

# HUMAN RIGHTS BASED APPROACH IN CITIZENSHIP EDUCATION

## HUMAN RIGHTS-BASED APPROACH (HRBA)

IS A CONCEPTUAL FRAMEWORK FOR THE PROCESS OF HUMAN DEVELOPMENT THAT IS NORMATIVELY BASED ON INTERNATIONAL HUMAN RIGHTS STANDARDS AND OPERATIONALLY DIRECTED TO PROMOTING AND PROTECTING HUMAN RIGHTS

### IT SEEKS TO

ANALYSE INEQUALITIES

TRANSFORM DISCRIMINATORY PRACTICES

TRANSFORM UNJUST DISTRIBUTIONS OF POWER

A CHINESE PROVERB SAYS:



IF YOU GIVE ME FISH, I WILL EAT TODAY, IF YOU TEACH ME HOW TO FISH, I CAN EAT TOMORROW

A HRBA IS LIKE GIVING A PERSON A FISHING ROD AND TEACHING THEM HOW TO FISH.

## THE HRBA HAS TWO OBJECTIVES:

- TO EMPOWER RIGHTS-HOLDERS TO CLAIM AND EXERCISE THEIR RIGHTS
- TO STRENGTHEN CAPACITY OF DUTY-BEARERS WHO HAVE THE OBLIGATION TO RESPECT, PROTECT, PROMOTE, AND FULFIL HUMAN RIGHTS



RIGHTS-HOLDERS ARE INDIVIDUALS OR SOCIAL GROUPS THAT HAVE PARTICULAR ENTITLEMENTS IN RELATION TO DUTY-BEARERS.

DUTY-BEARERS ARE STATE OR NON-STATE ACTORS, THAT HAVE THE OBLIGATION TO RESPECT, PROTECT, PROMOTE, AND FULFIL HUMAN RIGHTS OF RIGHTS-HOLDERS.

COMPONENTS OF A PROJECT, EDUCATIONAL PROGRAMME, ETC. BASED ON HRBA:



PROMOTES HUMAN RIGHTS



THE PROJECT PROCESS IS BASED ON HUMAN RIGHTS VALUES AND STANDARDS



AIMS TO EMPOWER RIGHTS HOLDERS AND STRENGTHEN THE CAPACITY OF DUTY BEARERS

## HRBA PRINCIPLES:



UNIVERSALITY



INDIVISIBILITY



EQUALITY AND NON-DISCRIMINATION



ACCOUNTABILITY



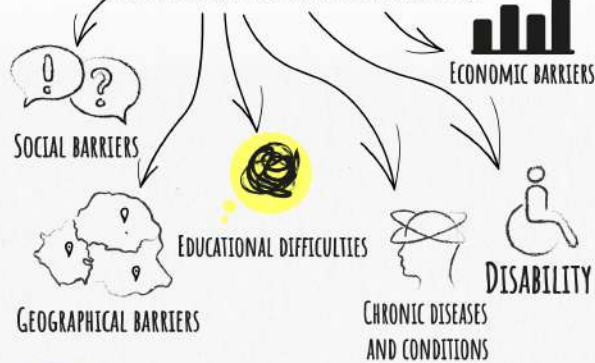
PARTICIPATION

TEXT BY NAZARII BOIARSKYI

# INCLUSION AND NON-DISCRIMINATION

## AS A PRINCIPLE OF HUMAN RIGHTS BASED APPROACH IN CITIZENSHIP EDUCATION

DUE TO THE FACT THAT THERE ARE STEREOTYPES AND PREJUDICES IN SOCIETY AND BECAUSE WE HAVE LIMITED RESOURCES, PEOPLE MAY HAVE MORE OR LESS OPPORTUNITIES BECAUSE OF THEIR SOCIAL GROUP. HERE ARE SOME FACTORS THAT INFLUENCE HAVING FEWER OPPORTUNITIES:

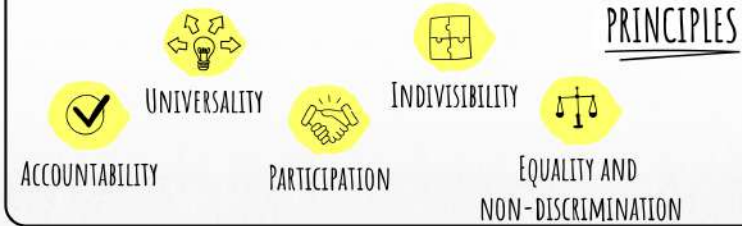


INCLUSION IS THE PROCESS OF INCREASING THE PARTICIPATION OF ALL PEOPLE IN SOCIETY

IT IS ABOUT ENSURING THAT PEOPLE FROM DIFFERENT SOCIAL GROUPS, WITH DIFFERENT IDENTITIES AND ABILITIES, CAN PARTICIPATE EQUALLY IN SOCIETY

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### INCLUSION

#### NARROW UNDERSTANDING

INCLUSION IN THIS NARROW UNDERSTANDING IS THE PROCESS OF INCLUDING PEOPLE WITH PHYSICAL AND MENTAL DISABILITIES IN FULL COMMUNITY LIFE. WHEN WE CALL AN ENVIRONMENT, SCHOOL OR SPACE INCLUSIVE, WE MEAN THAT PEOPLE WITH AND WITHOUT DISABILITIES ARE EQUALLY ABLE TO ACCESS AND BE PART OF IT

#### BROAD UNDERSTANDING

INCLUSION, BROADLY UNDERSTOOD, REFERS TO ALL SOCIAL GROUPS THAT HAVE FEWER OPPORTUNITIES, FACE DISCRIMINATION, ETC. FOR EXAMPLE, WITHIN A BROAD UNDERSTANDING OF INCLUSION WE CAN TALK ABOUT THE INCLUSION OF NATIONAL MINORITIES, THE LGBTIQ+ COMMUNITY, FORCED MIGRANTS AND MANY OTHER GROUPS

## 1 INSTITUTIONAL

- THE COMPOSITION OF AN ORGANISATION'S GOVERNING BODIES SHOULD DEMONSTRATE CULTURAL AND SOCIAL DIVERSITY
- IT IS WORTH DEVELOPING POLICIES THAT PROMOTE DIVERSITY AND NON-DISCRIMINATION
- IT IS WORTH PUBLICLY COMMUNICATING ITS OPENNESS TO DIFFERENT GROUPS, INCLUDING GROUPS THAT ARE VULNERABLE TO DISCRIMINATION
- PUBLICLY SUPPORT GROUPS THAT FACE DISCRIMINATION
- COMMEMORATIONS CAN BE USED TO SHOW SOLIDARITY WITH DIFFERENT SOCIAL GROUPS
- USE TEXTS AND VISUALS THAT DEMONSTRATE YOUR COMMITMENT TO THE VALUE OF DIVERSITY

## 2 ORGANISATIONAL

- RESEARCH THE NEEDS OF COMMUNITIES
- ADHERE TO THE PRINCIPLE OF "NOTHING FOR US WITHOUT US", WHICH MEANS THAT WHEN ORGANISING AN ACTIVITY FOR A PARTICULAR SOCIAL GROUP, INVOLVE THEM AT ALL STAGES IN ITS PLANNING AND IMPLEMENTATION
- BUILD PARTNERSHIPS WITH OTHER INITIATIVES THAT REPRESENT THE INTERESTS OF SOCIALLY VULNERABLE GROUPS, MINORITIES

LET'S LOOK AT A FEW IDEAS ON HOW TO BECOME MORE INCLUSIVE AT DIFFERENT LEVELS

## 3 LOGISTICAL

- IN THE REGISTRATION FORM, ASK PEOPLE HOW YOU CAN CREATE A MORE INCLUSIVE SPACE FOR THEM - SPECIAL CATERING, ARCHITECTURAL ACCESSIBILITY ELEMENTS
- ALWAYS TRY TO MAKE THE VENUE ARCHITECTURALLY ACCESSIBLE FOR PEOPLE WITH LOW MOBILITY
- WHEN ORGANISING CATERING, DO NOT SEGREGATE PEOPLE WITH SPECIAL DIETARY NEEDS
- CONSIDER HOW TO MAKE THE EVENT MORE ACCESSIBLE TO DIFFERENT GROUPS OF PEOPLE
- YOUNG FAMILIES, PEOPLE FROM REMOTE AREAS, PEOPLE WITH LOW INCOME

## 4 CONTENT

- THE TRAINERS TEAM SHOULD REPRESENT CULTURAL AND SOCIAL DIVERSITY
- A SAFE, SUPPORTIVE SPACE SHOULD BE CREATED
- DEMONSTRATE AND COMMUNICATE COMMITMENT TO HUMAN RIGHTS AND DIVERSITY VALUES
- USE EXAMPLES RELATED TO THE EXPERIENCES OF PEOPLE AND DIFFERENT GROUPS
- RESPOND TO HATE SPEECH AND/OR INAPPROPRIATE LANGUAGE (INCLUDING SEXISM, HOMOPHOBIA, ANTI-SEMITISM)

## ANY VALUE IS NOT JUST OUR BELIEFS

IT IS IMPORTANT THAT WE BROADCAST OUR VALUES AND TAKE PRACTICAL STEPS TO PUT THEM INTO PRACTICE

# UNIVERSALITY

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### PRINCIPLES



UNIVERSALITY



INDIVISIBILITY



ACCOUNTABILITY



PARTICIPATION



EQUALITY AND NON-DISCRIMINATION

THE HUMAN RIGHTS-BASED APPROACH ALSO IMPLIES THAT HUMAN RIGHTS PRINCIPLES ARE INTEGRATED IN ALL PHASES OF EDUCATION COURSES PLANNING AND IMPLEMENTATION.

THE UNIVERSALITY PRINCIPLE AS A HRBA IN CURRICULUM DESIGN MAY APPLY TO CITIZENSHIP EDUCATION COURSES ON THE LEVEL OF:

### 1 CURRICULUM STRATEGIES

OUTCOMES ARE EXPLICITLY LINKED WITH IMPROVEMENTS IN THE ENJOYMENT OF HUMAN RIGHTS, AS ARTICULATED IN HUMAN RIGHTS STANDARDS. IN CITIZENSHIP EDUCATION COURSES IT MEANT THAT THE COURSE STRATEGICALLY AIMS AT:

TRANSFER OF CORE CONTENT AND SKILLS RELATED TO HUMAN RIGHTS

OR

SOLVING THE NEEDS OF COMMUNITY, SOLVING A SPECIFIC PROBLEM

OR

REALIZATION OF INDIVIDUAL RIGHTS BY SELF-REALIZATION OF THE STUDENT, DEVELOPMENT OF HIS INDIVIDUAL TALENTS



### 2 LEARNING OUTCOMES

ARE FORMULATED IN THE CONCEPT OF LEARNER COMPETENCES FOCUSED ON EDUCATION:

- PROVIDING KNOWLEDGE AND UNDERSTANDING OF HUMAN RIGHTS NORMS AND PRINCIPLES, THE VALUES THAT UNDERPIN THEM AND THE MECHANISMS FOR THEIR PROTECTION
- LEARNING AND TEACHING IN A WAY THAT RESPECTS THE RIGHTS OF BOTH EDUCATORS AND LEARNERS
- EMPOWERING STUDENTS TO ENJOY AND EXERCISE RIGHTS AND TO RESPECT AND UPHOLD THE RIGHTS OF OTHERS



### 3 TEACHING AND LEARNING METHODOLOGIES

- ENCOURAGES STUDENTS TO ASK QUESTIONS
- USES THE EXPERIENCE AND KNOWLEDGE OF STUDENTS
- MEETS THE REQUIREMENTS OF INCLUSIVITY
- DESTROYS THE HIERARCHY OF STATUSES BETWEEN STUDENTS
- ENCOURAGES COLLABORATION AND MUTUAL LEARNING AMONG PARTICIPANTS



### EDUCATIONAL MATERIALS

- REFLECT HUMAN RIGHTS VALUES
- TAKE INTO ACCOUNT THE DIVERSE LIVING CONDITIONS OF STUDENTS
- INCLUDE THE SPECIAL EDUCATIONAL NEEDS OF YOUTH WITH VISUAL OR AUDIAL IMPAIRMENT
- WHERE POSSIBLE, WIDELY AVAILABLE IN SUFFICIENT QUANTITIES AND IN APPROPRIATE LANGUAGES (INCLUDING SIGN LANGUAGE AND OTHER MINORITY LANGUAGES)
- NON-DISCRIMINATORY, WITHOUT HATE SPEECH



### 4 HRBA-INFLUENCED ASSESSMENT

- TRAINEES ARE A PART OF DESIGN AND CONDUCT ASSESSMENTS
- ASSESSMENT IS PART OF THE EDUCATIONAL PROCESS
- ASSESSMENT IS CARRIED OUT REGULARLY
- ASSESSMENT IS CARRIED OUT THROUGH FEEDBACK METHODS
- ASSESSMENTS MATCH STUDENTS' ABILITIES.

# INDIVISIBILITY

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### CONCEPTUAL NOTE

SINCE THE CATEGORIZATION OF RIGHTS CREATES A DANGEROUS HIERARCHY THAT UNDERMINES THE ENJOYMENT OF RIGHTS, IN THE PRACTICAL WORLD OF EDUCATIONAL PROGRAMMING, IT IS OFTEN NECESSARY TO SEQUENCE WORK TO START WITH TARGETING CERTAIN RIGHT (GROUP OF RIGHTS) RATHER THAN OTHERS. THE PRIORITY WILL DEPEND ON THE CONTEXT AND THE ISSUES AT HAND.



### CONCEPTUAL NOTE

BECAUSE OF INDIVISIBILITY WHICH REFERS TO THE INTERDEPENDENCE OF RIGHTS THE EDUCATIONAL PROGRAM HAS A CONNECTION WITH RELATED HUMAN RIGHTS. THAT MEANS THAT EDUCATOR SHOULD DEFINE CONNECTED/CLOSER RIGHTS.



### NOTE

THE EDUCATIONAL PROGRAM HAS AN EQUAL FOCUS ON THE IMPLEMENTATION, PROMOTION AND PROTECTION OF HUMAN RIGHTS

## FOR THAT REASON

USING RELEVANT PEDAGOGIES, OR TEACHING APPROACHES:



UNIVERSAL PEDAGOGICAL DESIGN



CONNECTED LEARNING / COMMUNITY-BASED LEARNING



CULTURALLY RELEVANT PEDAGOGY



PROJECT AND PROBLEM-BASED LEARNING (PPBL)



CRITICAL PEDAGOGY INCLUSIVE / DIFFERENTIATED PEDAGOGY



ACTION-ORIENTED / TRANSFORMATIVE PEDAGOGY



CULTURALLY SUSTAINING PEDAGOGY /  
CULTURALLY REVITALIZING PEDAGOGY (CSR/P)



LEARNER-CENTERED PEDAGOGY



PROJECT-BASED LEARNING



PROBLEM-BASED LEARNING

# PARTICIPATION

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### HUMAN RIGHTS EDUCATION FRAMEWORK:



### PARTICIPATION

IS A HUMAN RIGHT THAT PROTECTS THE ABILITY OF PEOPLE AND CIVIL SOCIETY TO TAKE PART IN THE DECISIONS THAT AFFECT THEIR LIVES. IT IS BASED ON THE PRINCIPLE THAT EVERYONE HAS A VOICE AND A STAKE IN THE AFFAIRS OF THEIR COUNTRY AND THE WORLD

ARTICLE 21 OF THE UNIVERSAL DECLARATION OF HUMAN RIGHTS  
ARTICLE 25 OF THE INTERNATIONAL COVENANT ON CIVIL AND POLITICAL RIGHTS  
ARTICLE 13 OF THE CONVENTION ON THE RIGHTS OF THE CHILD

### FORMS AND LEVELS OF PARTICIPATION:

- VOTING
- RUNNING FOR OFFICE
- JOINING POLITICAL PARTIES
- EXPRESSING OPINIONS
- ACCESSING INFORMATION
- ENGAGING IN PUBLIC CONSULTATIONS
- INFLUENCING POLICIES AND LAWS

### PARTICIPATION AS LEARNING STRATEGY AND ENVIRONMENT



- ACTIVE ENGAGEMENT
- PEER LEARNING
- CRITICAL THINKING
- FEEDBACK MECHANISM
- MOTIVATION BOOST
- DIVERSE PERSPECTIVES
- SKILL DEVELOPMENT
- RETENTION ENHANCEMENT
- APPLICATION OF CONCEPTS
- CONFIDENCE BUILDING
- LEARNING COMMUNITY

### ENSURING A PRINCIPLE OF PARTICIPATION AT THE LEVEL OF EDUCATIONAL PROGRAM

#### 1 PLANNING AND DESIGNING

- INVOLVING STAKEHOLDERS IN PLANNING
- DESIGNING PARTICIPATORY CIVIC EDUCATION CURRICULA (CONTENT AND METHODOLOGY)

#### 2 IMPLEMENTATION AND MONITORING

- APPLICATION OF PARTICIPATORY METHODS AND FORMATS (I. E. TEAM PROJECTS)
- ENGAGING PARTICIPANTS AND OTHER STAKEHOLDERS
- ADAPTING PROGRAMS BASED ON PARTICIPANT FEEDBACK
- MONITORING PARTICIPATION LEVELS

#### 3 EVALUATION

- PARTICIPATORY EVALUATION METHODS (I. E. PEER REVIEW)
- INCORPORATING PARTICIPANT FEEDBACK INTO EVALUATION
- LEARNING FROM EVALUATION TO IMPROVE PARTICIPATION

# ACCOUNTABILITY

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### PRINCIPLES

-  UNIVERSALITY
-  INDIVISIBILITY
-  ACCOUNTABILITY
-  PARTICIPATION
-  EQUALITY AND NON-DISCRIMINATION

THE TERM ACCOUNTABILITY REFERS TO THE ACCEPTANCE OF RESPONSIBILITY FOR HONEST AND ETHICAL CONDUCT TOWARDS OTHERS.

INCORPORATING ACCOUNTABILITY INTO CIVIC EDUCATION IS CRUCIAL FOR EMPOWERING INDIVIDUALS TO BECOME ACTIVE, INFORMED, AND ENGAGED CITIZENS.

ACCOUNTABILITY IS THE PRINCIPLE UNDER WHICH INDIVIDUALS, ORGANIZATIONS, OR INSTITUTIONS SHOULD BE HELD RESPONSIBLE FOR THEIR ACTIONS AND DECISIONS.

"ACCOUNTABILITY AS AN INSTRUMENT OF HRBA IN CIVIC EDUCATION" MEANS USING MECHANISMS TO ENSURE THAT CIVIC EDUCATION PROGRAMS AND ACTIVITIES UPHOLD HUMAN RIGHTS AND EFFECTIVELY EDUCATE INDIVIDUALS ABOUT THEIR RIGHTS AND RESPONSIBILITIES AS CITIZENS.

### INCORPORATING ACCOUNTABILITY INTO CIVIC EDUCATION INVOLVES:

-  CURRICULUM DEVELOPMENT
-  TEACHER/EDUCATOR TRAINING
-  MONITORING AND EVALUATION
-  PROMOTING ACTIVE CITIZENSHIP
-  COMMUNITY ENGAGEMENT

### COMMUNITY INVOLVEMENT PLATFORMS

- VIRTUAL CITY HALL OR MUNICIPAL COUNCIL MEETINGS
- COMMUNITY ISSUE PRIORITIZATION
- YOUTH ENGAGEMENT
- CITIZEN BUDGETING
- CIVIC CHATBOTS
- PERSONALIZED RECOMMENDATIONS
- CITIZEN FEEDBACK LOOPS
- ENVIRONMENTAL MONITORING AND REPORTING
- COMMUNITY POWERED IDEA GENERATION
- COMMUNITY-DRIVEN URBAN PLANNING AND SMART NEIGHBOURHOODS
- TYPES OF AI POWERED COMMUNITY INVOLVEMENT INTERVENTIONS

### THE BASIC TIPS FOR APPLYING ACCOUNTABILITY AS A PILLAR OF HRBA IN CIVIC EDUCATION

-  TEACH THE BASICS OF GOVERNMENT ACCOUNTABILITY
-  HIGHLIGHT TRANSPARENCY AND OPEN GOVERNMENT
-  CASE STUDIES AND REAL-LIFE EXAMPLES
-  COMMUNITY ENGAGEMENT
-  ROLE-PLAYING AND SIMULATIONS
-  MOCK TRIALS AND DEBATES
-  GUEST SPEAKERS AND FIELD TRIPS

TEXT BY SALOME IOBADZE