



I am a survivor of a concentration camp. My eyes saw what no man should witness. Gas chambers built by learned engineers. Children poisoned by educated physicists. Infants killed by trained nurses. Women and babies shot and burned by high school and college graduates. So I am suspicious of education.

My request is: help your students become more human. Your efforts must never produce learned monsters, skilled psychopaths, educated Eichmanns. Reading, writing and arithmetic are important only if they serve to make our children more human.

What is the ITE project all about?

UNICEF, Amnesty International UK, British Institute of Human Rights, Save the Children Fund are working with a number of ITE institutions to develop ways in which Human Rights Education can be embedded into ITE policy and practice. The resulting experience and materials will then be made available more widely to encourage more ITE institutions to take a human rights approach to their work.

Human Rights Education – Why do it?

Pedagogy driven by values – inclusive

Supports the aims, values and purpose of the new curriculum

Fulfils obligations in UNCRC and UK Human Rights Act

Integrates disparate approaches and strategies

Beneficial to young people and teachers

What is Human Rights Education?

Human rights education (HRE) is a holistic approach to education that places human rights at the core. Human rights education involves:

Learning **ABOUT** human rights

Learning **FOR** human rights

Learning **THROUGH** human rights

Controversial Issues

Think of three controversial issues
in your subject area

How do teach your students to teach
about these issues?

Could a human rights approach help?



How would one of your pupils know that yours was a rights-respecting classroom?

Assessment

Participation

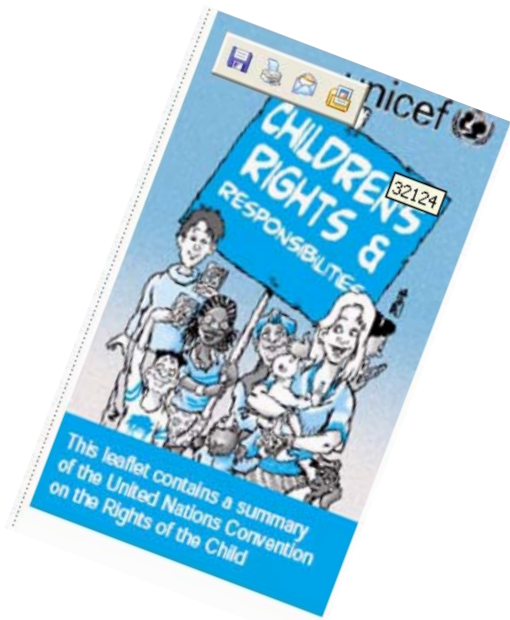
Teaching and Learning

Relationships

Behaviour management

Classroom organisation

1. What is a Rights Respecting School like?



SURVIVAL

PROTECTION

DEVELOPMENT

PARTICIPATION

The earlier we start the better....



What does everyone need to grow up safe and well?"

....it is where young people gain self-esteem by learning about the rights they have from birth and build from there



- I learn about my rights
 - I feel included
- My self-esteem rises
- I can begin to think about others and their rights
 - I learn to negotiate

My language and thinking skills are extended

Where children learn

• • •

- The difference between wants and needs
- That Needs = Rights
- That my rights are also your rights i.e. we now learn we have a responsibility.



Learning about the UNCRC in an infant school in the UK. Displays serve as useful reminders

...It is where young people learn that rights bring responsibilities for adults and children



If children have a right to be protected from conflict, cruelty, exploitation and neglect...

... *then* they also have a responsibility not to bully or harm each other.

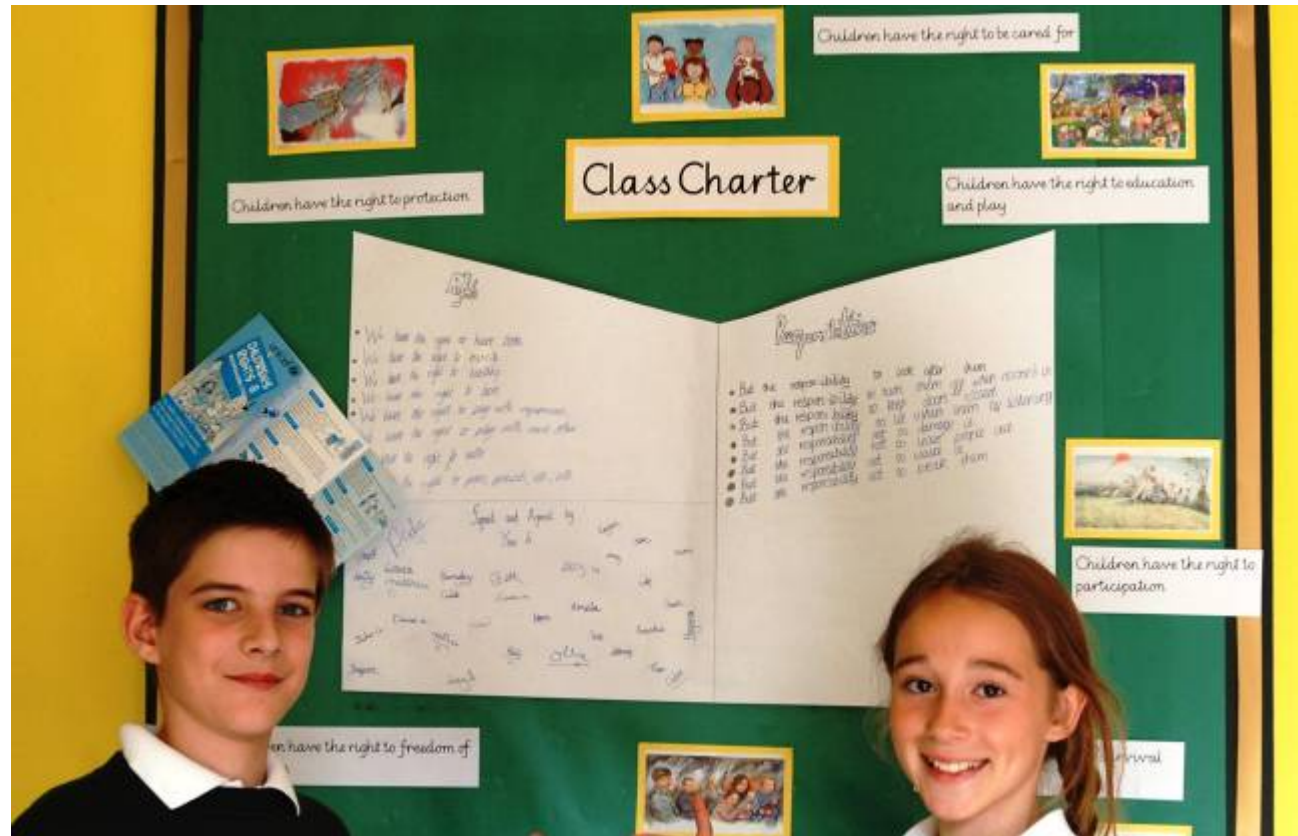
Class 6



It is a school where . . .

Everyone
learns to use
the language
of rights,
respect and
responsibility

- adults
model RR
behaviour
and
language



Young people draw up a charter for their class based on the UNCRC. They respect the charter because they have a sense of ownership

.....where children become active global citizens

- Universality of human rights
- Identity
- Challenge injustice, inequality and poverty in the world



Display of children's work on Fair Trade at Kings Park Primary School, Bournemouth. The theme: Trade and rights and responsibilities

...and where children gain a powerful voice



Children at Kings Park Primary School, Bournemouth, discussing Rights and Responsibilities with Children's Commissioner, Sir Al Aynsley-Green and David Bull, Director, UNICEF UK, March 2007

By the age of 7, most children in Rights-
Respecting Schools. .

- **Can distinguish between Wants and Needs**
- **Understand the concept of Rights and use the term appropriately in discussion**
- **Understand that Rights are linked with Responsibilities**
- **Know about the UN Convention on the Rights of the Child and can refer to individual rights under the Convention**

By 11 years of age, most children in Rights

Respecting Primary Schools can . . .

- Give examples of how their own actions have consequences – positive and negative – for the rights of others globally
- Have a close working familiarity with the articles of the UN Convention on the Rights of the Child
- Give a range of examples of rights abuses from the immediate context of the school to the global context
- Use the UNCRC as a framework for making moral judgements across a range of issues concerning justice and sustainability

Young people are ready to take the lead in creating rights-respecting classrooms



Year 10 and Year 7 students work together to plan a role play as part of the training session on 'Rights-Respecting Classrooms' that they will put on for each Year 7 tutor group in their school.

They can take a lead in the RRS training for primary school children



Year 10 and Year 11 students supporting a joint UNICEF / Dorset County Council training day for primary school children and teachers from 30 schools.

...Students and adults learn to work in partnership

- Whole school planning
- Evaluating progress



- The power of peer education

The Award recognises achievement of Rights-Respecting

The Schools shown in the previous section found ways to embed the UNCRC in their ethos and curriculum so that a rights-respecting culture has been developed.



Level 1 Certificate

Key elements on the journey to the RRSA

The benchmarks

School Action plan

Training and support

Pupil focus groups

Parents focus groups

Collaboration in school clusters

Self-evaluation

External assessment

Outstanding
Rights-respecting
school award

UNICEF recognises your commitment and achievement in developing a rights-respecting community promoting active global citizenship.

This Level 2 Award confirms that the values of the UN Convention on the Rights of the Child have permeated all aspects of the school community.

Lord Puttnam
President

David Bull
Executive Director

Edward Waller
Head of Education

Date



UNICEF is the world's leading charity working for children and their rights.



Level 2 Certificate

3. WHY DOES THE RRSA

WORK?

1. UNCRC appeals to young people's self-interest
2. They also like its universality.
3. They understand the relationship between rights and responsibilities and find it is an acceptable basis for class and school charters
4. They like the fact that it derives from a "higher authority" which is not school-based
5. Young people can see that it provides them with a guide for living which they can take with them through their lives
6. The values and the articles are equally acceptable to all faiths
7. The articles and their values are acceptable to parents and adults working with children.

4. What are the benefits of becoming a Rights-Respecting School?

- a. **Improvements in children's well-being**
- b. **A values framework giving greater coherence to school improvement strategies**
- c. **School community cohesion through shared values**

Improvements in children's well-being

- There is growing evidence that becoming a RRS
- contributes to:
 - Improved pupil self-esteem
 - Pupils' enhanced moral development
 - Improved behaviour and relationships
 - More positive attitudes towards diversity in society and the reduction of prejudice
 - Pupils' development as global citizens
 - Enhanced job satisfaction for teachers
 - Overall school improvement including

“We would place pupils’ rights and responsibilities at the heart of an effective school” – MacGilchrist, Myers and Reed in “The Intelligent School” (2004)



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and in CAPS

