



WHY TEACH FOR HUMAN RIGHTS?

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MY FRAMEWORK

- What is HRE?
- *Why* do we need to take HRE seriously?
- *how* might it improve children's learning?
- how can it support teachers in carrying out their professional duties?



The background of the image is a complex, colorful pattern. It features large, overlapping, teardrop-shaped motifs in shades of teal and light blue, outlined in a bright red. These motifs are set against a light green background. Interspersed among the teal shapes are smaller, circular or oval shapes in a golden-brown color, some of which contain faint, repeating patterns. The overall effect is a dense, rhythmic, and visually stimulating design.

WHAT IS HUMAN RIGHTS
EDUCATION?

UNIVERSAL DECLARATION OF HUMAN RIGHTS

1948 UDHR inspired by a vision of peace and justice for all

Has paved the way for more than 70 human rights treaties (global and regional)

Made of 30 articles

Translated into more than 500 languages. It has also been made accessible to young children through child-friendly versions.



UDHR BEEN MADE ACCESSIBLE TO YOUNG CHILDREN



- Child friendly versions
- OHCHR library: guide to resources for children & young people – games, books music, videos, ideas for discussion
- Child-friendly glossary of complex legal terms
- <https://libraryresources.unog.ch/UDHRforchildren/home>

UNDERSTANDING ARTICLE 26: THE RIGHT TO EDUCATION ... AND HRE

- Education shall be directed to the **full development of the human personality** and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups ... [and] the maintenance of **peace**.



WHAT IS THE GLOBAL FRAMEWORK FOR HRE?

• TOP DOWN

- 1948 Universal Declaration of Human Rights
- 1989 Convention on the Rights of the Child
- Sustainable Development Goals

BOTTOM UP

- Social movements for justice: for example Black Lives Matter, #MeToo, youth for climate justice
- NGOs, Trade Unions, activists' concerns etc



WHAT IS HUMAN RIGHTS EDUCATION

1. Teaching for social justice: *imagining* and *acting* for a better world and, according to 2010 UN Declaration on human rights education and training :
2. Knowledge: learning *about* rights
3. Classroom climate: learning *through* rights, respecting children as fellow rights-holders
4. Teaching and learning *for* rights: developing the skills to participate in a democratic society and willingness to defend own rights and those of others

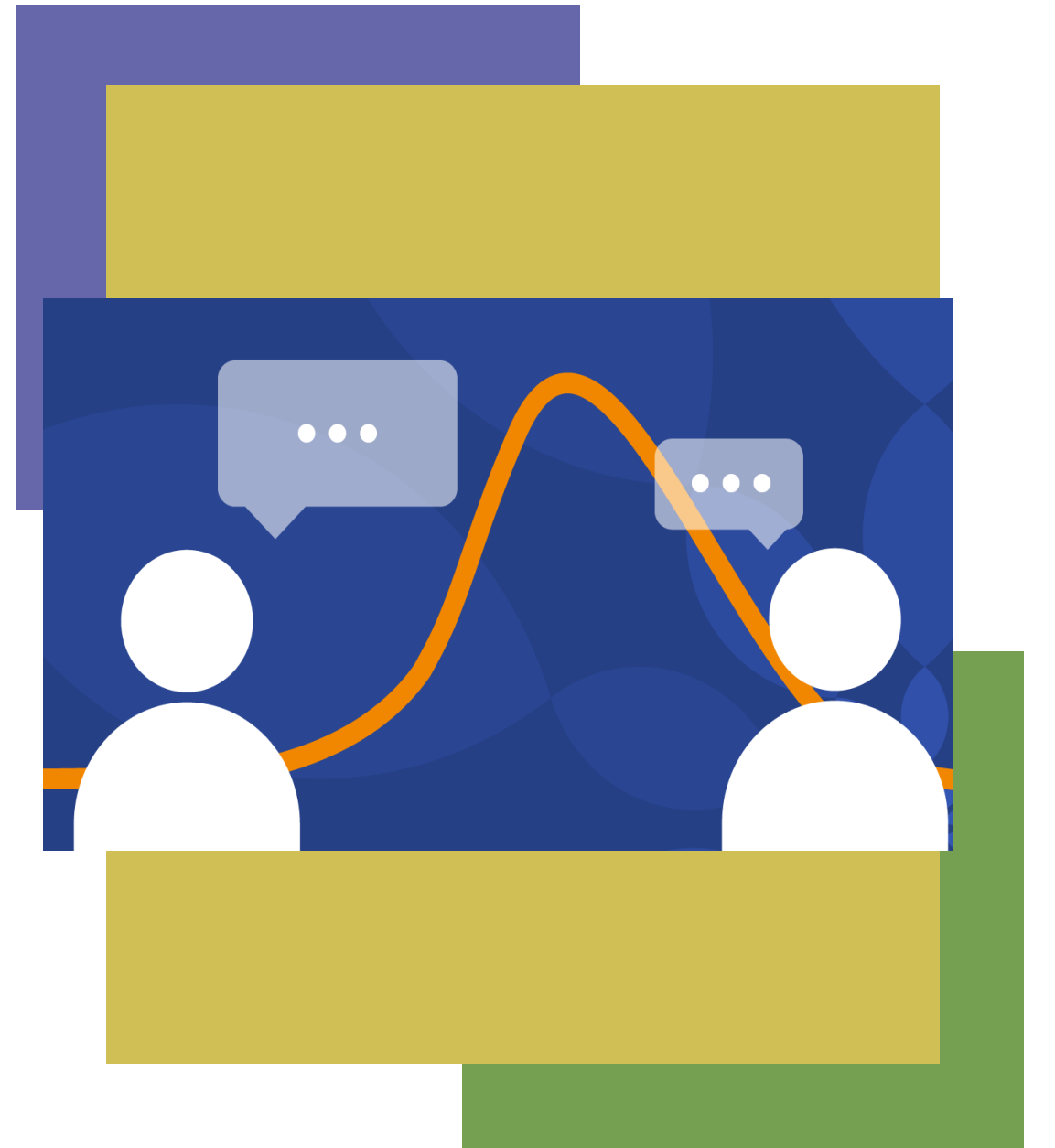


The background of the image is a complex, colorful pattern. It features large, overlapping, teardrop-shaped motifs in shades of red, teal, and gold. These motifs are set against a light green background. The overall effect is a dense, swirling, and somewhat organic design, reminiscent of a stylized floral or paisley pattern. The colors are bright and saturated, creating a visually stimulating and energetic feel.

WHY TAKE HUMAN RIGHTS
EDUCATION SERIOUSLY?

2023 CONTEXT: CRISIS OF CITIZENSHIP

- We are living in turbulent times
- Human-induced climate change
- Shift to narrow nationalisms: politics of solidarity is derided by those who have faced negative impact of globalisation, & economic crisis
- Tendency to blame the most vulnerable (refugees, foreigners) for society's ills
- Longer-term impact of Covid -19 pandemic
- War in Europe and changing approach to security



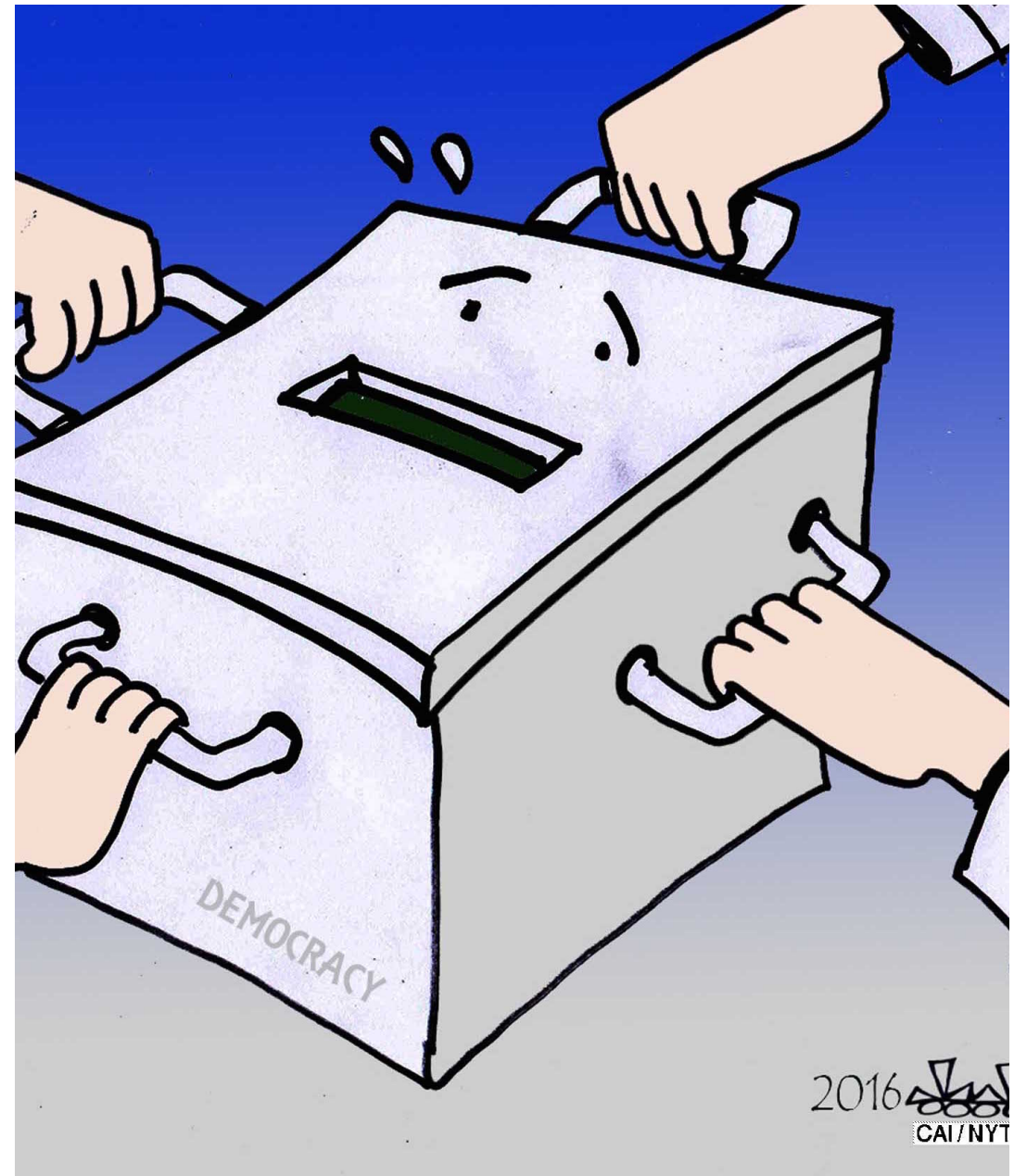
RISK OF FAILING TO RECOGNISE THE FRAGILITY OF DEMOCRACY



The fabric of democracy is always fragile everywhere because it depends on the will of citizens to protect it, and when they become scared, when it becomes dangerous for them to defend it, it can go very quickly.

— Margaret Atwood —

AZ QUOTES



The background of the slide is a complex, colorful pattern. It features large, swirling, teardrop-shaped motifs in shades of red, teal, and gold, set against a light green background. The pattern is dense and repetitive, creating a rich, textured visual effect.

HOW MIGHT HRE AID
CHILDREN'S LEARNING?

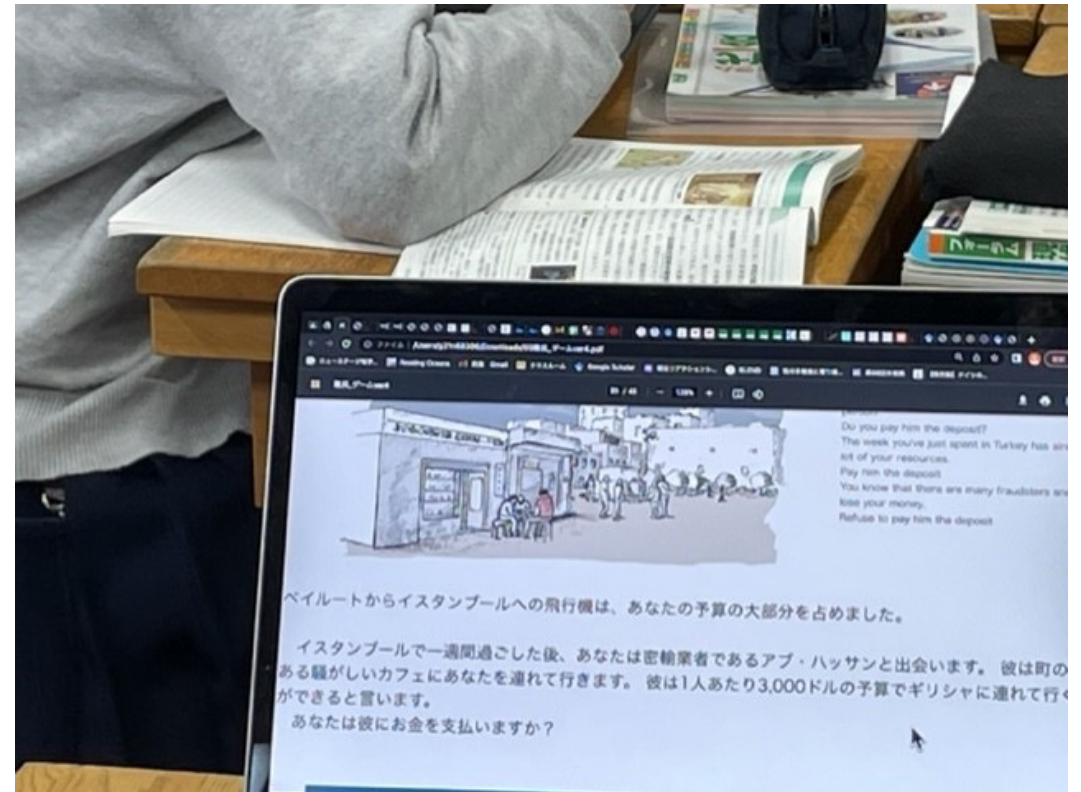
KNOWLEDGE: RELATED TO EVERYDAY LIFE (CHILD-CENTRED)

- Knowing that children *have* rights- teaching about Convention on the Rights of the Child **EMPOWERING**
- Knowing how to get help if you see children being hurt or abused **PROTECTIVE**
- Skills to engage in dialogue, defend the rights of others **LEARNING TO LIVE TOGETHER**



LEARNING *FOR* RIGHTS: ACTION SKILLS

- Tokyo senior high school students learning about refugees, engaging in role play on how refugees moved from Syria to a safe place
- Considering what this has to do with them
- JAR materials (Japan Association for Refugees)



LEARNING ACTION SKILLS FOR A DEMOCRATIC SOCIETY

- Communication skills
- Decision-making skills
- Learning to collaborate
- Peaceful protest
- Holding leaders accountable
- Supporting the most vulnerable
- Speaking out against injustices



ARTICLE 12 CRC: RIGHT TO BE HEARD

1. the child who is capable of forming his or her own views [has] the **right to express those views freely** in all matters affecting the child,
2. the views of the child being given **due weight** in accordance with the age and maturity of the child.
2. the child shall in particular be provided the opportunity **to be heard**



The background features a complex, repeating pattern of organic, swirling shapes. The primary colors are a bright red, a teal or turquoise, and a golden-yellow. These shapes are set against a light green background. The overall effect is reminiscent of a traditional textile design or a stylized floral motif. The text is overlaid on the lower-left portion of this pattern.

HOW DOES HRE SUPPORT
TEACHERS?

CLARIFIES THE PURPOSE OF EDUCATION

According to 1989 Convention on the Rights of the Child, article 29 (aims of education):

Children's education should **help them fully develop their personalities, talents and abilities.** It should teach them to **understand their own rights, and to respect other people's rights, cultures and differences.** It should help them to **live peacefully and protect the environment.**



HOW IS THE GLOBAL FRAMEWORK USEFUL TO EDUCATORS?



- Provides **legitimation** for justice-orientated work
- Sometimes reinforced in domestic law (CRC Slovakia?)
- Enables teachers to empower students to make a difference
- An **alternative frame of reference** to narrowly-focused national values (common in social studies) for student populations who are diverse in their make-up
- Helps **clarify professional values**

WE NEED CHANGE AND A POLITICS OF HOPE

For this we need a **pedagogy of hope ...**

**So we need to look at
teacher education**



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HOW CAN HRE BE
INCORPORATED INTO
TEACHER EDUCATION?

PEDAGOGY OF HOPE

Learning is not one-way process
from teachers (or books) to
students

Teachers need to engage with
their students' lives and
concerns



CHILDREN'S EVERYDAY CONCERNS

Tennessee Parents' Top 5 Concerns for Kids

- 1 Education & school quality
- 2 Bullying, including cyber bullying
- 3 Child mental health & suicide
- 4 Getting sick from COVID
- 5 Disruptions to schooling due to COVID

Top concerns varied by region and racial/ethnic group

VANDERBILT
Center for
Child Health Policy

For more information, visit
www.chp.policy.org/poll

Thank you to 10,000+ Tennessee parents who shared their concerns. Poll of 10,000+ TN parents. Data collected from 9/16/2021-9/22/2021. Supported in part by the Woodruff Foundation.

- Anxieties about school
- Bullying and (hidden) cyber bullying
- Mental health, suicide.
- Cost of living, poverty

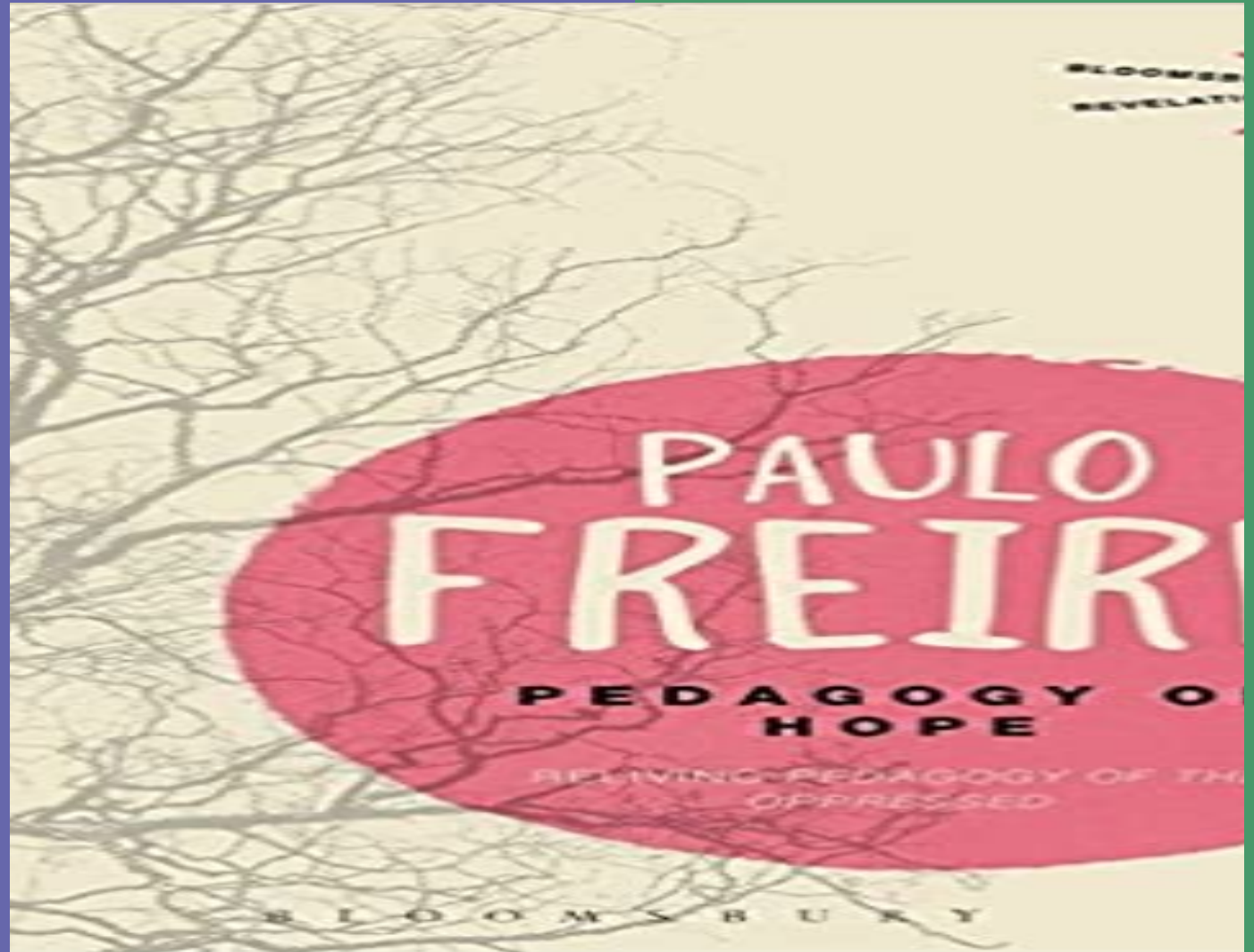
CHILDREN'S EVERYDAY CONCERNS

- It is not just children in poverty who may be experiencing anxiety
- Screen time /parenting
- Isolation



LEARNING AT SCHOOL
DEPENDENT ON
TEACHER
KNOWLEDGE AND
INTERESTS

Students in Norway and
Slovakia reported their
access to human rights
learning was highly
dependent on the
personality and
interests of the teacher



PEDAGOGY OF HOPE + CARE

Cf Nel Noddings

For example: **students'**
problems

Children and youth responding
positively to anxieties about
climate change



MAPPING HRE ONTO TEACHER EDUCATION

- possible to map much of the knowledge, skills and experiences teachers need onto existing programmes
- **BUT** HRE needs a named place in teacher education programmes if it is to thrive. It needs to be explicit, not implicit
- Need to ensure teachers are legally literate
- That they have opportunities to discuss, apply and critique HRE concepts and materials
- discuss HRE's relevance to their professional activities
- .



A PEDAGOGY OF HOPE

- Retelling stories
- Critiquing history texts
- Building alternative individual and collective narratives
- Teachers and students researching the past and the present together

Education is the Most
Powerful weapon
which you can use to
change the world.”

Nelson Mandela



TO CONCLUDE

- for children to claim their right to human rights education, we need to equip teachers to be both **human rights educators** and **human rights defenders** of the children they teach

