

# HUMAN RIGHTS EDUCATION

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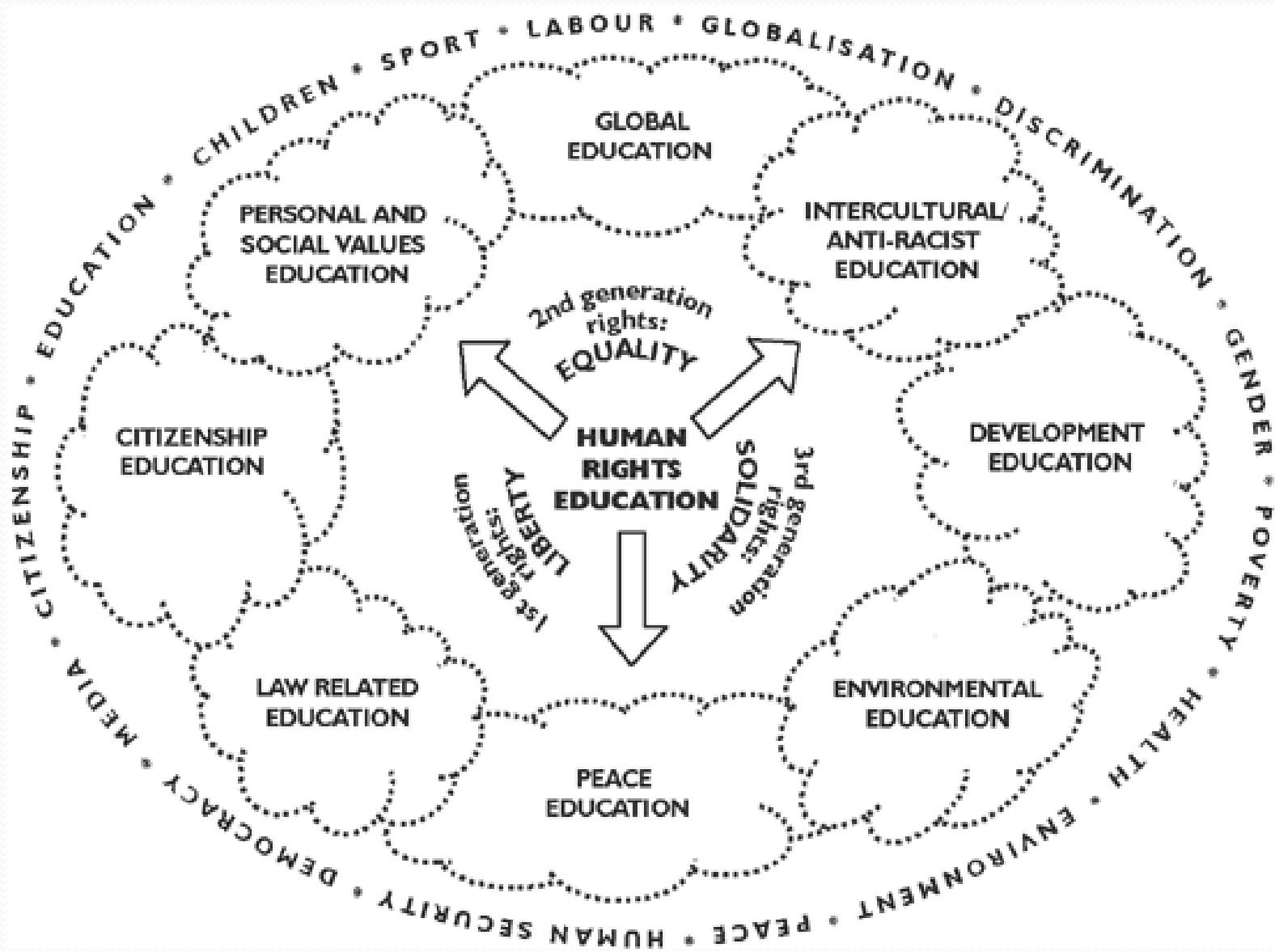
# An official definition

Human rights education and training comprises  
all educational, training, information, awareness-raising and  
learning activities  
aimed at promoting universal respect for and observance of all  
human rights and fundamental freedoms and  
thus contributing, inter alia, to the prevention of human rights  
violations and abuses  
by providing persons with knowledge, skills and understanding  
and developing their attitudes and behaviors, to empower  
them to contribute to the building and promotion of a  
universal culture of human rights.

- UN Declaration for Human Rights Education and Training, art. 2

# Today...

- ...civic education, peace education, intercultural education programs, etc. fall under the notion of HRE; („exclusive“ / „inclusive“).
- ...more „private actors“ (NGOs, foundations, companies) that do or support HRE without a clear strategy or concept.
- ...the overflow of information and sources on human rights that irritate students, trainers and curriculum developers who don't know what to choose for HRE programs and how to teach them best .



Source: Council of Europe's COMPASS Manual for Human Rights Education with Young People

# Distribution of HRE in sectors

**(10-20%) Formal education sector: schools, vocational training centers, universities**

- Traditional curricula & syllabus
- Teachers and professors

**(80-90%) Informal education sector: Foundations, companies, NGOs, academies, week-end seminars, extra-curricular programs**

- Project orientated
- Depending on stakeholders & donors
- Activists, volunteers, educators & teachers

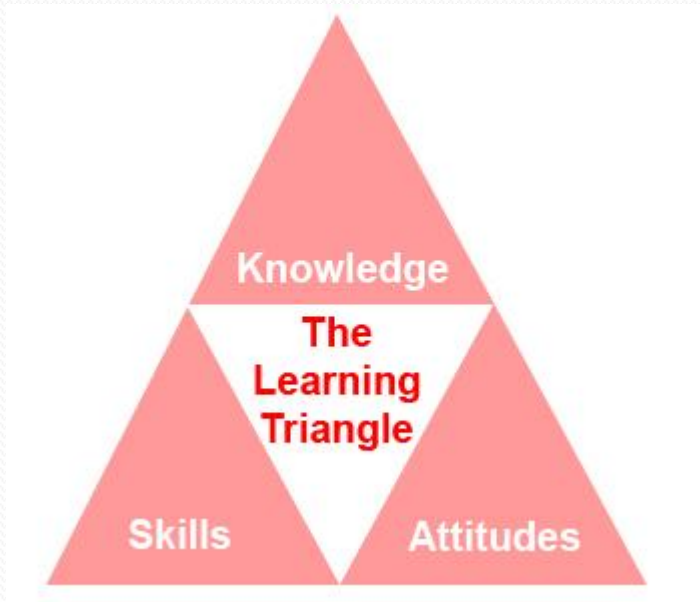
# About, for, in

- Education **about** human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
- Education **through** human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
- Education **for** human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

# 3 dimensions

Knowledge, skills, attitudes

Head, hands, hearts



# Information, cognition (HEAD)

**Knowledge about rights, laws, mechanisms for the protection of human rights**

In our project:

- Historical Events in context: WW II, Communist Dictatorship, Stalinism, Fascism... *which Human Rights, which norms and standards were established back then and which are today?*
- To pick information: *official data, documents, reports from prisoners, refugees, survivors and those affected in general.*
- Reveal Human Rights Violations: *Similarities back then and today.*
- Transmit contemporary Human Rights concepts and standards: *which and why are some institutions or organizations responsible to protect human rights today?*



# Skills (HANDS)

- **Being able to listen to different points of view**
- **Chritical thinking (information, manipulation, biases, make informed judgements)**
- **The ability to work cooperatively and solve conflicts positively**
- **Advocate for human rights**
- **Recognise human rights violations and protest at the same time**

# Attitudes (HEART)

A sense of justice, the desire to work towards the ideals of freedom, equality and respect for diversity.

Responsibility for one's own actions, curiosity, empathy, appreciation of diversity

**To put yourself in the situation of the ,other' :**

***„ Imagine you had lived in 1942 in Warsaw...?“;***

***„ Imagine you had been a dissident in the Soviet Union in 1975..?“  
etc***

## **HUMAN RIGHTS EDUCATION**

- **Starts at present**
- **Historical events (e.g genocides) are ONE part not the focus**
- **Holistic human rights approach**
- **Aims at empowerment and change**

## **HOLOCAUST EDUCATION**

**Starts with the past**

**Historical events are in the center of program**

**Focus on a certain group of victims and certain violations**

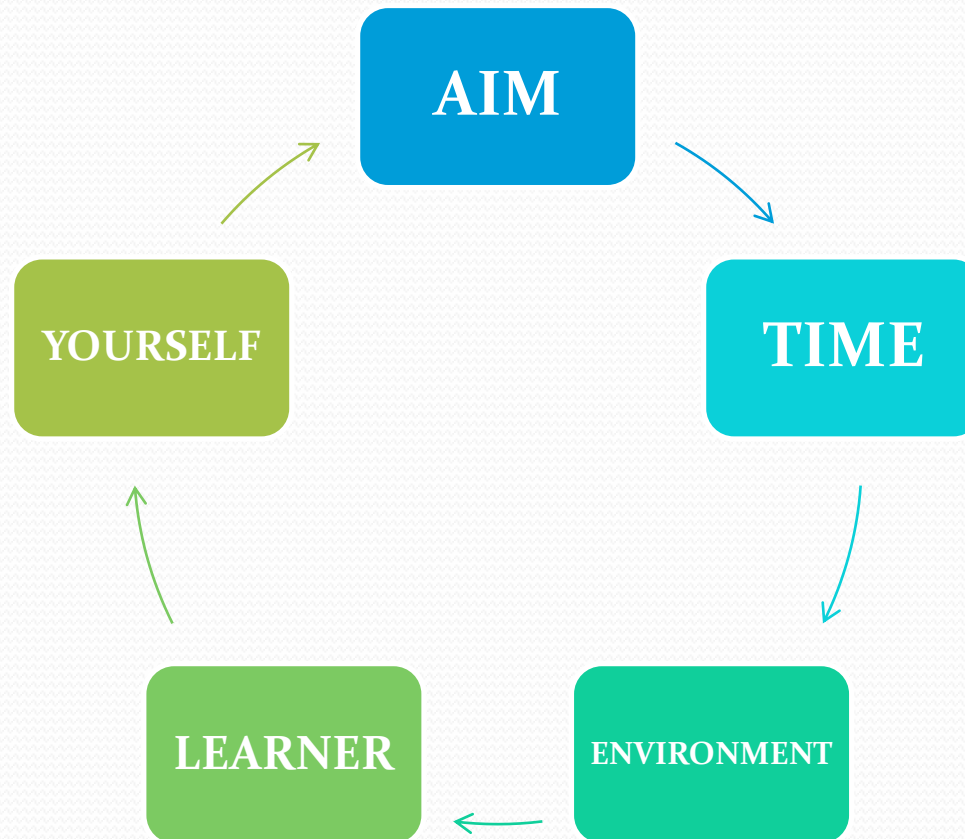
**Aims at empathy with victim (his/her identity)**

**Moral imperative**

# In the context of Holocaust...

Learning ABOUT human rights...	Learning FOR human rights...	Learning THROUGH human rights ...
<ul style="list-style-type: none"><li>- The link between WWII and the UN decision regarding UDHR and the Genocide Convention (GCPPCG)</li><li>-Violations of children's rights, actions to protect them</li><li>- Generations of rights</li><li>-Violations of HR by Nazis (right to life, right to be protected by one's own state, freedom of movement, the right to own property etc)</li></ul>	<ul style="list-style-type: none"><li>-To learn and exercise advocacy and intervention for the protection of HR</li><li>-The students experience attitudes and patterns of acting (work on specific cases, document themselves about violations, learn to lobby etc)</li></ul>	<ul style="list-style-type: none"><li>-Refers to the process, the atmosphere, the pedagogical framework</li><li>- The educational system is constructed according to HR principles</li><li>-Active learning settings</li><li>-Democratic pedagogical approach</li><li>- Including HR attitudes in the learning</li></ul>

# How to teach depends on....



# 3 steps

- start from what people already know, their opinions and experiences and from this base enable them to search for, and discover together, new ideas and experiences.
- encourage the participation of young people to contribute to discussions and to learn from each other as much as possible.
- encourage people to translate their learning into simple but effective actions that demonstrate their rejection of injustice, inequality and violations of human rights.

# A diversity of methods...

- Debates
- Research and building a portfolio together
- Simulation games, role plays, mock trials
- Movies
- Non-verbal activities (drawing, pantomime)



International Covenant on Eco, Social & Cultural Rights

Article 1

Right to self determination  
freely dispose of their natural wealth  
without prejudice to any obligations

Article 15:

take part in cultural life  
scientific progress & application

# C R E S T

## VIENNA DECLARATION 1993

... the significance of national & regional particularities must be borne in mind

## UN Convention on law of the sea

... sustainable development of marine resources

Participatory

STOP



# Further resources

Inimõiguste Instituut

<http://www.eihr.ee/vaata-tagasi-tulevikku/>


<http://www.eihr.ee/taustamaterjalid/>

Council of Europe's COMPASS Manual for Human Rights  
Education

[www.coe.int/compass](http://www.coe.int/compass)

Amnesty International

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



**The very ultimate goal of  
the history teacher is  
to shift to the individual  
the burden of learning and to act as a  
real citizen of a democratic Europe**