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Inter-American Program on Education for Democratic Values and Practices

HUMAN RIGHTS EDUCATION

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About the Program

The Inter-American Program on Education for Democratic Values and Practices was created to develop and strengthen a democratic culture in the Americas through education. Through the development of different activities framed under its 3 mutually reinforcing components- Cooperation, Professional Development and Research- the Inter-American Program contributes to strengthen the capacities of public and private institutions and civil society organizations of the OAS Member States to develop policies, programs and initiatives in the field of citizenship education. Visit us at www.educadem.oas.org

Partners in this edition



IIDH
 Instituto Interamericano
 de Derechos Humanos



Editorial



Dear Colleagues:

A key tool for human rights in the Americas, the San Salvador Protocol (officially known as the Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural

Rights (Organization of American States, 1988)), establishes human rights education as both an ideal and a commitment for all the countries in the region. As such, it also sets forth a basic philosophical framework for policy development.

The States Parties to this Protocol agree that education should be directed towards the full development of the human personality and human dignity and should strengthen respect for human rights, ideological pluralism, fundamental freedoms, justice and peace. They further agree that education ought to enable everyone to participate effectively in a democratic and pluralistic society and achieve a decent existence and should foster understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups and promote activities for the maintenance of peace. (San Salvador Protocol, Art. 13, ind. 2)

Following the spirit of this document, various regional bodies, and a steadily increasing number of civil society organizations and national governments, have joined forces in recent decades to promote putting this framework into action. They have come to the understanding that human rights education provides an important avenue to advance towards instilling these values in the daily lives of societies and individuals.

Such an understanding is clearly manifested by the significant advancements in Human Rights Education so far this century. Nevertheless, the challenge remains in that human rights are such basic elements of the human condition and cannot be instantaneously acquired; rather, they must be constantly reinforced and emphasized as elements for each generation to learn, respect, defend and teach. Viewed thus, Human Rights Education may be conceived not only as an instrument to prevent human rights violations but also as one to educate people to critically judge their surrounding reality and their own behavior, taking into account ethical standards as well as actively participating

in changing the factors that prevent the effective realization of these rights for all. From this perspective, HRE is a powerful engine for social and individual transformation.

For this very reason, the Inter-American Program has embraced this challenge by recognizing recent advances and dedicating the current issue of the Online Bulletin to Human Rights Education, marking the second time we have done so since the creation of this publication in 2006. It is encouraging to observe the quantity and diversity of initiatives currently in place throughout the Americas and the rest of the world. Nowadays, training in human rights education is available, along with teacher professional development, advocacy, research, technical assistance and publications with a great diversity of topics, directed at an equally diverse public.

This edition results from collaboration with two other specialized entities, one from the Americas—the Inter-American Institute of Human Rights (www.iidh.ed.cr) - and one from outside the region – the Council of Europe (www.coe.int). Drawing on their expertise has enabled us to offer you a very diverse set of resources, organized into the following categories: international agreements; educational resources produced by international and regional institutions; horizontal cooperation experiences in the Americas; policies, programs and initiatives in the Americas and elsewhere; publications; professional development opportunities; and interviews of key experts in the field.

In sum, we wish to offer the reader a general panorama of human rights education that is wide in scope and rich in content. Nonetheless, the material presented is representative rather than exhaustive, illustrative of a movement experiencing steady growth. Our aim is to provide a useful tool that supports your work, sparks discussion, and inspires new initiatives in human rights education. We look forward to hearing about them!

Lenore Yaffee García
Director, Office of Education & Culture
Organization of American States

International Agreements

- [*United Nations Declaration on Human Rights Education and Training*](#). FINAL ADOPTION BY THE GENERAL ASSEMBLY, DECEMBER 19, 2011 (A/66/457). Versions available in Arabic, Chinese, Spanish, French, English and Russian.
- [*Action Plan for the Second Phase \(2010-2014\) of the World Programme for Human Rights Education*](#) (A/HRC/15/28). Versions available in Arabic, Chinese, Spanish, French, English and Russian.
- [*Charter on Education for Democratic Citizenship and Human Rights Education- Council of Europe \(Recommendation CM/Rec\(2010\)7 of the Committee of Ministers of Member States\)*](#). Versions available in Spanish, French and English.
- [*Inter-American Democratic Charter. Chapter VI, Promotion of a Democratic Culture. Organization of American States, XXVIII Special Session, September 11, 2001.*](#) Versions available in Spanish, French and Portuguese.



International and regional institutions offering educational resources



[Office of the United Nations High Commissioner for Human Rights](#)

Portal on Education and Training in Human Rights:

Among the diverse and valuable resources available, we highlight the following:

(a) [Worldwide Resource Collection on the Universal Declaration of Human Rights](#)

Offers all available materials related to the Universal Declaration, produced worldwide by governmental and non-governmental organizations. This includes printed materials, multimedia, among others. The page is in English, but includes educational resources in various languages.

(b) [Training and Education Materials](#)

Consists of publications directed at supporting efforts in human rights education, theories and practices. The page is in English with materials in various languages.

(c) [Special Issues](#)

These are comprehensive online resources containing in depth analysis on various topics. The page is in English with materials in various languages.

(d) [Fact Sheets](#)

Provides information on a wide range of human rights topics. The page is in English with materials in various languages.



[Inter-American Institute of Human Rights, IIDH](#)

Online Publications

Publications, with many complete documents available online. Includes a specific category on Human Rights Education.



[Human Rights Education Associates - HREA](#)

Resource Center – Libraries

Contains a large quantity and variety of online resources on human rights education and specific subthemes in various languages.



[Council of Europe](#)

Portal: Democracy. Education for Democratic Citizenship and Human Rights Education

Offers information on the Council of Europe, its organization and member states, as well as areas of work and themes addressed. Includes news, events and activities for education activists, and references to various resources related to the subject.

[Video - A Path to Dignity](#)

Human Rights Education Associates (HREA), Soka Gakkai International (SGI) and Office of the United Nations High Commissioner for Human Rights (OHCHR)



Horizontal cooperation experiences and agreements in the Americas

1. Experiences

Organization of American States (OAS)

Inter-American Program on Education for Democratic Values and Practices: Cooperation on Human Rights.

Through the project [“Horizontal Cooperation Fund for Technical Assistance Missions in the Field of Education for Democratic Citizenship.”](#) the Inter-American Program on Education for Democratic Values and Practices provides financial support to various institutions belonging to OAS Member States. The objective of this project is to promote experiences of cooperation founded upon the exchange of good practices and the development of technical assistance activities.

Currently, two rounds have been executed, one in 2009-2010 and the other in 2011-2012. In total, 19 cooperation missions were selected for financing. Many of these missions put particular emphasis on rights education:

- Mission of the Inter-American Institute of Human Rights (Costa Rica), Ministry of Education (Chile), Organización por la Defensa de los Derechos Humanos (Organization for the Defense of Human Rights) (Ecuador), and the Dirección General de Educación Indígena de la Secretaría de Educación Pública (General Office of Indigenous Education, Secretariat of Public Education) (Mexico) to reconsider public policy related to indigenous education in Mexico based on experiences in Costa Rica, Chile and Ecuador. (2009/2010)
- General Office of Indigenous Education of the Ministry of Education (Mexico), National Ombudsman (Colombia), Inter-American Institute of Human Rights (Costa Rica), National Institute of Human Rights (Chile) and the Universidad Indígena Boliviana Aymara “Tupac Katari” (the Bolivian Aymara Indian University “Tupac Katari” (Bolivia) on the right to education for indigenous populations, immigrants and women. (2011/2012)
- Mayor of the Municipality of Sucre (Miranda State, Venezuela), CIVITAS Organization (Venezuela), Fundación Presencia (Presencia Foundation) (Colombia) and the Idaho Human Rights Education Center of Idaho (USA) on Human Rights Education. (2011/2012)

For further information on this project, please [click here.](#)

2. Agreements

El Salvador, Uruguay and the Inter-American Institute of Human Rights. *Pacto Interamericano por la Educación en Derechos Humanos (Inter-American Convention on Human Rights Education)*. Horizontal Cooperation Agreement to promote human rights education in Latin America.

<http://www.iidh.ed.cr/>



Policies, programs and initiatives in the Americas

- **Argentina.** [Ministry of Education](#). Principal strategies: Transversal themes. Provides detail on diverse institutional programs on the subject of Education, Learning to Live Together, and Rights. (In Spanish)
- **Argentina.** [Project “CReCER Creando Redes Ciudadanas, Educativas y Reponsables” \(Creating Citizen-Based, Educational and Responsible Networks\)”](#) Offering primary school teacher training in human rights education. National University of Quilmes, Secretariat of Extension. (In Spanish)
- **Brazil.** Plan Nacional de Educación en Derechos Humanos. Comité Nacional de Educación en Derechos Humanos. (National Plan for Human Rights Education. National Committee of Human Rights Education).
[Text in Portuguese](#)
[Text in Spanish](#)
- **Brazil.** [Directrices nacionales curriculares para la enseñanza media](#). Resolución No. 2 del 30/1/12 del Consejo Nacional de Educación. (National Guidelines for Middle School Curriculum. Resolution No. 2 of 1/30/12 of the National Council of Education). Seeks to establish human rights education as a national guiding principle as well as a transversal condition that is included in the national middle school curriculum. (In Portuguese)
- **Canada.** [Human Rights Research and Education Centre](#). University of Ottawa. University center for research and human rights education. (In English and French)
- **United States.** [Networks, Human Rights Education Associates, HREA](#). Online networks of human rights educators and professionals – in the United States, other regions of the world and global networks – to strengthen the exchange of ideas, materials and resources.
- **Jamaica.** [Child Rights Education Project](#). The Caribbean Child Development Centre of the University of the West Indies, Open Campus. Initiative supported by UNICEF and targeted at professionals working with boys and girls with the objective of raising awareness and building capacities related to children’s rights and other associated responsibilities.
- **Nicaragua.** [Red de Promotores de Derechos Humanos \(Network of Human Rights Promoters\) “Padre César Juárez”](#). Centro Nicaragüense de Derechos Humanos (Nicaraguan Human Rights Center). (In Spanish)
- **Mexico.** [Blog Paz, Educación y Derechos Humanos \(Peace, Education and Human Rights Blog\)](#), Comisión de Derechos Humanos del Distrito Federal (Human Rights Commission of Mexico City). Regularly provides information, methodological tools and a space for exchanging experiences to support educators in their daily work. (In Spanish)
- **Uruguay.** [1000 Promotores de Derechos Humanos](#). Ministerio de Educación y Cultura, Dirección Nacional de Derechos Humanos (1000 Human Rights Promoters, Ministry of Education and Culture, National Directorate of Human Rights). (In Spanish).



Policies, Programs and Initiatives outside of the Americas

- **[European Wergeland Centre, EWC.](#)**
A European-based center, created by an innovative cooperation strategy between Norway and the Council of Europe that offers multiple resources on the topics of intercultural, human rights and democratic citizenship education.
- **[Explore and Act for Human Rights.](#)** Council of Europe project aimed to familiarize high school students with the principles of the European human rights system and its institutions.
- **Spain. [Schools' Network for Human Rights.](#)** Amnesty International, AI, Spanish Section. Teacher materials related to the themes and initiatives of Amnesty International. (In Spanish)
- **India. [Institute for Human Rights Education.](#)** Local initiative that began in 1997 in several schools in Tamilnadu, with the goal of building a culture of human rights through education. Subsequently, it has become a significant national program given its success. The portal circulates news, activities and didactic resources for teachers in their respective mother language. A research paper is offered on the HRE model in India: [Schooling for Justice and Rights. Human Rights Education in Schools in India - A model.](#)
- **Australia. [Human Rights are Aussie Rules.](#)** Program aimed to educate boys and girls on human rights through the principles of fair play and good sportsmanship.
- **Benin, Burkina Faso, Ivory Coast, Ghana, Kenya, Mali, Senegal, Sierra Leone, Togo and Uganda. [African](#)**

[Human Rights Education Project.](#) A program developed by Amnesty International to promote human rights education, emphasizing the empowerment of marginalized groups of ten countries from East Africa and the Horn of Africa.



Publications

Research

- [*Inter-American Report on Human Rights Education*](#), Inter-American Institute of Human Rights (IIDH), San Jose, Costa Rica. Contains the second and most recent cycle of measures.

- VI Report (2007). Normative development of human rights education and student government.
- VII Report (2008). Development of specific human rights concepts in the curriculum of students from 10 to 14 years of age.
- VIII Report (2009). Development of specific human rights concepts in the school textbooks for students from 10 to 14 years of age.
- IX Report (2010). Development of the human rights education methodology in school textbooks: 10 to 14 years of age.
- X Report (2011). Development of rights-based policies on learning to live together and school security.

- [*Human Rights Education in school system of Europe, Central Asia and North America: A compedium of good practices \(2009\)*](#). Office for Democratic Institutions and Human Rights of the Organization for Security and Cooperation, OECD; Council of Europe; Office of the High Commissioner for Human Rights and UNESCO. (In English, French and Russian)

- [*Initial results from the International Study on Civic and Citizenship Education of IEA*](#) International Association for the Evaluation of Educational Achievement (2010). Findings from the latest comparative study completed in 2009 on training in citizen competencies of high school students, which serve to demonstrate the advancements made in the incorporation of human rights education in citizenship education curriculum. Thirty-eight countries participated, six of which were from the Latin American region: Chile, Colombia, Paraguay, Mexico, Guatemala and the Dominican Republic. (In Spanish)
- [*World Atlas of Gender Equality on Education \(2012\)*](#). UNESCO.
- **Jamaica.** [*Situation of the Promotion and Protection of the Rights of Children and Adolescents in Jamaica*](#). The Caribbean Child Development Centre of the University of the West Indies, Open Campus. Study conducted on behalf of the Inter-American Children's Institute, IIN, a specialized agency of the OAS serving as part of a greater collaborative project of the Canadian International Development Agency (CIDA) on the promotion and protection of children's and adolescent rights in the Inter-American System.



Articles and Presentations on Special Meetings

- [IV Jornadas de Cooperación Iberoamericana sobre Educación para la Paz, la Convivencia Democrática y los Derechos Humanos \(IV Ibero-American Cooperation Seminar on Education for Peace, Democratic Coexistence and Human Rights\)](#). OREALC/UNESCO, Santiago, February 2011. (In Spanish)
- [III Jornadas de Cooperación Iberoamericana sobre Educación para la Paz, la Convivencia Democrática y los Derechos Humanos \(III Ibero-American Cooperation Seminar on Education for Peace, Democratic Coexistence and Human Rights\)](#) (In Spanish). OREALC / UNESCO, Santiago, November 2009.
- [Revista IIDH N°52](#). San Jose, Costa Rica, July-December 2010. Edition dedicated to the right to education and human rights education. (In Spanish)
- Hevia, Ricardo (2010). [El Derecho a la Educación y la Educación en Derechos Humanos en el contexto internacional](#). Vol 4, N° 2. (The Right to Education and Human Rights Education in an International Context, Latin American Journal of Inclusive Education), Vol 4, No. 2. (In Spanish)
- Rodino, Ana María (2006). [Educación en derechos humanos: Una propuesta para políticas sociales. \(Human Rights Education: A Proposal for Social Policies.\)](#) IIDH Journal No. 44, July-December 2006.

Educational Materials

- [Propuesta curricular y metodológica para la incorporación de la educación en derechos humanos en la educación formal de niños y niñas entre 10 y 14 años. \(Curricular and Methodological Proposal for Incorporating Human Rights Education in Formal Schooling for Children from 10 to 14 years of age.\)](#). Inter-American Institute of Human Rights (IIDH). (2006) (In Spanish)
- [Carpetas de trabajo y Guías curriculares.](#) (Portfolios and Curricular Guides, Peruvian Institute for Human Rights Education and Peace) (In Spanish).
- [Learning to Live Together: An Inter-Cultural and Inter-Religious Program for Ethical Education \(2008\)](#). Arigatou Foundation, Interfaith Council on Ethics Education for Children, UNESCO and UNICEF. (Available in Spanish, English and French)
- [Compass - A Manual on Human Rights Education with Young People \(2002\)](#). Council of Europe. Text in English and over 30 other languages. A newly revised edition is in progress.
- [This is my home](#). K-12 Human Rights Education Initiative and Curriculum. Minnesota Department of Human Rights, and the University of Minnesota Human Rights Resource Center. (2012)
- [Lesson Plans – Human Rights Education](#). Amnesty International USA.
- [Play it Fair! A Human Rights Education Toolkit for Children](#). Equitas, International Center for Human Rights Education. (2009) (Texto en inglés)



Professional Development Opportunities

Networks of international and regional educators and activists in education and human rights.

- [*Human Rights Educators USA*](#)
- [*Global Human Rights Education Network*](#)
- [*Democracy and Human Rights Education in Europe \(DARE\) Network*](#)
- [*Portal for Human Rights Schools*](#)
- [*Arabic Portal for Human Rights*](#)
- [*U.S. Human Rights Network*](#)
- [*Global Internet Liberty Campaign \(GILC\)*](#)
- [*OneWorld Nederland*](#)
- [*OneWorld International*](#)

These can be accessed through the [Human Rights Education Associates](#), which is a founding member and sponsor.

Training

- [*Inter-American Virtual Classroom*](#) of the Inter-American Institute of Human Rights (IIDH) Offers self-guided online courses on various human rights topics. These courses are offered in Spanish and English.
- [*Master in Human Rights Educations*](#), Center of Regional Cooperation for Adult Education in Latin America and the Caribbean, CREFAL (Mexico) (In Spanish). Distance-learning academic program.
- [*Inter-University Program on Human Rights*](#) from the Association of Latin America Universities Entrusted to the Society of Jesus (AUSJAL) along with the Inter-American Institute of Human Rights (IIDH).

- [*Distance Learning Program*](#) from Human Rights Education Associates (HREA) 2012. Offer online courses with an instructor. [*Brief self-training online courses on human rights*](#).
- [*Advanced Certificate \(CAS\) in Human Rights Education*](#). Teacher Training University of Lucerne (Switzerland). (In English and German)

** Explanatory note: Each of the training programs discussed in this section has different characteristics, admissions requirements and costs, which are all specified in each of their websites.*



Interviews

Ana Perona-Fjeldsta



Ana Perona-Fjeldstad is the Executive Director at the European Wergeland Centre (EWC), a resource centre on Education for Intercultural

Understanding, Human Rights and Democratic Citizenship established in 2008 by an agreement between the Council of Europe and Norway. The mission of the EWC is to build bridges between policy, research and practice. The EWC offers capacity building activities, disseminates resources and facilitates networking opportunities for education professionals.

Born in Argentina, Ana Perona-Fjeldstad is a lawyer (Córdoba National University) with a MA in International Relations (FLACSO-Argentina). She started her career working as adviser at the Córdoba Province Parliament (Argentina) in 1988. Later on she was involved in a research project on Latin American cooperation processes at the Latin American Graduate School of Social Sciences (FLACSO). From 1994 to 2008 she worked at a global NGO in the distance education field, the International Council for Open and Distance Education, closely connected to UNESCO. She was responsible for capacity building projects on access to education in Asia, Africa and Europe. She held different positions in ICDE up to becoming Assistant Secretary General in 2004.



[*Listen to the Interview*](#)

Roberto Cuéllar



Salvadorian. Executive Director of the Inter-American Institute of Human Rights (IIHR). He is the former Director of the office of legal aid of the Archiepiscopate of San Salvador during the administration of Archbishop D. Oscar Arnulfo Romero. He holds

degrees in Psychology and Law from the University of El Salvador and the Catholic University of El Salvador, respectively, as well as a specialization studies in Mexico.

Mr Cuéllar was a visiting researcher in the Harvard Law School. He is cofounder of the Human Rights Center “Fray Francisco de Vitoria, O.P.” and a founding member of the Institute of Legal Studies of El Salvador. He was a special advisor to the World Council of Churches and to the United Nations General Secretariat for peace processes in Central America. He was the former President of the Inter-American Conference of Amnesty International “Human Rights Defenders” (Bogota, 1996). He has more than 20 years of professional experience in different programs of the Inter-American system and IIHR, in which he led the departments of Civil Society and Research and Development, as well as IIHR’s special programs in Cuba and Guatemala.



[*Listen to the Interview*](#)



Frank Elbers



Frank Elbers is Executive Director of Human Rights Education Associates (HREA), an international non-governmental and non-profit organization registered in Amsterdam (Netherlands) and Cambridge (Massachusetts, USA).

His responsibilities at HREA include program development, fundraising and the day-to-day management of the organization. At HREA he was responsible for the creation of the organization's online HRE resource center and its Distance Learning Programme as well as activities in the area of "distributed" learning and e-learning.

Frank has conducted numerous training workshops around the world on a variety of human rights topics, and currently teaches on-line courses on gender mainstreaming, global migration and citizenship, and international human rights law. Before joining HREA in 1998, he worked for the Anne Frank House as Education Officer for Southeastern Europe; as a staff associate in the Human Rights Education Programme at the Netherlands Helsinki Committee; and as Program Officer West Africa at SATELLIFE and was a consultant for Education Development Center, UNESCO and UNIFEM. Frank served on the Executive Committee of the North-South Centre of the Council of Europe and is currently the Chairperson of the [*Democracy and Human Rights Education in Europe \(DARE\)*](#).



[*Listen to the Interview*](#)



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