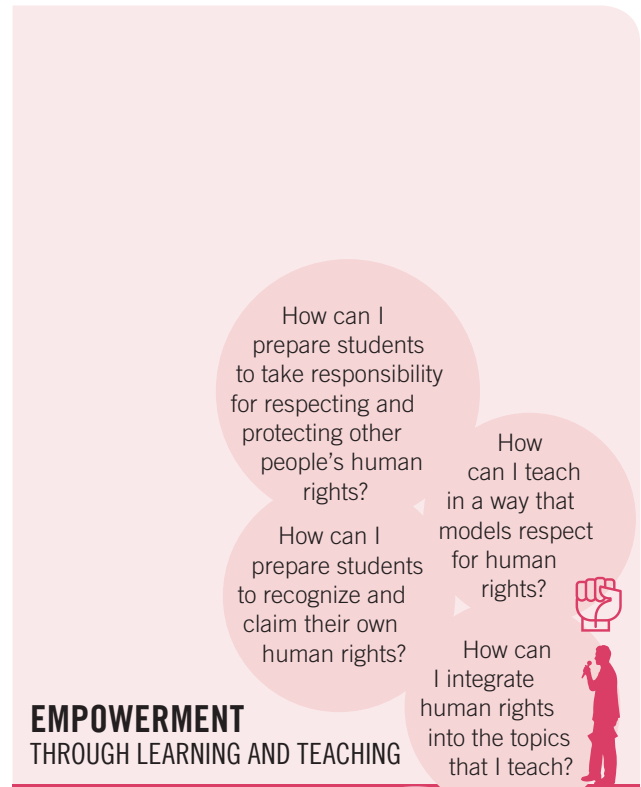


How can I make my teaching methods and materials accessible to all students, including those who are marginalized and/or have disabilities?

How can I represent students of all ethnicities, genders, and languages in classroom signs?

How can I ensure that my teaching does not enforce or exclude any political or religious ideologies?

**INCLUSION AND NON-DISCRIMINATION**



How can I prepare students to take responsibility for respecting and protecting other people's human rights?

How can I teach in a way that models respect for human rights?

How can I prepare students to recognize and claim their own human rights?

How can I integrate human rights into the topics that I teach?

**EMPOWERMENT THROUGH LEARNING AND TEACHING**

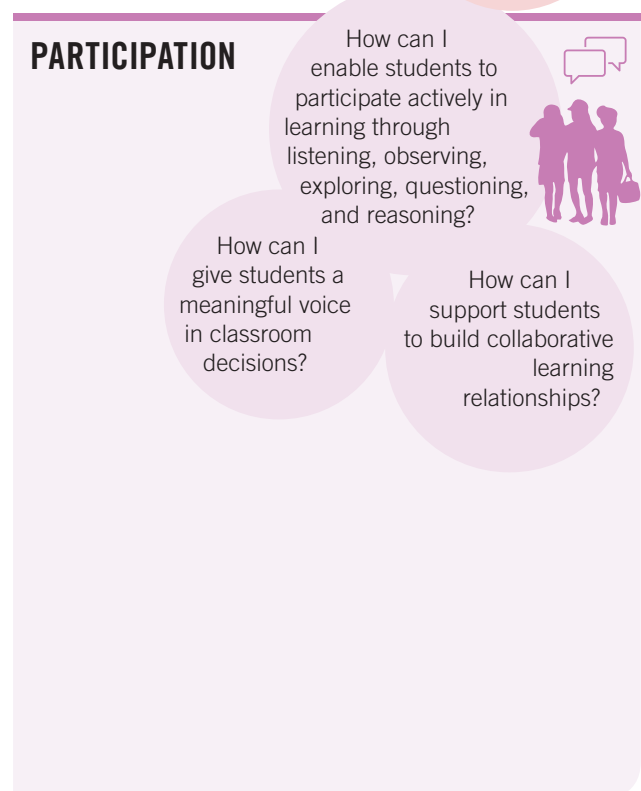


How can I contribute to making our school environment one where all people feel safe and secure, regardless of social identities such as gender, ethnicity, or sexual orientation?

How can I cooperate with students to develop and uphold a clear code of conduct for our classroom?

How can I work together with students to create safe and transparent ways to mediate conflicts?

**ACCOUNTABILITY**



How can I enable students to participate actively in learning through listening, observing, exploring, questioning, and reasoning?

How can I give students a meaningful voice in classroom decisions?

How can I support students to build collaborative learning relationships?

**PARTICIPATION**

## 5.5 ACTIVITY TEMPLATE

This template is designed to help you gather and share activities that have been useful in your experience with HRFS. As your school discovers and creates activities that work well, keeping track of them will help future students, teachers, and other members of the school community keep the school human rights friendly.

Using this template to describe your activities also makes it easier for HRFS to share experiences with one another. You may do this by contacting your local Amnesty International office or by participating in the international *HRFS Exchange on Facebook*. This page gives you an example of one activity that has been used by schools, and how it can be described using the template.

### ACTIVITY NAME: IF IT HAPPENED TO ME

#### AGE GROUP

Five years and above



#### LEARNING OUTCOMES

Students can express themselves and their feelings to others



#### TIME

30 – 45 minutes



#### AREAS OF SCHOOL LIFE

Relationships



#### HUMAN RIGHTS



- Freedom of expression. (UDHR 19; United Nations Convention on the Rights of the Child (UNCRC) 12)
- Right to appropriate guidance and direction (UNCRC 5)
- Right to protection (UNCRC 19 and 34)

#### MATERIALS



- A4 size drawing sheets / blank sheets
- Crayons and felt pens
- Two big chart papers
- Glue stick

#### STEPS



1. Divide the students into three groups of pets or animals. For example puppies, kittens and birds and hand over drawing sheets to each group (one drawing sheet each for each group member)
2. Ask the students in group one (of puppies) to imagine that they had a disagreement with another puppy and he/she says: "It is your fault." Group two students (of kittens) will be asked to imagine that they are sad and crying and a friend comes over and says, "You're crying just like a baby." Group three students (of birds) will be asked to imagine that their 'bird-friend' asks them for a toy that they don't wish to share and he/she says: "I don't want to be friends with you any longer"
3. Ask each student to draw himself/herself in the imaginary situation

#### POINTS FOR DISCUSSION



- Ask children to talk about how they felt in these situations. Ask them to discuss and share with the group. Initiate a discussion on sharing feelings and expressing emotions in a socially acceptable way
- The child expresses him/herself in a specific colour or in words how they feel in situations (For the children who are not able to write, the teacher asks for a verbal expression of his/her feeling, and writes it down on the paper)

#### TIPS











Draw the children's attention to the fact that not all of them felt the same emotions in similar situations

Tell them that when we try to guess how the other person feels, it does not mean we will always guess correctly. Most of the time it is okay to talk about how the other person is feeling and what you can do to make him/her feel better

## 5.6 GLOBAL STANDARDS TEMPLATE 1

This is one of two templates designed to help document your progress according to global standards for HRFS. You may choose to use one or both templates, depending on what works best for your school. Template 1 one allows you to consider each area of school life as a whole and provide one general assessment for each. See *Chapter 4.5 (page 26)* for more information on joining hands with global standards.

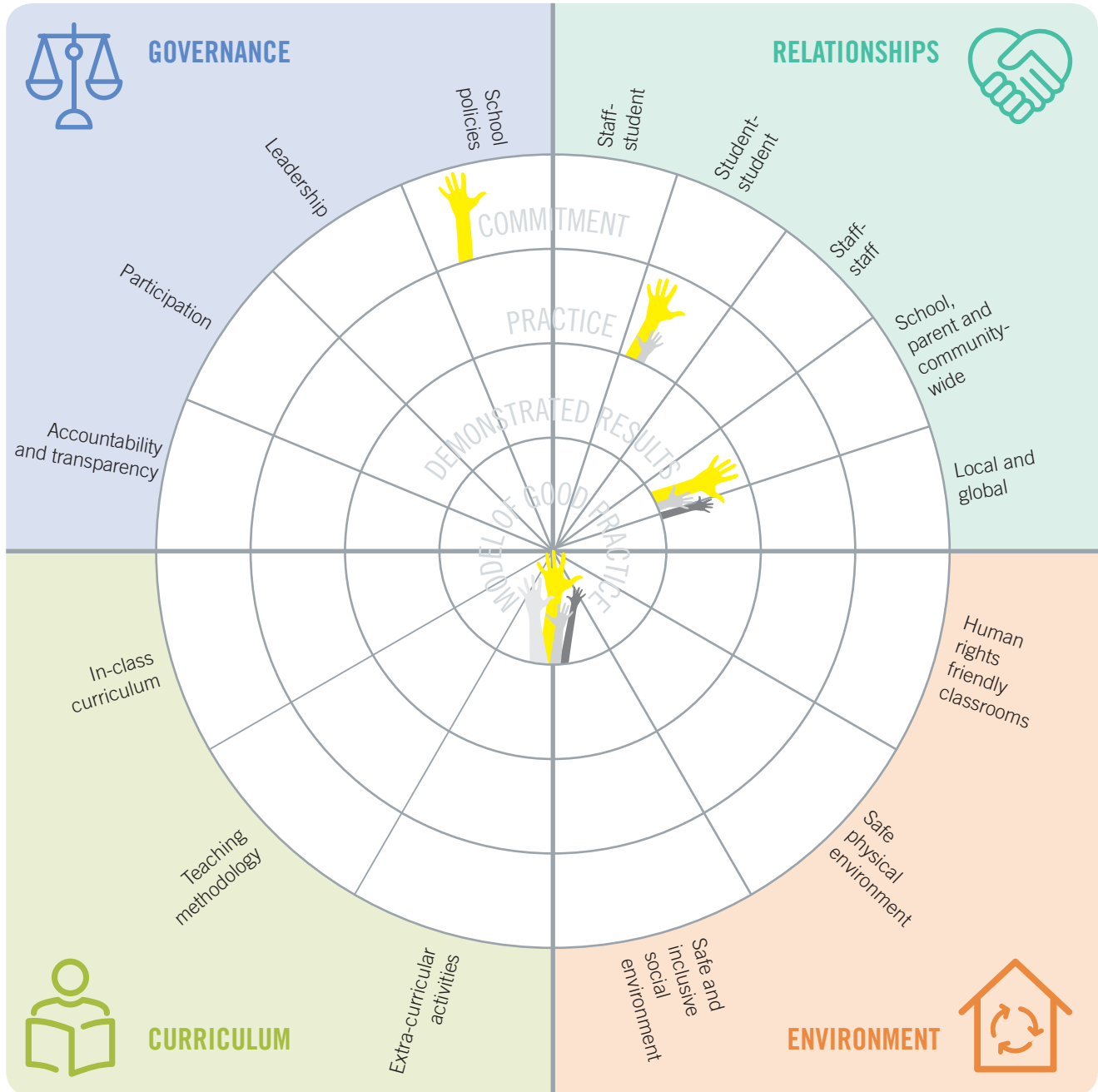
### JOINING HANDS WITH GLOBAL STANDARDS

 <p><b>MODEL OF GOOD PRACTICE</b></p> <p>School has shared results with others and has been recognized as a Model of Good Practice by different stakeholders</p>				
 <p><b>DEMONSTRATED RESULTS</b></p> <p>School has evidence of human rights outcomes</p>				
 <p><b>PRACTICE</b></p> <p>School community enacts human rights principles</p>				
 <p><b>COMMITMENT</b></p> <p>School community is dedicated to integrating human rights</p>				
<p><b>KEY AREA OF SCHOOL LIFE</b></p>	 <p><b>GOVERNANCE</b></p> <ul style="list-style-type: none"> <li>• School policies</li> <li>• Leadership</li> <li>• Participation</li> <li>• Accountability and transparency</li> </ul>	 <p><b>RELATIONSHIPS</b></p> <ul style="list-style-type: none"> <li>• Staff-student</li> <li>• Student-student</li> <li>• Staff-staff</li> <li>• School, parent and community-wide</li> <li>• Local and global</li> </ul>	 <p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• In-class curriculum</li> <li>• Teaching methodology</li> <li>• Extra-curricular activities</li> </ul>	 <p><b>ENVIRONMENT</b></p> <ul style="list-style-type: none"> <li>• Human rights friendly classrooms</li> <li>• Safe physical environment</li> <li>• Safe and inclusive social environment</li> </ul>

## 5.7 GLOBAL STANDARDS TEMPLATE 2

This is one of two templates designed to help document your progress according to global standards for HRFS. You may choose to use one or both templates, depending on what works best for your school. Template 2 breaks each area of school life down into specific categories to allow a separate assessment of each one. See *Chapter 4.5 (page 26)* for more information on joining hands with global standards.

### GLOBAL STANDARDS: HOW CAN YOUR SCHOOL HIT THE MARK?



## 5.8 SWOT ANALYSIS TEMPLATE

This tool can help you identify ways to apply the unique talents and interests of different members of the school community to maintain progress in your school. See *Chapter 4.7 (page 30)* for more information on conducting a SWOT analysis.

### STRENGTHS

What unique talents, knowledge, skills, or resources exist in your school? How can these be applied to make it more human rights friendly?

### WEAKNESSES

What are the barriers to human rights friendliness in your school?

### OPPORTUNITIES

Where do your school, community, and national priorities overlap with human rights principles?

### THREATS

What are the external barriers that might make it difficult for your school to become more human rights friendly?

# ANNEX

## REGIONAL HUMAN RIGHTS MECHANISMS RELEVANT FOR HUMAN RIGHTS FRIENDLY SCHOOLS

Apart from the international human rights instruments mentioned in *Section 2.2* of the HRFS Toolkit, there are also numerous regional human rights instruments that contain rights relevant to all four aspects of school life. We list the most important of these below. In addition to these regional human rights instruments your country's constitution might contain a catalogue of fundamental human rights. The international, regional and domestic human rights standards should be viewed as complementary and mutually supportive.

You can find a more complete list of human rights instruments pertaining to human rights education here:  
<http://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/Listofcontents.aspx>

<b>Name of human rights instrument</b>	<b>Name of supervising body</b>	<b>Name of regional organization</b>
African Charter on Human and Peoples' Rights	African Commission on Human and Peoples' Rights and the African Court on Human and Peoples' Rights	African Union
African Charter on the Rights and Welfare of the Child	African Committee of Experts on the Rights and the Welfare of the Child	African Union
Arab Charter on Human Rights	Arab Human Rights Committee	League of Arab States
Note: Some provisions in the Arab Charter fall short of international human rights law and standards.		
Convention for the Protection of Human Rights and Fundamental Freedoms (European Convention on Human Rights)	European Court of Human Rights	Council of Europe
European Social Charter	European Committee of Social Rights	Council of Europe
Charter of Fundamental Rights of the European Union	Court of Justice of the European Union Agency for Fundamental Rights	European Union
American Declaration of the Rights and Duties of Man and American Convention on Human Rights	Inter-American Commission on Human Rights and the Inter-American Court of Human Rights	Organization of American States

A regional human rights regime within the Association of South-east Asian Nations (ASEAN) is developing, including an ASEAN Human Rights Declaration.









