

HUMAN RIGHTS EDUCATION

**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 3.0** *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.



**UNDERSTAND** HOW MY SCHOOL FITS IN WITH  
OTHER HUMAN RIGHTS FRIENDLY SCHOOL  
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  
Human Rights Friendly Schools.



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, and  
**Chapter 4.3** *Page 20*  
for examples of Amnesty  
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, 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. Each is a written international agreement between states that is governed by international law and legally binding.

## 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 need special care and protection.

## ECONOMIC, SOCIAL AND CULTURAL RIGHTS

The second group of human rights laid out in the Universal Declaration of Human Rights, 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 human rights standards and operationally directed at promoting and protecting human rights.

## INTERNATIONAL HUMAN RIGHTS INSTRUMENTS

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

## INTERNATIONAL HUMAN RIGHTS STANDARDS

International human rights standards constitute the code of conduct of governments around the world as defined by international human rights instruments.

## SCHOOL

An institution designed to provide a learning environment and instruction for children.

## UNITED NATIONS

An intergovernmental organization committed to maintaining international peace, developing friendly relations and promoting social progress, better living standards and human rights.

## UNITED NATIONS DECADE FOR HUMAN RIGHTS EDUCATION (1995-2004)

The UN Decade for Human Rights Education recognises the importance of human rights education, training and public information in promoting harmonious relations among communities and for fostering mutual understanding, tolerance and peace.

## UNITED NATIONS DECLARATION ON HUMAN RIGHTS EDUCATION AND TRAINING

Adopted on 19 December 2011, the United States Declaration on Human Rights Education and Training 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

The UN Declaration of Human Rights 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 Two.

## WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

From 2005 to 2014 the United Nations World Programme sought to advance the implementation of human rights education programmes in all educational sectors.

# 1 INTRODUCTION

## GETTING TO KNOW THE HUMAN RIGHTS FRIENDLY SCHOOLS APPROACH

### WHAT IS A HUMAN RIGHTS FRIENDLY SCHOOL?

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

Human Rights Friendly Schools teach a commitment to teaching

- **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, Human Rights Friendly Schools help students, teachers, and the wider community gain a deep understanding of what these principles 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 your age, nationality, religion or beliefs.

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** Governments should not be able to pick and choose which are respected

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

## BRINGING HUMAN RIGHTS TO SCHOOL

With human rights come responsibilities to respect and uphold the rights of others. Human rights education equips individuals and communities with the knowledge and skills they need to live up to these responsibilities. In doing so, human rights education also empowers people to recognize and enjoy their own rights.

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 Human Rights Friendly Schools approach was developed within the context of the World Programme for Human Rights Education (HRE), 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 run in ways consistent with human rights values and principles.

In this way, Human Rights Friendly Schools 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 grow strong practical understanding of their own responsibilities in society.

### BENIN: MAKING SCHOOL POLICIES VISIBLE

Displaying the school's policies around the school was the first step for Collège d'Enseignement Général de Yagbé in Cotonou to become a Human Rights Friendly School. As these became more visible, the school community gained further knowledge of their rights and responsibilities.

Before the Human Rights Friendly Schools project, students and teachers were only reminded of the school's regulations during the first 'Colour ceremony', raising the National Flag in the school building. Lack of awareness of these rules resulted in a lack of respect within the school community, for example between students and staff.

By displaying the school's regulations, a change in attitudes and behaviour was noticed; indeed, the regulations became a 'tool' for both 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 regulations to remind members of staff of this.

To address doubts and concerns about human rights and the school's regulations, a question-and-answer session was opened during the Colour ceremony for everyone to participate.

As a result, school administration found that less time and fewer resources were spent in dealing with conflict now that the school community has a stronger knowledge of their responsibilities towards one another.

## 1.1 FREQUENTLY ASKED QUESTIONS

**Q:** Is the Human Rights Friendly Schools approach different from other approaches like Child Friendly Schools (CFS) and Rights Respecting Schools (RRS)?

**A:** Yes. Like Human Rights Friendly Schools, CFS and RRS apply international human rights instruments, such as the Convention of the Rights of the Child, to ensure that students' rights are upheld. Human Rights Friendly Schools take one step further by integrating human rights in all aspects of school life, including relationships among students, and linking human rights practice within the school to human rights issues and practice beyond school. Simply put, CFS and RRS concentrate on supporting schools and governments in their responsibilities to uphold student rights, while HRFS also seeks to teach students about their responsibilities to respect and uphold human rights in school and the wider community.

**Q:** If Human Rights Friendly Schools 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. Human Rights Friendly Schools teach about the responsibilities of ALL people to uphold human rights in school and beyond.

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

**A:** No, 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 also supporting the wider community by getting 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 p. 5*). For more information on how to chart your school's progress against global standards for HRFS, see *Chapter 4.5.2 (p. 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 in which it is situated. 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 (p. 9)* of this toolkit.



## 2 A WHOLE SCHOOL APPROACH

### 2.1 FOUR AREAS OF SCHOOL LIFE

Human Rights Friendly Schools 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 practiced 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. Many 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.

#### GOVERNANCE

The way the school is run

#### 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 HUMAN RIGHTS FRIENDLY SCHOOLS

The 10 Global Principles for Human Rights Friendly Schools were developed to support school communities throughout the world to integrate human rights into the life of the school. Foundational to the Human Rights Friendly Schools project, the principles are based on international human rights standards, norms and instruments, including:

- The Universal Declaration of Human Rights
- The Convention on the Rights of the Child
- 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
- The UN Declaration on Human Rights Education and Training

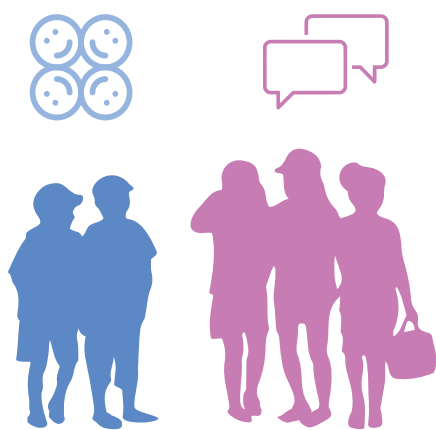
These international instruments share a common purpose: to advance human rights throughout the world to all people. They all also clearly detail education as a right, as well as a key method for realizing other rights. The 10 Global Principles outline how schools can take the values and rights enshrined in these instruments and apply them to a school setting.



## A HUMAN RIGHTS FRIENDLY SCHOOL...

### INCLUSION & 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 all of its planning, processes, policies and practices.
- 7 Protects all members of the school community by making safety and security a shared priority and responsibility.



### EMPOWERMENT THROUGH LEARNING & TEACHING

- 8 Integrates human rights into all aspects of teaching and the curriculum.
- 9 Works to empower all students to reach their full potential through education, in particular those students who are marginalized due to their gender, status or difference.
- 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 ten global principles to the four areas of school life, Human Rights Friendly Schools 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 a meaningful, influential voice in decision-making is central to the whole school approach.

Members of the school community include:

- **Students** – people 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 all 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 day-to-day 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 the ways in which students understand and participate in school life. For this reason, it is important that parents and families are informed and included in Human Rights Friendly Schools.
- **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 on school grounds without acknowledging challenges and violations of human rights that affect the broader community would paint a false picture of reality. Human Rights Friendly Schools invite members of the communities they are situated within to be a part of school life and help them understand and support progress toward realising human rights.

This list is only a guideline, and not exhaustive. Schools around the world have many different people that 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 kindergarten classrooms.

Human Rights Education at this kindergarten has been linked with teaching basic concepts like community, equality and the right way to live. The teachers translate the human rights concepts of the Universal Declaration of Human Rights (UDHR) and the Constitution of India into principles easily understood by the children.

For example, the right of an individual to enjoy culture, to advance culture and science without interference from the state is a human right. This was filtered down to the concept of heritage and culture. The various festivals, languages, food and dress of people within India are learnt and celebrated. The emphasis on Community of all Indians – irrespective of religion, language and region – is strong. This then lends itself to understanding the concept of Equality – a key principle of the UDHR and the Indian Constitution. This further leads to an introduction of concepts like dignity, respect, inclusion and participation. The teachers also encourage parents to reaffirm these concepts at home. Children see parents as role models, and the parents' behaviour and principles form the basis of a child's consciousness. Therefore, it is very important for children to see their primary role models at home and at school reaffirm the same principles.

Another important concept that was taken up by the kindergarten teachers at DPS, North Bangalore, is that of the Right to Protection against Violence and the Right to Privacy. Rooted in Article 12 of the UDHR (Right to Privacy), the children are taught all about good touch and bad touch. They are taught that they own their bodies and that no one has a right to touch them unless it is okay with them. The "Safe Body Rule" teaches them that it is NOT okay for anyone to touch their private parts, or what is covered by their swimsuits. It is easier for a child to follow a rule and they will more quickly recognise inappropriate touching if they have the "bad touch" guideline in mind. Teachers also recommend that parents initiate a discussion on inappropriate touch around the same time, so as to reinforce the concept. Using their creativity, the teachers introduced the concept of good touch and bad touch through a puppet show that engaged and interested the children.



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

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

The first aspect school members concentrated on was awareness-raising of age-related discrimination. The school strengthened links with a retirement association (Blanchardstown Active Retirement Association). Older members of the community were invited to take part in a 'Log on, Learn' programme in which students taught them how to use a computer. For the students, being in direct contact with older members of the community was an opportunity to understand different forms of discrimination, the conditions in which older people sometimes live in and reflect upon how to change the situation.

Connecting youth and older people was also a chance to help reduce feelings of isolation sometimes experienced in retirement houses. By learning how to use new information technologies, older people were able to better understand changes happening around them.



## BENIN: INFORMING THE PUBLIC ABOUT THE HUMAN RIGHTS FRIENDLY SCHOOLS PROJECT

The three Human Rights Friendly Schools in Benin initiated a radio broadcast to inform the public of the Human Rights Friendly Schools project's successes and challenges, increasing its visibility in the community.

Amnesty International Benin organised a radio broadcast inviting students, parents, teachers and head teachers. Amnesty International Benin also participated in the discussion. This event provided a platform for school community members to exchange their views on the Human Rights Friendly Schools project, challenges and successes, and the implementation of the project in each school.



## 3 GETTING STARTED

There are many ways to become a human rights friendly school. Each school has its own strengths to build from, its own challenges to overcome, and its own local context to take into account.

Amnesty International's experience with schools around the world has shown some key actions that schools can take to integrate human rights into their school 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 step-by-step process that will be achieved quickly. Becoming a human rights friendly school is a long-term goal that will require ongoing efforts for the school to sustain over time.



### RAISE AWARENESS

Human Rights Friendly Schools take a whole school approach. This means that every member of the school community needs to know what this transformation is all 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 your school is undertaking? Ask your local Amnesty International office about what materials they have to help you with this task.



### CONNECT WITH AMNESTY

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 principles 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 formalise this commitment by signing an 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 human rights into the agenda of school meetings, and setting up review mechanisms to regularly assess the school's progress in becoming human rights friendly.



### TRAIN TEACHERS

Human Rights Friendly Schools 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 both 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.



### 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.



## ORGANISE 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 organise their champions by creating a Human Rights Club, see *Chapter 3.2 (p. 12)* for more details on this approach.



## CONNECT WITH OTHER SCHOOLS

Are there any Human Rights Friendly Schools 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 Human Rights Friendly Schools to find out more about their experiences and share your own.



## ASSESS YOUR HUMAN RIGHTS FRIENDLINESS

This information packet includes several tools to help you do this, including templates for 'Taking your human rights temperature' (p. 32) and 'Joining hands with HRFS global standards' (p. 34). The important part is to make sure that all members of the school community 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 booklet can help you think through these questions.



### 3.1 DEVELOPING A COMMON VISION



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

A strong vision statement DOES:

- Stretch expectations and aspirations;
- Invite and include input from all members of the school community;
- Challenge members of the school community 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 ten global principles of Human Rights Friendly Schools were fully practiced 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 own response to the questions above on a piece of paper. You may want to impose a time limit, or make it a contest for who finishes first (or does not finish last). Then ask them to form pairs, and come up with one response for the 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 (i.e. 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 Human Rights Friendly School. Before finalizing the vision statement, the whole school community was consulted and was given the opportunity to comment. During the opening ceremony held at the beginning of the new school year, the director of the school presented and welcomed the new school vision.



## 3.2 ORGANISING YOUR CHAMPIONS: HUMAN RIGHTS CLUBS



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

Here are some ways of doing this:

- Set up a Human Rights Friendly Working Group – try to include representation from all members of the school community;
  - Start a Human Rights Club – this can eventually turn into 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 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.
  - 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 HR 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 Human Rights Friendly School, the students had access to very few extra-curricular clubs, resulting in minimal levels of participation by the students. However, an increase of 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 organised competitions to raise awareness on gender equality, by inviting boys and girls to play together on the same team.

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



### GHANA: CHANGING THE VISION OF SCHOOL TO MAKE HUMAN RIGHTS A PART OF EVERY DAY 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, including both students and staff, coordinated 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.



This was one of the first steps initiated by the school to implement the Human Rights Friendly Schools 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 and that everyone should make the most of it. 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 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, the finalized motto and vision statement of Accra High School were made official and accessible to other Ghanaian public schools. This increased the visibility of Accra High School as a Human Rights Friendly School at the national level and inspired others.

### 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 of people – 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 shown in a way that is visible to the whole school community.

There are many ways a school can show its commitment to becoming human rights friendly. Here are some examples:

- Build human rights into school policies – make sure that the process for doing this includes meaningful participation by students, teachers, and other members of the school community;
- Put human rights into 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 in the assessment;
- Create time and space for teachers to be trained 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 its 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 amidst a largely Muslim neighbourhood in South Bangalore. The school has been working with Amnesty International India since 2012. 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 she was elected the new head girl of her school.

Kushnaaz along with twelve other students had been running for office in the school's second student council election. A week before the Election Day, the excitement and thrill of the election was in the air with students speculating who would win. Their enthusiasm was contagious and one could see the spark of democracy and the responsibility that the students were getting ready to shoulder. After the results were announced, Mohd. Salauddin (aged 12), who had not been 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."

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 democratic student council, can make such a difference in the school system. Children feel empowered, and grow to recognize their right to be heard. This step towards democratic governance in schools 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 – noting also priority issues that the school wishes to focus on first;
- Goals for the short-term (within 6 months), medium-term (within 1-2 years), and long-term (beyond 1-2 years) – what are the changes you want to see in these time-frames?
- Activities that will 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 for making your school human rights friendly;
- Input from a wide range of school community members.

An Action Planning template is provided in *Chapter 5.2* (p. 32) to assist you with this process.

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

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

Prior to implementing the Human Rights Friendly Schools project, many students were rebuked for arriving late for classes and were not allowed in school after 8 am, once the gates were closed.

This created misunderstanding and tension between the concerned students and the school administration. Also, these students were often bullied by other students for their tardiness and they were subject to unjust treatment from the school staff.

The 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. The students' tardiness and absenteeism was the result of the fact that many students had to travel long distances to attend classes and often got caught in the traffic in Accra, arriving after 8 am to find closed gates. This revealed that many absences were not voluntary, contrary to what was initially thought.

This initiative helped establish a new policy of keeping the school gate open for longer, given the transport challenges faced by students, reflecting the school's efforts to be more inclusive. Students' initiative in resolving conflicts and misunderstandings help strengthen relationships in this school, by identifying the roots of a problem and working out an amicable solution.



### 3.5 CONNECTING WITH AMNESTY



From the moment a school is interested in becoming a Human Rights Friendly School, Amnesty International can discuss the process, provide information, expertise, materials and tools and meet with school management and community members as required. The partnership between the school and Amnesty International 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 takes increasing ownership, the partnership can evolve accordingly. Long-term relationships between Amnesty and schools often take the form of joint campaigns and activism, although levels of engagement and support can change over time.

Materials provided on the Amnesty International website that may be useful in helping your school become human rights friendly include:

- Pamphlets designed to start a conversation about human rights friendliness with different members of your school community;
- Posters to hang up in your school to raise awareness about the approach;
- An Operations Manual to assist with strategic planning.

You can find these materials online here:

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

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 membership;
- Connecting you with other Human Rights Friendly Schools in your country or other countries.

Contact your local or national Amnesty International office to find out more. You can find your local Amnesty 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. Regional Office contact details can be found here:

<https://www.amnesty.org/en/about-us/contact/>

### HUNGARY

One of the first initiatives taken by Dr Ambedkar 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.



## 3.6 TRAINING TEACHERS



In order for a school to become human rights friendly, it is absolutely essential that teachers understand the approach and how it applies to the classroom. For some teachers, human rights may be an entirely new concept. But even teachers who are very familiar with human rights may have never considered how they apply to school life. It is very normal for people to think about human rights ‘out there’, while never stopping to think about how to practice them in their daily life. In fact, that is why the Human Rights Friendly Schools approach is so important: to help communities worldwide link the idea of human rights with their day to day practice.

Teaching in a way that is human rights friendly 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 certain 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 cooperation between students and teachers in deciding what is taught and how it is taught;
- 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 – Human Rights Friendly Schools teach about human rights. This requires teachers to think about how human 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 inform about the information in this booklet. If your school has already developed a vision and action plan you should include those also 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’s Massive Open Online Courses, which can further their knowledge and skills on human rights issues such as freedom of expression or refugee rights.

One of the greatest challenges for teachers is managing demands on their time. Teachers are very often expected to work long hours for little pay, and the best teachers are often also the busiest. Asking teachers to volunteer extra time for human rights training, therefore, is often unrealistic. For this reason, support from school administrators is extremely important 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.

## AMNESTY 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 Human Rights Friendly Schools 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 recognises 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.

This was my sixth year waiting for a chance at promotion, and one thing every teacher in Kenya does not look forward to is the interview process. Teachers 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 among others. I had read and prepared to answer questions on all these things.

Come the interview day, however, the questions I was faced with were much more familiar ones: ‘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 organised 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 Kenya had earned me promotion to a senior teacher. Two months afterwards I moved 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 your school 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* (p. 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.



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?





## 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 to 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 actual ability to access and enjoy their rights.

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



##### GOVERNANCE

- Students, teachers, and parents contribute to 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 and teachers are free from bullying and harassment
- Students and teachers communicate openly with one another



##### ENVIRONMENT

- Students and staff feel safe, secure, 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 on 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 Human Rights Friendly Schools 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.)
- **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 Human Rights Friendly Schools, and use this space to publicise 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 Human Rights Friendly Schools 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 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 Human Rights Friendly Schools have connected with Amnesty campaigns and added their own 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 – mobilised over a 1000 people to sign petitions and recruited members for Amnesty International. They also took it upon themselves to translate and interpret campaigns material and information for their audiences, equipping them to advocate for their rights.

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



## CHILE: BREAKING SOCIAL BARRIERS WITH THE LOCAL COMMUNITY THROUGH WORKSHOPS AND PHOTOGRAPHY

At Colegio Latino Cordillera in Santiago, students and teachers worked on breaking social barriers in their community. Prior to the introduction of Human Rights Friendly Schools, there was no existing relationship between the school and the wider community. Social customs discouraged direct contact between students and the neighbouring community considered as marginalised. The Human Rights Friendly Schools approach enabled the school to question its role with respect to the wider community, and opt for a more human rights friendly approach to this relationship.

In October 2012, Amnesty International Chile held various workshops with approximately 30 students and teachers from Colegio Latino Cordillera using the Facilitation Manual for Human Rights Education developed by Amnesty International. (This manual is available in 16 languages on <https://www.amnesty.org/en/documents/act35/020/2011/en/>). The sessions focused essentially on the relationship between poverty and human rights. As their assignment, participants were asked to go out in the community and photograph items or situations they see as representative of poverty. The objective of this exercise was for the participants to make direct contact with a different reality, and to communicate what they learned on the relationship between poverty and human rights.

The photographs were gathered together for an exhibition on the 10 December, for Human Rights Day. The workshops were a step-by-step approach for members of Colegio Latino Cordillera to build a relationship with the outside community, and to get a better understanding of the environment in which they live in.





## ITALY: CHILDREN TAKING ACTION

Since 2010, thousands of Italian primary and secondary school students engaged in human rights activism through the Urgent Actions Kids initiative. The selected cases have been explained using language appropriate for the younger students, and presented along with a supplementary worksheet on the violated rights and the political situation of the country where the violation occurs. Actions carried out by children have included:

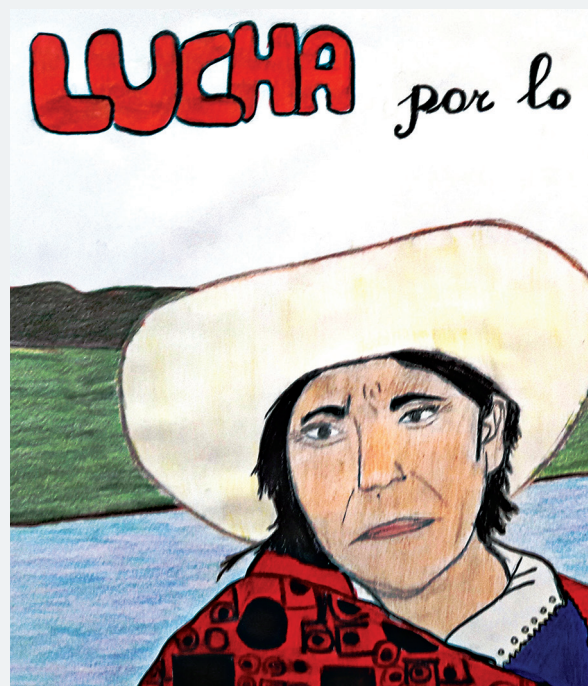
- messages sent to governments to request liberation of people unfairly imprisoned around the world;
- origami art created to protest violence towards little girls and girls;
- a river sculpted to ask Shell to clean the polluted region of Niger Delta;
- drawings and posters sent to many prisoners of conscience and their families to show solidarity.

Laura Biasetti, a teacher at Enrico Mattei Middle school in Matelica (MC), worked with her students to engage with the story of Maxima Acuña, a Peruvian environmentalist 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 realise 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."

Since 2010 thousand of Italian students of primary school (second cycle) and of first grade secondary activated themselves through the "Urgent Actions Kids". The selected cases have been explained with a language apt to the younger students and presented along with a supplementary worksheet on the violated rights and the political situation of the country where the violation occurs. During these years messages, were sent to governments to ask for liberating people unfairly imprisoned in every part of the world, origami were formed against violence towards little girls and girls, a river was built to ask Shell to clean the polluted region of Niger Delta, drawings and posters were sent to many prisoners of conscience and their families to state proximity and solidarity.

"To know the story of Maxima Acuña just in this time, i.e. two months after the earthquake that hit the central Italy and that children experienced directly, evokes in them all shades of the word "casa", which in the English language gives more than in the Italian one. Since they risked to lose it, they know that it 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."



### 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. 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 people's lives

Participating in W4R connects Human Rights Friendly Schools with a larger community campaigning for human rights. It also opens up unique opportunities to cooperate 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/>.





## WRITE 4 RIGHTS VIA SKYPE: MOLDOVA AND CZECH REPUBLIC

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

The children allowed us to share some of their thoughts and pictures. Here is what they had to say 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, organised, 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.'



## 4.4 LEARNING THROUGH COLLABORATION

Connecting with other Human Rights Friendly Schools 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 Human Rights Friendly Schools:

- Contact your local Amnesty International office to find other human rights schools in your country;
- Visit the Facebook group Human Rights Friendly Schools Exchange;
- Keep an eye on Amnesty's Human Rights Friendly Schools 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 is partnering 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 marginalised Roma communities live, and which suffers some of the highest unemployment rates in the country. On the other hand, Illyés Gyula Secondary School has a population mainly from a more privileged background.

The partnership brought together the schools' respective student councils to exchange ideas on how to improve their schools' environment. Also, the two groups participated together in various workshops organised 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 in 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.



## 4.5 JOINING HANDS WITH GLOBAL STANDARDS

Amnesty International's global standards offer an opportunity to understand how your school fits in with Human Rights Friendly Schools 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 Human Rights Friendly Schools 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 provide one general assessment for each. Template 2 breaks each area of school life into more specific criteria to allow 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 Human Rights Friendly Schools. 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 schools progress in terms of four milestones:

1. **Commitment** – has your school demonstrated a meaningful and public commitment to integrating human rights in the ways put forward in the guidelines below?
2. **Practice** – has your school taken action to put human rights into practice as described in the guidelines following?
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 best practice** – has your school been nominated by Amnesty International as a model of best practice? Nominations are made each year based on a school's application of global standards in partnership with a representative of Amnesty International. For more information, contact your nearest Amnesty International office.

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.

As soon as a school reaches the standard of commitment in any of the four areas of school life, it can begin to track its progress based on Amnesty's global standards for Human Rights Friendly Schools. The whole school approach that defines Human Rights Friendly Schools, however, requires that schools reach the standard of practice in all four areas of school life before they can begin to consider themselves Human Rights Friendly Schools.

## 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?

### LEADERSHIP

- Does your school have a recognised governance structure that includes students? (Such as a student council, government, or union?)
- Does this body include diverse representation?
- 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 safe 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?

## 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?

### 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 Human Rights Friendly Schools 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 organisations that work on human rights issues?

## CURRICULUM



### IN-CLASS CURRICULUM

- Are human rights issues integrated across multiple disciplines?
- Does coursework prepare students to recognise and claim their own rights?
- Does coursework 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 other possibilities?
- 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 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 signage?

### 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 FROM START TO STANDARD – ACTIVITIES TO TRY

Here are some activities that Human Rights Friendly Schools have found useful in bringing human rights into practice. These have been arranged here according to the four areas of school life to help schools better understand how they correspond with global standards.

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 more activities to try, and also contribute your own school's favorite human rights activities by contacting your nearest Amnesty office, or by joining the HRFS exchange on Facebook, found here: <https://www.facebook.com/groups/401891049958772/>

	GOVERNANCE	<ul style="list-style-type: none"><li>School policies</li><li>'School Rules!', p. 21 of <a href="https://www.amnesty.org.uk/files/book_-_right_here_right_now_0.pdf">https://www.amnesty.org.uk/files/book_-_right_here_right_now_0.pdf</a></li></ul>
	RELATIONSHIPS	<ul style="list-style-type: none"><li>Student-student<ul style="list-style-type: none"><li>Conflict resolution p. 19 of <a href="https://drive.google.com/file/d/0B31gNEQU8cufUERIWUs5WjhremS/view">https://drive.google.com/file/d/0B31gNEQU8cufUERIWUs5WjhremS/view</a></li></ul></li><li>Local and Global<ul style="list-style-type: none"><li>W4R Education Activities Pack <a href="https://www.amnesty.org/en/documents/act30/2621/2015/en/">https://www.amnesty.org/en/documents/act30/2621/2015/en/</a></li></ul></li></ul>
	CURRICULUM	<ul style="list-style-type: none"><li>In-class curriculum<ul style="list-style-type: none"><li>'Needs and Wants' p. 15 of <a href="https://drive.google.com/file/d/0B31gNEQU8cufUERIWUs5WjhremS/view">https://drive.google.com/file/d/0B31gNEQU8cufUERIWUs5WjhremS/view</a></li><li>'Right up your street' <a href="https://www.amnesty.org.uk/resources/activity-right-your-street#.WKL7LY-cHcs">https://www.amnesty.org.uk/resources/activity-right-your-street#.WKL7LY-cHcs</a></li></ul></li><li>Teaching methodology<ul style="list-style-type: none"><li>'Participatory teaching methodologies and human rights education' (activity for teachers), p. 48 of Amnesty International's Facilitation Manual <a href="https://www.amnesty.org/en/documents/act35/020/2011/en/">https://www.amnesty.org/en/documents/act35/020/2011/en/</a></li></ul></li></ul>
	ENVIRONMENT	<ul style="list-style-type: none"><li>Human rights friendly classrooms<ul style="list-style-type: none"><li>Making a class charter <a href="https://www.amnesty.org.uk/sites/default/files/activity_4.pdf">https://www.amnesty.org.uk/sites/default/files/activity_4.pdf</a></li></ul></li><li>Safe and inclusive social environment<ul style="list-style-type: none"><li>'Taking responsibility for human rights', p. 76 of <a href="https://www.amnesty.org.uk/resources/activity-right-your-street#.WKL7LY-cHcs">https://www.amnesty.org.uk/resources/activity-right-your-street#.WKL7LY-cHcs</a></li></ul></li></ul>



## 4.7 LEVERS FOR SUCCESS

To keep progress happening 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 barriers outside your school that might make it difficult for it to become more human rights friendly?

See *Chapter 5.6 (p. 36)* 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 from 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 Bangalore North, 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 has added another layer to the threat posed by bullying. Fortunately Kala and Priya are fictional names and their story – despite its realism – is an imagined scenario. It is the plot of a theatrical role-play created by a team of 13 year old students. The teenagers wrote the script and built a performance around the theme of 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 programme of Amnesty International India, and recreating real life situations through theatrical performance is one of the methods implemented by her school to open up and 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 telling me: 'I'm glad you told me this is human rights abuse,'" 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 and bully-free zones, they will begin to understand that this is against someone's rights. The school is where children spend their day, learn, see and experience. This becomes part of their personality and – eventually – of who they will be."



## 5 TOOLS AND TEMPLATES

### 5.1 CALENDAR OF HUMAN RIGHTS RELATED DAYS

Here is a list of days when people all over the world commemorate, recognize, or celebrate human rights. Your school may choose to organize activities to join in on some of these global actions. Contact your nearest Amnesty International office for more ideas about how you can get involved.

<b>JANUARY</b> 8 World Literacy Day	<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 28 Amnesty International Day	<b>JUNE</b> 8 World Environment Day 25 International Day in Support 20 World Refugee Day of Victims of Torture	<b>JULY</b> 1 World Population Day	<b>AUGUST</b> 9 International Day of the World's Indigenous People 12 International Youth Day
<b>SEPTEMBER</b> 5 World Teachers' Day 21 International Day of Peace	<b>OCTOBER</b> 10 Day Against Death Penalty 17 International Day for the Eradication of Poverty	<b>NOVEMBER</b> 20 Child Rights Day 25 16 Days of Activism against Gender-Based Violence Campaign	<b>DECEMBER</b> 3 International Day of Persons with Disabilities 10 International Human Rights 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 (p. 18)* for more details on how to use this tool.

	① Strongly disagree 	② Disagree 	③ Not sure 	④ Agree 	⑤ Strongly agree 
My school is a place where students are safe and secure (Universal Declaration of Human Rights, Articles 3 and 5).					
No-one in my school is discriminated against for any reason, for example because of their 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 and 16).					
My school provides equal access, 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, Article 2).					
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 (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 and 10).					
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 26).					
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).					

### SCORING CRITERIA

#### Category

#### Classification

If your total score >40

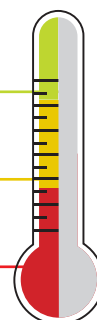
You are Human Rights Friendly School.

If your total score is between 20 - 40

You have capacity to improve the Human Rights Friendliness of your school.

If your total score <20

You would benefit from initiatives to become a Human Rights Friendly School.







## 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 will be important that many different members of the school community participate in creating it. See *Chapter 3.4 (p. 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
	<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 longterm 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>GOVERNANCE</b> <ul style="list-style-type: none"> <li>School policies</li> <li>Leadership</li> <li>Participation</li> <li>Accountability &amp; transparency</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 &amp; community-wide</li> <li>Local &amp; 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 GLOBAL STANDARDS TEMPLATE 1

This is one of two templates designed to help document your progress according to global standards for Human Rights Friendly Schools. 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* (p. 26) for more information on joining hands with global standards.

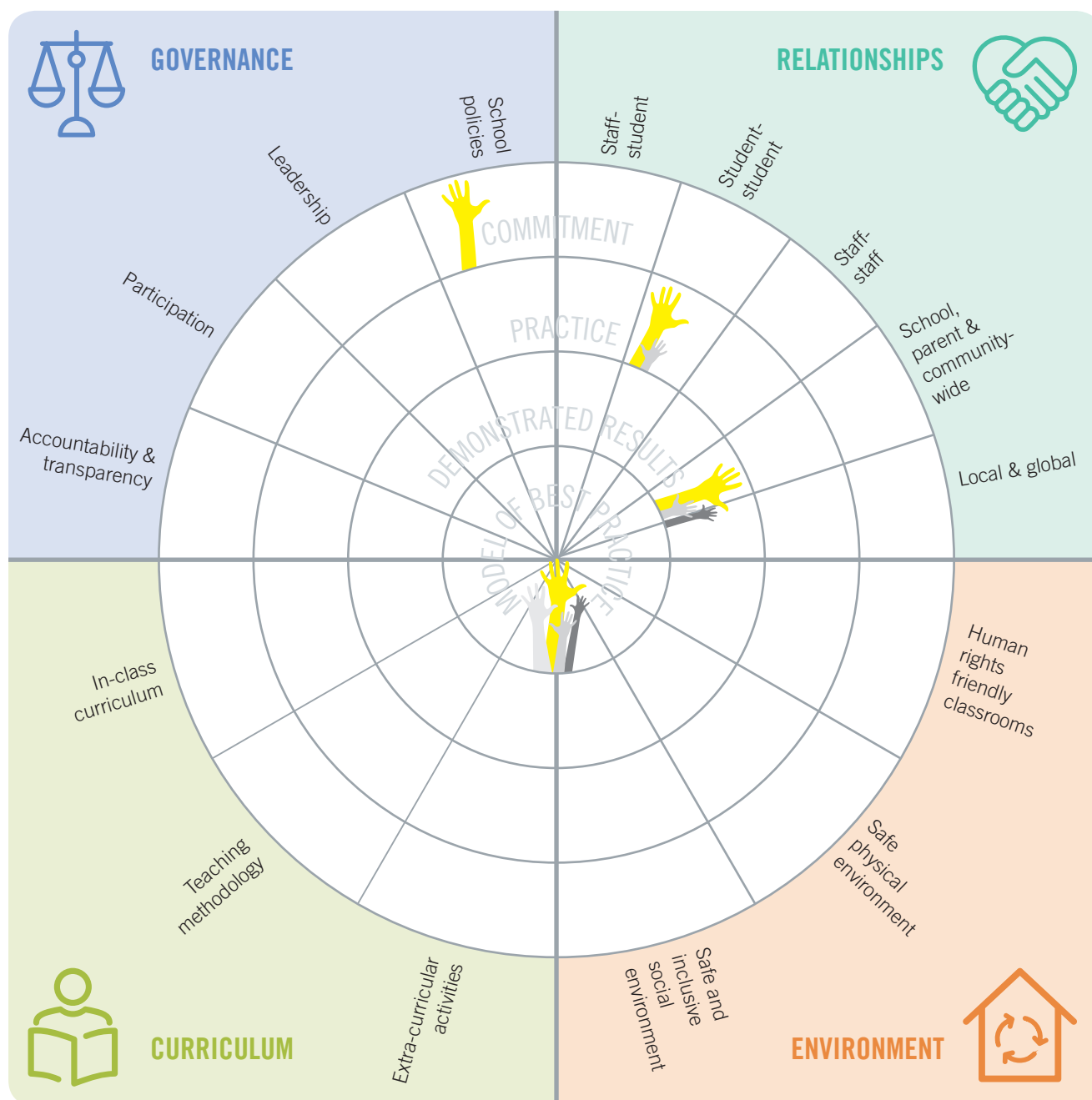
### JOINING HANDS WITH GLOBAL STANDARDS

 <b>MODEL OF BEST PRACTICE</b> School has been nominated as a model of best practice by Amnesty International				
 <b>DEMONSTRATED RESULTS</b> School has evidence of human rights outcomes.				
 <b>PRACTICE</b> School community enacts human rights principles				
 <b>COMMITMENT</b> School community is dedicated to integrating human rights				
<b>KEY AREA OF SCHOOL LIFE</b>	 <b>GOVERNANCE</b> <ul style="list-style-type: none"> <li>School policies</li> <li>Leadership</li> <li>Participation</li> <li>Accountability &amp; transparency</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 &amp; community-wide</li> <li>Local &amp; 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>

## 5.5 GLOBAL STANDARDS TEMPLATE 2

This is one of two templates designed to help document your progress according to global standards for Human Rights Friendly Schools. 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 separate assessment of each. See *Chapter 4.5 (p. 26)* for more information on joining hands with global standards.

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



## 5.6 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 keep progress happening in your school. See *Chapter 4.7* (p. 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 that exist in your school?

### OPPORTUNITIES

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

### THREATS

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

