

Centering HRE

Incorporate

Promote

Reposition

*Incorporate human rights education (HRE) throughout the school ecosystem. **Promote** the role of HRE as a means for informed action toward advancing peace, freedom, social justice, and the dignity and worth of all people. **Reposition** HRE as a centerpiece that connects to the student-centered and democracy-focused goals of other civics education, culturally responsive-sustaining education, and social and emotional Learning (SEL).*

Centering Human Rights Education

Key components for successful integration of a Human Rights based approach to education

- HRE strives towards an environment where human rights are practiced and lived in the daily life of the whole school community. As well as cognitive learning, HRE includes social and emotional development of all those involved in the learning and teaching process. **Implementors: Classroom teachers, school staff and administrators, parents and community partners.**
- HRE requires using a holistic approach to teaching and learning that reflects human rights values. Curriculum content and objectives are rights-based, methodologies are democratic and participatory and all materials and textbooks are consistent with human rights values. **Implementors: Curriculum coordinators and writers.**

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Key components for successful integration of a Human Rights based approach to education

- Education and professional development must foster educators' knowledge about, commitment to and motivation for human rights. **Implementors: In- and Pre- service education and training.**
- Effectiveness is contingent upon a consistent implementation strategy which includes budgeting, coordination, coherence, monitoring and accountability. **Implementors: School administrators, District Leaders and Governance, Department or Ministry of Education, Parent advisory boards, Community Parents, teacher.**
- Includes Legislation, Plans of Action, Curricula, Training Policies. **Implementors: State and National legislation and policies**

Human Rights whole school framework

To become a RFK Human Rights certified school, the school must meet the requirement for each of the 12 benchmarks listed below. Within each box, please find **1 example** of how a school (learning community) has met this standard. As the RFK Human Rights HRE/STTP representative, you can decide if the work accomplished by the school meets the requirement.

In the process of evaluating the school, please note how they met the benchmark, include any supporting information such as video, art, poetry, #’s reached, partners worked with and any feedback.

	Students	Educators/School Leadership	School Climate and Culture	Community
HR Informed: Tier 1 (About)	<p>Does the school ensure all students understand human rights?</p> <p><i>Example: The school integrates human rights and social emotional learning within the advisory which meets 3 times a week.</i></p>	<p>Does the school ensure all staff and educators understand human rights?</p> <p><i>Example: Prior to the start of the school year, all teachers, administrators and support staff attended a 2 day human rights and</i></p>	<p>Does the school look and feel like one that centers human rights?</p> <p><i>Example: The school bulletin boards include human rights and SDG themes. The school mission statement includes human rights</i></p>	<p>Does the school actively partner with their local and global community to bring awareness to human rights issues?</p> <p><i>Example: Once a year the school hosts a representative from a local human rights/social justice oriented group to meet with the school community. Twice a year, the school participates in zoom sessions or events with IGOs.</i></p>

		<i>HRE workshop.</i>	<i>reflecting language.</i>	
HR Guided: Tier 2 (Through)	<p>Does the school follow and implement policy and practices that uphold all students human rights and dignity?</p> <p><i>Example:</i> The school integrates HRE based policy and practices into the student handbook.</p> <p><i>HR based practices are visible throughout the school</i></p>	<p>Does the school/staff operate in a way that respects the rights and dignity of all staff members?</p> <p><i>Example:</i></p>	<p>Are there school wide communications and practices that are grounded in human rights based approaches?</p> <p><i>Example:</i> The school utilizes restorative justice practices to address school conflicts.</p> <p><i>Inclusion, Equity, Diversity and Accessibility is factored into hiring practices.</i></p>	<p>Does the school make connections to ensure its relationship with the community is based in respecting the rights and dignity of members outside the school building?</p> <p><i>Example:</i></p>
HR Engaged: Tier 3 (For)	<p>Are students encouraged and given opportunities to take action towards defending and</p>	<p>Do staff create opportunities for students to take action, and do they also participate in them with</p>	<p>Are there school wide activities and practices in place that support, promote, and defend human rights?</p>	<p>Does the school actively partner with local and global community members to support actions that defend human rights?</p> <p><i>Example:</i></p>

	<p>promoting human rights?</p> <p><i>Example:</i></p> <p><i>Service-learning, community engagement projects, and HR based clubs/organizations are readily available for students and the work in community is aligned with both the human rights framework and the SDGs.</i></p>	<p>students?</p> <p><i>Example:</i></p> <p><i>The advisory course includes</i></p> <p><i>School wide service learning and community engagement days</i></p> <p><i>Speaker series to engage with defenders and participate in post-engagement activities as a class or school</i></p>	<p><i>Example:</i></p>	
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Build out qualitative and quantitative metric for each square and include in the box. Include anecdotal pieces as well.

Self-guided implementation, drop down resource

	Students	Educators/School Leadership	School Climate and Culture	Community
HR Informed: Tier 1 (About)	<p>Does the school ensure all students understand human rights?</p> <p><i>Video: Students engaged in human rights learning.</i></p> <p><i>Example: Sample lesson clearly aligned to course or program.</i></p> <p><i>Data:</i></p> <p><i>Anecdotal:</i></p> <p><i>Share your work (link)</i></p>	<p>Does the school ensure all staff and educators understand human rights?</p> <p><i>Example: Prior to the start of the school year, all teachers, administrators and support staff attended a 2 day human rights and HRE workshop.</i></p>	<p>Does the school look and feel like one that centers human rights?</p> <p><i>Video:</i></p> <p><i>Example:</i></p>	<p>Does the school actively partner with their local and global community to bring awareness to human rights issues?</p> <p><i>Example:</i></p>

<p>HR Guided: Tier 2 (Through)</p>	<p>Does the school follow and implement policy and practices that uphold all students human rights and dignity?</p> <p><i>Example:</i></p>	<p>Does the school/staff operate in a way that respects the rights and dignity of all staff members?</p> <p><i>Example:</i></p>	<p>Are there school wide communications and practices that are grounded in human rights based approaches?</p> <p><i>Example:</i></p>	<p>Does the school make connections to ensure its relationship with the community is based in respecting the rights and dignity of members outside the school building?</p> <p><i>Example:</i></p>
<p>HR Engaged: Tier 3 (For)</p>	<p>Are students encouraged and given opportunities to take action towards defending and promoting human rights?</p> <p><i>Example:</i></p>	<p>Do staff create opportunities for students to take action, and do they also participate in them with students?</p> <p><i>Example:</i></p>	<p>Are there school wide activities and practices in place that support, promote, and defend human rights?</p> <p><i>Example:</i></p>	<p>Does the school actively partner with local and global community members to support actions that defend human rights?</p> <p><i>Example:</i></p>