**Evaluation of the OSCE Pilot Project on Human Rights Education »OUR RIGHTS« initiated by the Slovenian Chairmanship of the OSCE in 2005**

FINAL REPORT

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March 10, 2006

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**Evaluation of the OSCE Pilot Project on Human Rights Education »OUR RIGHTS« initiated by the Slovenian Chairmanship of the OSCE in 2005**

**EXECUTIVE SUMMARY**[[1]](#footnote-1)

This report presents the principal findings from the evaluation of the OSCE conducted pilot project on human rights education »OUR RIGHTS«[[2]](#footnote-2), based on the Convention on the Rights of the Child, which was prepared and implemented in OSCE participating States between January and December 2005 during the Slovene Chairmanship of the OSCE in 2005. Approx. 10.810 children and 276 teachers participated in the pilot project from the following participating States: Albania, Azerbaijan, Bulgaria, Croatia, Germany, Ireland, Macedonia, Russian Federation, Serbia and Montenegro, Slovenia, Turkey and Ukraine. The overall aim of the evaluation has been to assess the OSCE pilot project's performance in terms of relevance, effectiveness, utility and sustainability of results.

The material used in the OSCE pilot project OUR RIGHTS in 2005,[[3]](#footnote-3) including the set of teaching cards for pupils between 10-12 years and the information for teachers was published, disseminated and implemented in 14 different languages including Albanian, Azerbaidjani, Bulgarian, Croatian, English, German, Macedonian, Montenegrin, Roma, Russian, Serbian, Slovenian, Turkish and Ukrainian.[[4]](#footnote-4) In some participating countries the teaching tool was also used for national minorities, so, for instance, the teaching tool in the Roma language was used in three countries, i.e. Macedonia, Serbia and Montenegro and Slovenia.

The evaluation of the OSCE pilot project OUR RIGHTS clearly shows that the pilot project contributed significantly to the raising awareness in teaching and learning about human and children's rights within all participating countries. The set of teaching cards – as the teachers participating in the evaluation reported – had a considerable impact on the stimulation of pupils to learn about children's rights. Also, the highly rated importance of human and children's rights by teachers doesn't seem to be affected by the variability in teachers' knowledge about human and children's rights instruments.

Project National Contact Points and OSCE representatives involved in the implementation of the pilot project reported that the inclusion of these training materials in the regular school curriculum of the participating countries, as well as in teacher training courses, would significantly contribute to the sustainability of teaching and learning about human and children's rights.

The overall analysis of teachers' responses demonstrates that there are no regional or country specific differences in pupils' interest in children's rights or differences in pupils' preferences of single children's rights. However, a considerable gap among participating countries exists in the preference between the most welcomed rights and the rights which received minor attention. Although in some cases there were significant differences of perception of the most important rights, this is primarily due to the specific socio-economic situation and environment to which various groups of pupils are exposed. These results therefore confirm the adequacy of the teaching material set up for the OSCE participating States framework.

A detailed examination of teachers' responses on the most important effects of the pilot project has provided convincing evidence that there has been considerable improvement in pupils' recognition of different forms of diversity and distinctiveness in their social environment as well as in their increased sensitivity to the issues of children's rights (88,2 % of agreement). The results arising out of the evaluation of the pilot project also show that the teaching material had a considerable impact on increasing pupils' recognition of rights violations in everyday life and in schools (80,7 % of agreement). The use of teaching cards also had a positive effect on the expression of pupils in classrooms and their sharing of experiences with their peers.

Furthermore, the results arising out of teachers' responses show that in all countries participating in the pilot project schools also pay a considerable amount of attention to the issue of tolerance. 77% of teachers in most participating countries answered that the schools pay attention to the issue of tolerance. Verbal violence and bullying were reported to be the most common forms of violence in schools. Moreover, despite differences in country-level interest in further teacher training in the areas of teaching and learning about human and children's rights and the teaching and learning about tolerance, a set of future assistance and initiatives needed in OSCE participating States has been identified, in particular within the area of non-discrimination and the teaching and learning about tolerance. Most teachers have expressed a desire to receive additional training.

Various findings arising out of the analyses of the project results also testify that the pilot project has contributed both directly and indirectly to the increased competence of teachers, and most project National Contact Points and OSCE representatives, to carry out similar projects and initiatives in teaching and learning about human and children's rights.

In addition, the positive assessment emerging from the evaluation of the pilot project convincingly shows that the effectiveness of the pilot project benefited to a significant degree from the support by governmental bodies and institutions in participating countries, OSCE Field Missions (where they exist),[[5]](#footnote-5) as well as the assistance from other international organisations and NGOs, and the OSCE Task Force in the Ministry of Foreign Affairs of Slovenia which initiated and coordinated the whole process of preparation and implementation of the pilot project.

Despite considerable differences in the implementation cycle, institutional arrangements and management capacities between participating countries, there were no significant between-countries differences in the implementation of the pilot project or in the project's overall performance.

The evaluation of the implementation of the OSCE pilot project OUR RIGHTS confirms the relevance, effectiveness, utility and sustainability of the new teaching material since its outcomes and impact produces satisfactory results in all participating countries. In accordance with its intended outcomes, the pilot project has therefore contributed equally both to the needs of participating countries and to the basic objectives and committments of the OSCE in the area human and children's rights education.

With the implementation of the OSCE pilot project OUR RIGHTS, the Slovene Chairmanship of the OSCE in 2005 has fullfilled one of the tasks deriving from the OSCE Stategy to Address Threats to Security and Stability in the Twenty-First Century and signalled that human and children's rights education should remain a high priority for the OSCE.

As one of the political consequences, the OSCE Ministerial Council reached a consesus for a Decision on Promotion of Human Rights Education and Training in the OSCE Area[[6]](#footnote-6) at its meeting in Ljubljana on 6 December 2005. Among other issues the Ministerial Council:

* invites participating States, with the involvement of the civil society, to further enhance systematic human rights education and training programmes designed to promote respect for the inherent dignity of all human beings, and to make human rights a reality for each person in every community and in society at large;
* decides to enhance OSCE's efforts in co-operation with other international organizations and non-governmental organizations in taking the necessary measures aimed at promoting human rights education and training, with special emphasis on the young people in the OSCE area;
* tasks the ODIHR, drawing on the relevant expertise and experience acquired by the OSCE structures, institutions and field operations, as well as the OSCE participating States, to produce a compedium of best practices for participating States on enhancing the promotion of human rights education and training, including the promotion of tolerance, mutual respect and understanding, and non-discrimination in the OSCE area.

**PART I:**

**BACKGROUND OF THE EVALUATION STUDY**

**I.1. Global framework for the promotion of the rights of the child**

Over the last two decades, social and political changes have had a considerable impact on the development of a democratic political culture in all OSCE participating States. In particular, these changes have to a significant extent influenced the area of human development and have forced experts and policy makers to reflect anew the meaning and role of human rights education and their influence on the formation and development of a democratic political culture based on the principles of human rights, fundamental freedoms, democracy and the rule of law. The issue of human rights education and the teaching for democratic citizenship has therefore become one of the central points of discussion in terms of theory, research, policy and practice.

These developments have had a profound impact both on the normative theorizing about human rights and on the work of major intergovernmental organizations in the area of human rights education. In 2005, the United Nations launched the »World Programme for Human Rights Education«,[[7]](#footnote-7) the Council of Europe organized an all-European initiative, i.e. the »European Year of Citizenship through Education«[[8]](#footnote-8) and the European Union introduced the »European Initiative for Democracy and Human Rights«[[9]](#footnote-9) programme.

The OSCE also has numerous commitments relating to human rights education and training and during this period has significantly contributed to this area of human development. Its determination was confirmed in December 2003 in the OSCE Strategy to Address Threats to Security and Stability in the Twenty-First Century:

*»The OSCE’s efforts will in particular be targeted at the younger generation in order to build up their understanding of the need for tolerance and the importance of reconciliation and peaceful coexistence. Their outlook and perspective of the future are key. Where appropriate, the OSCE will therefore take on a stronger role in the field of education. An area such as human rights education would deserve particular attention.«*

With the aim of implementing these committments, particular attention has been paid to the area of human rights education during the Slovenian Chairmanship of the OSCE in 2005 by offering a newly designed teaching tool for the promotion of the rights of the child which could be used in a pilot project for all interested OSCE participating States.

Policy developments in OSCE participating States and abroad are emphasising human rights education as a mainstream and high profile policy since human rights education and training is an important means to promote and strenghten human security. The OSCE, the Council of Europe, the EU, and UNESCO, as well as many NGOs, have a strong interest in effectively working on these issues during the next 5 years, which has been clearly emphasized by the *UN Revised draft plan of action for the first phase (2005–2007) of the World Programme for Human Rights Education*.[[10]](#footnote-10)

Despite substantial differences in the national contexts, institutional structures, political factors and social and political conditions of the OSCE participating States, public education systems in all these countries face many demands and specific challenges related to the implementation of the basic principles of human rights education at various stages (primary, secondary, higher education) and in different contexts (formal and informal learning).

**I.2. The OSCE pilot project »OUR RIGHTS« implemented in 2005**

The basic aim of the OSCE pilot project on human rights education OUR RIGHTS has been to build up the understanding of the younger generation of the need for tolerance and the importance of reconciliation and peaceful coexistence, to raise the awareness of human rights education among teachers and pupils as well as to promote the teaching and learning of human and children's rights within the OSCE participating States' formal education settings. Moreover, the aim of the project was to develop knowledge and values as well as skills for respecting and implementing human rights among the younger generations in the OSCE participating States.

The ongoing support from the OSCE for the promotion of human and children's rights education received particular attention during the Slovenian Chairmanship of the OSCE in 2005. Due to the increasing importance of learning about human rights within the formal and informal educational settings, the representatives of the OSCE Task Force in the Ministry of Foreign Affairs of Slovenia undertook in 2004 an overview of the most innovative and effective practices in human and children's rights education in elementary education that could apply to different educational settings of the OSCE participating States. As it turned out from this overview, one of the most effective models for teaching and learning about human rights in primary education involves interactive methods with a set of teaching cards.

Building upon the results of the 2004 evaluation study, a group of five Slovene experts on human rights education, together with an illustrator, developed a set of new teaching cards which were inteded to be used by pupils within the educational settings of the OSCE participating States.[[11]](#footnote-11) The teaching material consisted of (1) the sets of cards containing a simplified version of children's rights together with an album for pupils to collect the cards, and (2) an information brochure for teachers.[[12]](#footnote-12)

The new teaching tool »OUR RIGHTS« based on the *UN Convention on the Rights of the Child* (hereafter CRC) was prepared for use across the region by children between 10 and 12 years of age in any interested OSCE participating State. Particular attention was paid in the preparation of the texts and the illustrations of the teaching cards to the cultural diversity of various geographical and political areas of OSCE participating States. The rights of the child included in the set of illustrated teaching cards included the following:

* right to life and the right to a standard of living adequate for the child’s physical, mental, spiritual, moral and social development (Articles 6 and 27),
* right to a name and the right to acquire a nationality including the right to preserve his or her identity (Articles 7 and 8),
* right to live with one's parents, families or those that take the best care for children (Articles 5, 9 and 18),
* right not to be discriminated on the grounds of a child's sex, race, language, religion, or national/ethnic origin (Article 2),
* right to education (Articles 28 and 29),
* right to freedom of expression and to freedom of thought, conscience and religion (Articles 12, 13, 14, 15 and 17),
* right to health care services (Article 24),
* right of children with special needs to special care (Article 23),
* right to appropriate care and protection in case of seeking refugee status or being a refugee (Articles 20 and 22),
* right to rest and leisure (Article 31),
* right to protection against all forms of violence and abuse (Articles 33, 34, 35, 36, 37 and 38),
* right to be protected from economic exploitation (Article 32).

The section of the brochure devoted to methodology included a short description of the most important interactive methods for teaching and learning about human and children's rights, e.g. discussions, buzz groups, brainstorming, role-play, simulations, wall writing, etc. The brochure also included the text of the *Convention on the Rights of the Child* and a list of sources (books, manuals and websites) for further information on teaching and learning about human and children's rights. Proposed interactive methods for teaching were presented on teacher training seminars and in particular cases some of the methods were new to the participants.

The set of teaching cards, including the information for teachers, was first published in March 2005 in Slovenian, English and Russian, so that it could be easily translated into a number of other languages. Due to the interest of various OSCE participating States to take part in the pilot project, the teaching material was translated over the following months into languages used in interested OSCE participating States including: Albanian, Azerbaidjani, Bulgarian, Croatian, German, Macedonian, Montenegrin, Roma, Serbian, Turkish and Ukrainian.[[13]](#footnote-13) The translations were the responsibility of the interested participating countries. Some of them wanted to include the languages of national minorities which was accepted from the very beginning. For example, in Macedonia, the teaching tool was published in five languages (see *Table 1* on page 16) and used for all language groups living there.

Some of the translations were then used in different countries for other minority or majority language groups. So, the translated teaching tools were used not only in their countries of origin of a certain language, but also in minority communities. For instance, the teaching material in the Roma language spoken in the Balkans – for which the *Convention on the Rights of the Child* has also been translated for the first time – was used in three different countries where Roma live and where the authorities decided to include them in the pilot project. In 2005, the teaching tool in Albanian was used in Albania, Serbia and Macedonia. In 2006, this teaching tool will also be used in Kosovo.

In each interested participating country one or more National Contact Points were designated and partners for implementation defined. Usually there was one person acting as a project National Contact Point except in countries where multiple languages were used. Where this was the case, OSCE Field Missions were involved as well, and in some cases their assistance was essential.

An integral part of the implementation of the pilot project in participating countries was a teacher training seminar which was organized depending on the cooperation of in-country partner institutions, including the Ministry of Education and other governmental institutions, as well as representatives of national minorities. Teacher training seminars were organized according to the specific needs in each environment and usually in cooperation with OSCE Field Missions,[[14]](#footnote-14) UN agencies present in the field, like UNESCO and/or UNICEF, Council of Europe experts and international and/or national NGOs (La Strada, Foundation Together, Center for the Rights of the Child etc.). A particularly valuable element was the inclusion of local experts on human rights education. This model of inclusiveness and open cooperation in using synergies proved to be very useful, especially considering the sustainability of the pilot project in participating countries.

The structure and the programme of the teacher training seminars in participating countries depended on a number of different factors (e.g. country needs, pilot project management capacities, etc.). In the majority of countries, teacher training was either one-day or two-days in length and consisted of the presentation of teaching materials and human and children's rights instruments. Particular attention was given to the presentation of methods for teaching and learning about human and children's rights. In Macedonia, for instance, the teacher training was organized and efficiently assisted by the OSCE Field Mission for teachers of all five language groups together at the same seminar, which was another valuable experience.

Of considerable importance for the overall effectiveness and sustainability of the OSCE pilot project OUR RIGHTS in all countries participating in the project was the support received from the OSCE Task Force in the Ministry of Foreign Affairs of Slovenia which initiated and coordinated the creation and printing of the new teaching tool as well as in finding donors and in coordinating the implementation of the pilot project in all interested countries. The Permanent Mission of the Republic of Slovenia to the OSCE had an important role in communication with the OSCE Secretariat, Field Missions and Institutions as well as with representatives of the OSCE participating States in Vienna. The OSCE Conflict Prevention Center and ODIHR gave their support within their area of competence.

**I.3. Characteristics of the evaluation study**

The evaluation study of the OSCE pilot project OUR RIGHTS was conducted by the Educational Research Institute of Ljubljana (Slovenia) between January and March 2006. Countries participating in the evaluation of the OSCE pilot project OUR RIGHTS included Albania, Azerbaijan, Croatia, Macedonia, Germany, Ireland, Serbia and Montenegro, Russian Federation, Slovenia and Ukraine.[[15]](#footnote-15) Additional countries will be included in the pilot project at a later stage, but not in the evaluation because they haven't concluded the implementation. In total, 142 teachers (57,8 % of the total sample of teachers included in the evaluation) and 27 project National Contact Points and OSCE representatives participated in the evaluation of the pilot project.[[16]](#footnote-16)

This final report therefore presents the major findings from the OSCE Pilot Project OUR RIGHTS and is divided into four parts, i.e.:

* **Part I** presents the background of the pilot project as well as a short description of the project itself;
* **Part II** presents the methodology used in the evaluation including the basic evaluation issues of the pilot project and its evaluation framework;
* **Part III** presents the main results and findings of the pilot project arising out of the evaluation of teacher questionnaires and the project National Contact Points' and OSCE representatives' questionnaire;
* **Part IV** of the evaluation report summarizes the results and findings presented in Part III of the report and provides the most important conclusions and recommendations aimed at enhancing future OSCE assistance and initiatives in the area of human rights education.

Data and views from countries participating in the pilot project were collected through two questionnaires, i.e.

* the project National Contact Points' and OSCE representatives' questionnaire;
* the teachers' questionnaire which was completed by all teachers included in the teacher training programme which was an integral part of the pilot project.

**PART II:**

**METHODOLOGY**

This section of the report sets out the evaluation framework[[17]](#footnote-17) used for the evaluation of the OSCE pilot project on human rights education OUR RIGHTS which consisted of:

* a definition of the basic evaluation issues of the OSCE pilot project;
* a list of specific questions to be investigated by the evaluation of the OSCE pilot project.

**II.1. Basic evaluation issues of the OSCE pilot project OUR RIGHTS**

The diagram below presents the basic evaluation issues included in the evaluation of the OSCE pilot project on human rights education OUR RIGHTS.

*Figure 1: Basic evaluation issues of the OSCE pilot project OUR RIGHTS*

*Relevance* – to what extent has the pilot project achieved its basic objectives to raise the awareness for human and children's rights education among teachers and pupils and build up the understanding of the younger generation of the need for tolerance and peaceful coexistence?

*Effectiveness* – to what extent has the pilot project contributed towards the achievement of wider OSCE and national policy goals relating to the teaching and learning of human and children's rights within the OSCE participating States' formal education settings? What is the value added/complementarity of an OSCE level approach as opposed to actions taken at a national level?

*Utility* – to what extent have the outputs of the pilot project met the needs of its target groups (teachers and pupils)?

*Sustainability* – do the OSCE pilot project's activities have a lasting effect in terms of contributing to increased awareness and understanding human and children's rights in countries that have participated in the pilot project?

The relationship between these basic evaluation issues of the evaluation of the pilot project is presented in the evaluation framework of the OSCE pilot project OUR RIGHTS (see *Figure 2* below):

**II.2. Evaluation framework of the OSCE pilot project OUR RIGHTS**

*Figure 2: Evaluation framework of the OSCE pilot project OUR RIGHTS*

**Evaluation Framework of the OSCE pilot project**

*Effectiveness*

*Sustainability*

OSCE Pilot Project objectives

Teacher training & project in schools

Impact

Outcomes

Project National Contact Points & OSCE representatives

*Utility*

Target groups

*Relevance*

OSCE

1. What are the OSCE pilot projects' objectives?
2. What resource inputs have been made and by whom?
3. What are the benefits of the pilot project to its two target groups?
4. Has the pilot project had a wider impact?
5. What activities have been undertaken during the pilot project?
6. What implementation mechanisms have been undertaken?

*Target groups of the evaluation study*

Data and views on the project's overall performance in participating countries were collected via two questionnaires:

* the project National Contact Points' and OSCE representatives' questionnaire [[18]](#footnote-18);
* the teacher questionnaire[[19]](#footnote-19) that was completed by all teachers included in the teacher training programme, which was an integral part of the pilot project.

The pilot project's performance was therefore evaluated against the four basic objectives of the evaluation study, i.e. project level *relevance*, *effectiveness*, *utility* and *sustainability*.

Project National Contact Points and OSCE representatives who participated in the pilot project reported in their questionnaire on the number of schools, teachers and pupils who were included in the pilot project as well as the languages in which the pilot project was implemented.[[20]](#footnote-20)

*Table 1: Number of schools, teachers and pupils participating in the OSCE pilot project OUR RIGHTS*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Country | Language | Schools | Teachers | Pupils' copies of teaching cards |
| **Albania** | *Albanian* | \* | 26 | 600 |
| **Azerbaijan** | *Azerbaidjani* | 4 | 13 | 600 |
|  | *Russian* | 1 | 1 | 34 |
| **Bulgaria** | *Bulgarian* | \* | \* | 600 |
| **Croatia** | *Croatian* | 9 | 15 | 400 |
| **Macedonia** | *Macedonian* | 9 | 20 | 650 |
|  | *Serbian* | 5 | 2 | 600 |
|  | *Turkish* | 2 | 2 | 500 |
|  | *Albanian* | 5 | 15 | 500 |
|  | *Roma* | 4 | 4 | 600 |
| **Germany** | *German* | 4 | 12 | 300 |
| **Ireland** | *English* | 12 | 12 | 300 |
| **Serbia and Montenegro** | *Serbian* | 12 | 20 | 600 |
|  | *Roma* (in Serbia) | 1 | 2 | 60 |
|  | *Albanian* (in Serbia) | 2 | 2 | 56 |
|  | *Montenegrin* | 20 | 33 | 1200 |
|  | *Roma* (in Montenegro) | 1 | 2 | 60 |
| **Russian Federation** | *Russian* | 19 | 20 | 600 |
| **Slovenia** | *Slovenian* | 20 | 20 | 600 |
|  | *Roma* | \* | 5 | 150 |
| **Turkey** | *Turkish* | \* | 30 | 900 |
| **Ukraine** | *Ukrainian* | 18 | 20 | 900 |
| **TOTAL** |  | **154** | **276** | **10.810** |

\* No data available.

**PART III:**

**RESULTS AND FINDINGS OF THE EVALUATION STUDY**

**III.1. Results interpreted from the answers to the Teachers' questionnaires**

**1. Pupils' familiarity with children's rights before the start of the pilot project**

Teachers were asked to identify whether the pupils included in the pilot project were familiar with children's rights before the OSCE pilot project OUR RIGHTS was carried out. As indicated in *Figure 3* below, teachers reported that in most of the cases (80 %) pupils were familiar with only some of the children's rights. 14 % of the teachers reported that their pupils were familiar with all children's rights and only 6 % that pupils were not familiar with any children's rights at all.

*Question as it appeared in the Teachers' questionnaire:*



*Figure 3: Pupils' familiarity with children's rights before the start of the pilot project*

**2. Utility of of teaching cards in learning about children's rights**

Teachers were asked to report on the suitability of teaching cards for stimulating children to learn about children's rights. They reported a high level of suitability since 98 % of teachers replied in the affirmative. Only 2 % of teachers did not find the set of teaching cards to be a suitable teaching tool.

**3. Teachers' perception of the interest of pupils to learn children's rights**

Additionally, teachers were asked to report what element of the set of teaching cards had a major impact on stimulating pupils to learn about children's rights, i.e. whether they were stimulated by

* the topic (individual right) they dealt with,
* the teaching method, or
* both the topic dealt with and the teaching method.

*Question as it appeared in the Teachers' questionnaire:*



The majority of teachers reported that pupils were primarily motivated by both the topic and the teaching method they were learning (78 %), followed by the topic pupils were learning about (18 %). Only 4 % of teachers reported that pupils were primarily enthusiastic about the teaching method. This clearly indicates that the set of teaching cards had a considerable impact on the interest of pupils to learn about children's rights.

**4. Teachers' perception of children's rights**

Since teachers' own perception of the teaching of children's and human rights had an important impact on the implementation of the pilot project in schools, teachers were also asked to express their level of agreement about different factors relating to the teaching of children's and human rights (see *Figure 4* below).

*Figure 4: Factors related to the teaching of children's and human rights*

As shown in *Figure 4*, teachers perceive children's and human rights to be fundamental elements of both everyday life and school life since they unanimously either *strongly agreed* or *agreed* with this factor. Furthermore, teachers agreed considerably that they respect pupil's opinions and encourage them to express their views during classes. Only a minority of them (11 %) disagreed with this statement.

However, teachers reported that they disagreed to a significant extent with the statement that children's and human rights are conditional upon the socio-economic status of a particular country, i.e. that poor countries cannot afford them. 69,1 % of them in one way or another disagreed with this statement. However, 30.9 % of teachers replied that human and children's rights would be better implemented in countries with a higher GDP than in poor countries. Teachers from Azerbaijan agreed most with this statement and have therefore differed from all other teachers participating in the pilot project.

61,6 % of teachers were also in disagreement with the statement that children and human rights cannot be realized either in everyday life or at school. 38,4 % of teachers agreed with this statement. Again, teachers from Azerbaijan have significantly differed from other teachers in their own opinions, since most of them agreed with this statement.

**5.****Pupils' interest in children's rights (most welcomed rights by pupils)**

In order to get a comprehensive overview of the implementation of the pilot project in participating countries, teachers were asked to list three of the most welcomed rights or activities suggested on the teaching cards.



The three most welcomed rights by pupils participating in the pilot project were the following:

*a) the right to rest and leisure*,

*b) the right to freedom of expression and to freedom of thought, conscience and religion,*

*c) the right to education*.

These three rights are among the most welcomed rights in the majority of participating countries. Furthermore, there are no between-country differences in this group of rights since teachers from the majority of participating countries listed them as being important. Another right that also received considerable support in all part-icipating countries is the *right to protection against all forms of violence and abuse.*

However, as shown in *Figure 5* below, there is a considerable gap between these four rights and a group of rights which received support from only some of the countries who participated in the pilot project, e.g.

* *the right not to be discriminated on the grounds of a child's sex, race, language, religion, or national/ethnic origin* (Ireland *and* Slovenia),
* *the right to appropriate care and protection in case of seeking refugee status or being a refugee* (Russian Federation *and* Azerbaijan),
* *the right to a name and the right to acquire a nationality including the right to preserve his or her identity* (Russian Federation, Ukraine *and* Slovenia).

This information about particular specifications related to the area of human and children's rights in participating countries points to the regional and/or country specific context which should be considered in future OSCE assistance and initiatives in the area of human and children's rights education.

 *Figure 5: Pupils' interest in children's rights (most welcomed rights by pupils)*

After the examination of teachers' answers to the rationale for the interest in single teaching cards expressed by pupils, their responses were grouped into three different categories, i.e.

* interest in the proposed activities suggested on the teaching cards;
* interest of pupils affected by the topic addressed by the teaching cards covering a single children's right (e.g. the right to appropriate care and protection in case of seeking refugee status or being a refugee);
* expression of pupils' opinions and interests and the sharing of experiences with their peers.

**6.** **Tolerance in Schools**

One part of the teacher questionnaire was a set of questions related to the teaching and learning of tolerance. The first question in this section asked teachers to rate whether their schools pay enough attention to the issues of tolerance.

*Question as it appeared in the Teachers' questionnaire:*



77 % of teachers replied in the affirmative. However, teachers from the Russian Federation differed to a considerable extent from other teachers participating in the pilot project, since they reported that in their schools not enough attention is devoted to issues of tolerance.

Teachers were also asked to report on different forms of violence in their school environment.

*Question as it appeared in the Teachers' questionnaire:*



72,4 % of teachers reported that the most common form of violence in their school environment is *verbal violence* and 21 % of them reported that the most common form of violence is *bullying*. Teachers from Montenegro pointed out that in their schools *bullying* is the most common form of violence. In general, less than 1 % of teachers who participated in the pilot project reported that *physical violence* occurs in their schools.

Teachers were further asked to report on the recognition of rights violations by pupils or to present an example after carrying out individual activities of the OUR RIGHTS pilot project (see *Figure 6* below).

*Question as it appeared in the Teachers' questionnaire:*



*Figure 6: Recognition of rights violations by pupils*

40 % of teachers reported that after carrying out individual activities of the pilot project pupils recognize *all the rights* they have learned with the set of teaching cards' activities and 44 % of them reported that pupils recognize *only some of the rights*. Overall, only 16 % of teachers replied that pupils are unable to recognize any right nor state a case after carrying out individual activities of the pilot project. This clearly shows that the use of teaching cards and the carrying out of activities suggested on the cards has a considerable effect on pupils' recognition of single rights violations. Moreover, no country-specific difference between teachers' replies has been identified.

In addition, teachers were asked whether they would like to take part in a training session dedicated to the teaching and learning of tolerance. As reported by the teachers, almost all of them (92 %) wanted to receive such additional training. However, less than 50 % of teachers from Germany and Ireland replied that they would like to receive additional training dedicated to the teaching and learning of tolerance and this therefore differs significantly from other teachers participating in the pilot project.

*Figure 7: Further training dedicated to the area of teaching and learning of tolerance*[[21]](#footnote-21)

Teachers from all participating states emphasized that they would like to receive additional training particularily in the area of methods for teaching and learning tolerance (44 %) and in the area of contents & methods for teaching and learning tolerance (51 %). In the area of contents for teaching and learning tolerance the most interested teachers come from the Ukraine, whereas the most interested teachers in the area of methods for teaching and learning tolerance come from Macedonia. Moreover, teachers from Ireland generally showed less interest in future training dedicated to the area of teaching and learning tolerance. Despite a *prima facie* difference between their responses and the results from other teachers participating in the evaluation of the pilot project, this doesn't show a lack of Irish teachers' interest, since in Ireland, participants in the pilot project were student teachers whose training already included a training module which aimed to develop their own knowledge of human rights (including tolerance) and citizenship.

**7. Teachers' knowledge about human and children's rights documents**

Teachers included in the pilot project were asked to report on their knowledge of three basic documents on teaching and learning children's rights, i.e. the *Convention on the Rights of the Child* [CRC], the *Universal Declaration on Human Rights* [UDHR] and the *European Convention on Human Rights and Fundamental Freedoms* [ECHRF].

*Question as it appeared in the Teachers' questionnaire:*



*Figure 8: Teachers' perception of their knowledge about* CRC, UDHR and ECHRF

*Figure 8* shows the affirmative answers from teachers participating in the evaluation of the pilot project of their knowledge related to the three basic documents on teaching and learning human and children's rights. A comparision between teachers' perception of their knowledge of these documents clearly shows that teachers are most familar with the CRC(76,8 %), followed by their knowledge of the UDHR (59,9 %). A significant difference exists in the knowledge of teachers about the ECHRF since only 44,4 % reported that they have a sufficient degree of knowledge about this document.

Teachers were also asked whether they would like to receive additional training to teach and learn about children's and human rights. Most of them replied in the affirmative, in total 88 % of teachers. However, only 50 % of teachers from Croatia, Germany and Ireland replied that they would like to receive additional training in the area of teaching and learning about children's and human rights and this therefore differs significantly from other participating countries. Again, these results show that some groups of teachers participating in the pilot project, namely from Croatia, Germany and Ireland have already been included in projects on teaching and learning about human and children's rights.[[22]](#footnote-22)

*Question as it appeared in the Teachers' questionnaire:*



*Figure 9: Area of interest for additional training in children's and human rights*[[23]](#footnote-23)

Out of the three possible areas for additional training in children's and human rights, the greatest need for training is in the forms and methods of teaching and learning (see *Figure 9* above) since 55 % of teachers marked this option.

Both in this case, i.e. in the area of interest for additional training in children's and human rights, and in the case of further training dedicated to the area of teaching and learning about tolerance (see *Figure 7* on page 24), teachers reported that contents and methods and forms and methods are the areas of greatest interest for further training. In the case of further training dedicated to the teaching and learning of tolerance 44 % of teachers also replied that they would like to take part in teacher training dedicated only to the methods for teaching and learning tolerance. This comparison is particularly valuable since an entire section of the teacher training brochure was devoted to methodology and the description of the most important interactive methods for teaching and learning about human and children's rights.

**8. Impact of the pilot project (teachers)**

Of considerable importance for the overall success of the pilot project was the identification of the most important effects of the use of the OUR RIGHTS teaching cards. Teachers were asked to express their level of agreement with a set of possible effects the use of teaching cards could have had on both the teachers and on the pupils who were included in the pilot project (see *Figure 10* below).

*Figure 10: Effects of the use of OUR RIGHTS teaching cards*

As shown in *Figure 10*, teachers reported very positively on the effects of the use of OUR RIGHTS teaching cards. The majority of them *strongly* *agreed* or *agreed* with the statement that by using the cards they acquired knowledge that will help them to work on similar projects associated with children's rights (89,9 % of agreement). As teachers reported, pupils have become more receptive to numerous forms of diversity and distinctiveness in their social environment (88,2 % of agreement). Moreover, as teachers also reported, by using the cards, pupils have learned to look at children's rights in a critical manner and do not use them only for their own benefit (87,1 % of agreement). The results also show the considerable impact of the teaching material towards pupils' recognition of rights violations in everyday life and in schools (80,7% of agreement). It is also significant that no teacher who participated in the evaluation of the pilot project disagreed with any of the above statements.

**III.2. Results interpreted from the answers to the project National Contact Points' and OSCE representatives' questionnaire**[[24]](#footnote-24)

**9. Impact of the OSCE pilot project OUR RIGHTS in participating countries**

The project National Contact Points and OSCE representatives who participated in the evaluation of the pilot project were first asked to rate the success of the pilot project in general. Overall, both groups perceived that the pilot project has been very successful. 85 % of them rated the pilot project *positively* and 15 % of them rated the pilot project *partly positively*. The pilot project wasn't rated either *negatively* or *partly negatively,* which is a considerable achievement due to the diverse approaches to how the project was disseminated and implemented in participating countries.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

**How do you rate the success of the OSCE pilot project OUR RIGHTS?**

❒ positively

❒ partly positively

❒ neither positively nor negatively (neutrally)

❒ partly negatively

❒ negatively

**10. Suitability of implementation strategies in participating states**

Additionally, project National Contact Points and OSCE representatives were asked to reply in regards to the responses from teachers who took part of the initial teacher training seminar. Similar to their own rating of the pilot project, they observed that teachers' replies after course completion were extremely positive. 89 % of them observed that teachers replied *positively* and only 11 % of them that the teachers replied *partly positively*.Again, the pilot project was not rated either *negatively* or *partly negatively*.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

**How did the participating teachers respond after course completion?**

❒ positively

❒ partly positively

❒ neither positively nor negatively (neutrally)

❒ partly negatively

 ❒ negatively

Project National Contact Points and OSCE representatives also had to mark whether participation in the pilot project was a useful experience for them personally. All 27 respondents unanimously agreed that the OSCE pilot project OUR RIGHTS was for them a positive personal experience. In addition, they were asked to briefly explain why participation in the pilot project was a useful experience for them personally. After an examination of their answers, responses were grouped into four different categories, i.e.

* *utility* (e.g. appropriateness of the teaching material);
* *effectiveness* (strenghtening of the cooperation between different actors involved in this area in participating states (ministries, NGOs, schools, the OSCE Field Missions) and establishment of contact with experts from other countries));
* *impact* (e.g. teaching material was also used in the training of undergraduate teachers);
* *sustainability* (e.g. follow-up activities/seminars were organized).

In order to gain a more comprehensive view of the utility of the pilot project, project National Contact Points and OSCE representatives were asked a couple of questions about the possible wider dissemination of the pilot project in existing participating countries and in countries that did not participate in the pilot project.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

**Would you recommend the training materials to other teachers who did not participate in OSCE pilot project OUR RIGHTS?**

yes………❒ no………❒

**Would you recommend the training materials from the OSCE pilot project OUR RIGHTS to other countries?**

yes………❒ no………❒

Project National Contact Points and OSCE representatives unanimously replied that they would recommend the teaching materials from the OSCE pilot project OUR RIGHTS to other teachers both from within and between participating countries. They were also asked about the possible inclusion of training materials in the regular school curriculum and in teacher training courses.

Project National Contact Points and OSCE representatives reported that the inclusion of these training materials in the regular school curriculum of participating countries and in teacher training courses would significantly contribute to the sustanability of teaching and learning about human and children's rights since 88 % of both groups replied in the affirmative.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

**Do you think that these training materials could be included in the regular school curriculum in your country?**

yes………❒ no………❒

**Do you think that these training materials could be included in teacher training courses in your country?**

yes………❒ no………❒

*Question as it appeared in the NCPs' and OSCE Representatives questionnaire:*

1. **Do you think that these training materials could be included in the regular school curriculum in your country?**

yes………❒ no………❒

**12. Do you think that these training materials could be included in teacher training courses in your country?**

yes………❒ no………❒

Those project National Contact Points and OSCE representatives who replied positively to the question on the inclusion of training materials in teachers training courses were then asked to identify the area where special training in the teaching and learning about human rights and the rights of the child was most required (see *Figure 11* below).

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

In which **areas of teaching and learning about human rights and the rights of the child** is special training most required?

*Mark the squares best describing your needs!*

❒ appropriate content for teaching/learning about human rights and the rights of the child

❒ forms and methods for teaching/learning about human rights and the rights of the child

* cooperation between teachers for teaching/learning about human rights and the rights of the child

As reported by project National Contact Points and OSCE representatives, the most required area of teaching and learning about human rights and the rights of the child are the forms and methods for teaching/learning about human rights and the rights of the child (50 %), followed by the need for additional training in cooperation between teachers. This indicates that the pilot project's methodology had a considerable impact on project National Contact Points and OSCE representatives as well.

*Figure 11: Area of teacher training courses*[[25]](#footnote-25)

Similar to the identification of the most important effects of the OSCE pilot project OUR RIGHTS by the teachers (see *Figure 10* above), both the project National Contact Points and OSCE representatives were asked about the two most important effects of the OSCE pilot project »OUR RIGHTS«.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

 **Which are, in your personal opinion, the most important effects of the OSCE pilot project**

**OUR RIGHTS?**

 *Please mark one square in each row:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *disagree* | *partly agree* | *agree* | *very much agree* |
| In this pilot project, I gathered experience that will help me implement similar projects focusing on human rights and the rights of the child. | ❒ | ❒ | ❒ | ❒ |

*Figure 12a: The most important effects of the pilot project (statement I)*

*Figure 12a* presents the replies from project National Contact Points and OSCE representatives on the statement that *they've gathered experience that will help them implement similar projects focusing on human rights and the rights of the child*. 81 % of them *agreed* or *very much agreed* with such an effect of the pilot project.

*Question as it appeared in the project NCPs' and OSCE Representatives questionnaire:*

 **Which are, in your personal opinion, the most important effects of the OSCE pilot project**

**OUR RIGHTS?**

 *Please mark one square in each row:*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | *disagree* | *partly agree* | *agree* | *very much agree* |
| With experience from the pilot project, the teachers will include the topics of human rights and the rights of the child in their teaching subjects more successfully. | ❒ | ❒ | ❒ | ❒ |

*Figure 12b: The most important effects of the pilot project (statement II)*

*Figure 12b* presents their replies to the statement that *with experience from the pilot project, teachers will include the topics of human rights and the rights of the child in their teaching subjects more successfully*. Again, 81 % of them *agreed* or *very much agreed* with the overall effectiveness of the pilot project.

**11. Support for the implementation of the pilot project in participating countries**

Project National Contact Points and OSCE representatives were asked to identify the quality of the support provided for the implementation of the OSCE pilot project OUR RIGHTS in participating countries.

Both groups reported that the most valuable support for the implementation of the pilot project in participating countries was provided by Ministries of Education (23 replies) and by OSCE Field Missions (14 replies [where they exist]). In both cases 78 % of project National Contact Points and OSCE representatives marked the support of both institutions either as *very good* or *good*. NGOs also played an important role since 10 respondents replied that they received their support in the implementation of the pilot project in participating countries. Their support was rated 100 % positive (either *very good* or *good*). The support from other governmental institutions (13 replies) was marked as being 84 % positive and the support for the implementation from other ministries (7 replies) was marked as being 75 % positive. This data clearly shows that all institutions cooperating in the implementation were of considerable help which gave the pilot project a high level of utility and therefore contributed significantly to its effectiveness.

**III.3. Principal evaluation findings**

This section of the final report examines in detail the principal findings arising out of the results interpreted from the answers to the teachers' questionnaire and from the answers to the project National Contact Points' and OSCE representatives questionnaire. While considering the framework used for the evaluation of the OSCE pilot project OUR RIGHTS (see *Figure 1* on page 15), we summarize our main findings in relation to the basic evaluation issues below.

***Relevance* of the pilot project**

*The fundamental question of this evaluation issue was whether the activities undertaken by the pilot project in participating countries were appropriate given its objectives to raise the awareness on human and children's rights education among teachers and pupils and build up the understanding of the younger generation of the need for tolerance and peaceful coexistence?*

The results of the evaluation convincingly show that the pilot project's activities undertaken at the implementation stage matched with the basic objectives of the pilot project since the project contributed significantly to raising awareness on teaching and learning human rights within all participating countries. The set of teaching cards – as the teachers included in the evaluation reported – had a considerable impact on the stimulation of pupils to learn about children's rights. The pilot project's overall impact on the stimulation of pupils to learn about children's rights has been particularly influenced by the methodology of the teaching cards themselves.

Furthermore, the results from teachers' responses show that throughout all participating countries schools also pay a considerable degree of attention to the issue of tolerance. Moreover, despite differences in country-level interest in additional teacher training in the area of both teaching and learning about human and children's rights and the teaching and learning of tolerance, a well defined set of future assistance and initiatives needed in OSCE participating States in these two areas has been identified, particularily in the area of nondiscrimination and the teaching and learning of tolerance.

The overall analysis of teachers' responses also demonstrates that there are no regional or country specific differences in pupils' interest in children's rights or differences in pupils' preferences of single children's rights. These results therefore confirm the adequacy of the teaching material set up for the OSCE participating States framework and the appropriateness of the implementation strategies in all participating countries thereby contributing significantly to the needs of participating countries in the area of human and children's rights and in the area of teaching and learning tolerance.

***Effectiveness* of the pilot project**

*The basic question forming this part of the evaluation of the pilot project has been to what extent has the pilot project contributed towards the achievement of wider OSCE and national policy goals relating to the teaching and learning of human and children's rights within the OSCE participating States' formal education settings and what has been the value added/complementarity of an OSCE level approach as opposed to actions taken only at a national level?*

As project National Contact Points and OSCE representatives have convincingly emphasized, they would recommend the teaching materials from the OSCE pilot project OUR RIGHTS to other teachers both within and between participating countries. In addition, the positive assessment emerging from the evaluation of the pilot project confirms that the effectiveness of the pilot project benefited to a significant extent from the support of governmental bodies and institutions in participating countries, OSCE Field Missions (where they exist), and assistance from other institutions, NGOs and the OSCE Task Force in the Ministry of Foreign Affairs of Slovenia which initiated and coordinated the whole process of preparation and implementation of the pilot project.

Despite considerable differences in the number of teachers and pupils included in the pilot project, the different approaches to how the project was disseminated and implemented as well as the implementation cycle, institutional arrangements and management capacities between participating countries, there were no significant inter-country differences in the implementation of the pilot project or its overall performance. The organizational efficiency of the pilot project's implementation and its coordination has therefore significantly contributed to the overall effectiveness of the pilot project in participating countries. Moreover, as project National Contact Points and OSCE representatives have firmly emphasized, the OSCE level approach proved to be a crucial element in the strenghtening of cooperation between different actors involved in the area of human and children's rights education within participating countries (ministries, NGOs, schools, the OSCE offices) and the establishment of contacts with experts from other countries participating in the pilot project.

***Utility* of the pilot project**

*The two basic questions related to the* utility *of the pilot project are to evaluate to what extent the outputs of the pilot project have met the needs of its two target groups (teachers and pupils) and what have been the benefits for them?*

With regarda to *utility*, the evaluation findings confirm that the pilot project's outputs met the needs of both teachers and pupils since teachers included in the evaluation reported a high level of suitability of the teaching cards to stimulate children in learning about children's rights. The pilot project's overall impact on stimulating pupils to learn about children's rights was particularly influenced by the methodology of the teaching cards themselves. Various findings arising out of the analyses of the project results also testify that the pilot project contributed both directly and indirectly to the improvement of teachers, project National Contact Points and OSCE representatives in their competence to carry out similar projects and initiatives in teaching and learning about human and children's rights.

A detailed examination of teachers' responses on the most important effects of the pilot project has provided convincing evidence that there was considerable improvement in pupils' recognition of different forms of diversity and distinctiveness in their social environment and in their sensitivity to the issues of children's rights. The results from the evaluation of the pilot project also show that the teaching material greatly contributed to pupils' recognition of rights violations in everyday life and in schools. The use of teaching cards also had a positive effect on the expression of pupils in classrooms and their sharing of experiences with their peers.

***Sustainability* of the pilot project**

*The basic question forming this part of the evaluation of the pilot project has primarily addressed the issue of whether the OSCE pilot project's activities have had a lasting effect in terms of contributing to increased awareness and understanding of human and children's rights in countries which participated in the pilot project*

As the overall results of the evaluation of the pilot project have shown, the sustainability of teaching and learning about human and children's rights and the realisation of a wider impact and the durability of the results in participating countries are especially influenced by country specific factors affecting its implementation. As in the case of the OSCE pilot project OUR RIGHTS, potential sustainability risks should be addressed at the level of project design to ensure its long-term sustainability. As both project National Contact Points and OSCE representatives have emphasized, teacher training seminars on both the contents and methods for teaching and learning about human and children's rights provided a suitable basis for the country-based implementation and futher development in the area of human and children's rights education in participating countries. Moreover, teacher training programmes can only have a long-term impact and be sustainable if the area of children's and human rights are included in the school curriculum and education policies are an integral part of teacher training programmes. As was convincingly emphasized, the inclusion of the pilot project's training materials in the regular school curriculum of participating countries and its inclusion into teacher training courses would significantly contribute to the sustanability of teaching and learning about human and children's rights in participating countries.[[26]](#footnote-26)

**PART IV:**

**CONCLUSIONS AND RECOMMENDATIONS**

**IV.1. Main conclusions of the evaluation of the pilot project**

With the implementation of the OSCE pilot project OUR RIGHTS, the Slovene Chairmanship of the OSCE in 2005 fullfilled one of the tasks deriving from the OSCE Stategy to Address Threats to Security and Stability in the Twenty-First Century and signalled that human and children's rights education should remain a high priority for the OSCE. As one of the political consequences, the OSCE Ministerial Council reached a consesus for a Decision on the Promotion of Human Rights Education and Training in the OSCE Area at its meeting in Ljubljana on 6 December 2005.

In accordance with its basic objectives and intented outcomes, the pilot project has contributed equally to the basic objectives and committments of the OSCE and the needs of participating States in the area of education on human and children's rights. Taking into consideration the major findings arising out of the results of the pilot project, the main conclusions of the evaluation study can be summarized as follows:

* 1. the method of teaching cards provides an efficient and sustainable stimulation for pupils to learn about human and children's rights;
	2. teaching cards are a useful learning tool for pupils to recognize rights violations in everyday life and in schools;
	3. the pilot project significantly contributed to the improvement in pupils' recognition of different forms of diversity and distinctiveness in their social environment and to their sensitivity to issues of children's rights;
	4. the inclusion of human and children's rights education in minority educational settings (e.g. for Roma, ethnocultural minorities, national minorities, refugees) significantly contributes to the culture of non-discrimination and tolerance both in schools and in everyday life;
	5. the area of teaching human and children's rights proves to be significantly affected by teachers' attitudes to these issues as well as by teachers' previous training and qualifications;
	6. the inclusion of the pilot project's training materials in the regular school curriculum of participating States and its inclusion into teacher training courses could significantly contribute to the sustanability of the teaching and learning of human and children's rights in participating States.
	7. for future institutional assistance, including OSCE and other international actors, in the area of human and children's rights education, training programmes should prioritize the methodology for teaching and learning about human and children's rights;

The evaluation of the implementation of the OSCE pilot project OUR RIGHTS confirms the relevance, effectiveness, utility and sustainability of the teaching material since its outcomes and impact produced satisfactory results in all participating countries.

A principal challenge in the further development of OSCE supported human and children's rights education programmes and initiatives will remain that of developing a coherent policy-oriented framework and supporting the development of institutional structures and mechanisms to ensure the long-term sustainability of human and children's rights education in formal and informal education settings.

**IV.2. Recommendations for future OSCE assistance and initiatives in the area of human and children's rights education**

By considering the principal findings and conclusions of the pilot project, the recommendations for future OSCE assistance and initiatives in the area of human and children's rights education should:

1. strenghten the role and effectiveness of OSCE assistance in the area of human and children's rights education in participating States;
2. support the development of in-country expertise in the area of human and children's rights education and the promotion of respect for basic human and children's rights and education for tolerance;
3. assist participating States to integrate human and children's rights education and education for non-discrimination and tolerance as a permanent cross-cutting theme into the school curriculum at the level of elementary education;
4. improve information exchange and strenghten the development of intra-country and inter-country partnership among NGOs, governmental institutions and educational practicioners in the area of human and children's rights education;
5. ensure that the OSCE and its participating States advocate rights violations-sensitive development policies at the local, national and regional levels, including support for good practice initiatives;
6. work to promote the development and implementation of policy-oriented and curriculum level initiatives and improvements within both pre-service and in-service teacher training courses;
7. encourage the inclusion of human and children's rights education in minority settings (e.g. Roma, national and ethnocultural minorities, refugees);
8. support the introduction of a »low-budget« approach to implement projects and teacher training courses in human and children's rights education due to their non-commercial nature;
9. actively support the translation and publication of teaching materials as well as improve documentation capacities of schools, NGOs and other institutions;
10. provide support for the development of new institutional structures and encourage the use of existing mechanisms for the exchange of teachers and experts in the area of human and children's rights education;
11. support the implementation of similar pilot projects on human and children's rights education for the same and other age groups of pupils and students in formal and informal educational settings in all OSCE participating States;
12. finally, cooperate with other international and non-governmental organizations in information exchange and designing a method of sustainable implementation for the human rights education of the young and their teachers as well as other target groups.
1. The authors’ views expressed in this report do not necessarily reflect the views of the OSCE or the Ministry of Foreign Affairs of Slovenia. [↑](#footnote-ref-1)
2. The pilot project was financed by extra-budgetary funding in 2005 provided by Slovenia, the United States and Finland. [↑](#footnote-ref-2)
3. The complete set of teaching cards and the information for teachers in all languages used in the pilot project is available on the OSCE website: www.osce.org/activities/13042.html Authors of the teaching tool were Blanka Jamnišek (MA), Andreja Barle-Lakota (PhD), Liana Kalčina, Zoran Pavlović (PhD) and Mitja Sardoč (MSc). The illustrator of the pictures included in the set of teaching cards is Matjaž Schmidt. [↑](#footnote-ref-3)
4. The pilot project was not concluded in Bulgaria or Turkey in 2005, so they are not included in this evaluation. However, the pilot project has attracted further attention and is forseen to be implemented in 2006 in Belgium, Finland, Kosovo and perhaps Bosnia and Hercegovina. [↑](#footnote-ref-4)
5. OSCE Field Missions included in the pilot project were from: Albania, Croatia, Macedonia, Serbia and Montenegro, and Ukraine. This means that half of the participating countries were assisted by the OSCE Field Missions in addition to their own capacities and the other half implemented the pilot project with their own human resources. So there was an »east and west of Vienna« participation, with and without OSCE Field Missions' assistance, which was a well balanced sample. [↑](#footnote-ref-5)
6. OSCE Ministerial Council Decision: MC.DEC/11/05, MC(13) Journal No.2. [↑](#footnote-ref-6)
7. See, <http://www.ohchr.org/english/issues/education/training/programme.htm> [↑](#footnote-ref-7)
8. See, [http://www.coe.int/T/E/Com/Files/Themes/ECD/](http://www.ohchr.org/english/issues/education/training/programme.htm) [↑](#footnote-ref-8)
9. The EIDHR is a European Union programme that aims to promote and support human rights and democracy in third world countries. [↑](#footnote-ref-9)
10. See, [http://daccessdds.un.org/doc/UNDOC/GEN/N05/253/74/PDF/N0525374.pdf?OpenElement](http://www.ohchr.org/english/issues/education/training/programme.htm) [↑](#footnote-ref-10)
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12. The set of teaching cards (both the textual part and the illustrations) and the information brochure for teachers were previously consulted with individual international experts engaged by ODIHR, HREA [Human Rights Education Associates], UNICEF, Amnesty International and Conley-International. [↑](#footnote-ref-12)
13. The sample of the pilot project was considerably balanced since both countries from the »east« as well as countries from the »west of Vienna« participated in it. [↑](#footnote-ref-13)
14. OSCE Field Missions included in the pilot project were from: Albania, Croatia, Macedonia, Serbia and Montenegro and Ukraine. [↑](#footnote-ref-14)
15. Due to the fact that the implementation cycle in Bulgaria and Turkey differed from those in other countries participating in the pilot project and was therefore not concluded by January 2006 when the evaluation of the pilot project started, neither of these countries was included in the evaluation of the pilot project. [↑](#footnote-ref-15)
16. The following minorities have not been included in the evaluation of the pilot project since their questionnaires have not been received until the deadline, i.e. the Turkish and Serbian minority from Macedonia, Roma from Serbia and Montenegro, Macedonia and Slovenia. [↑](#footnote-ref-16)
17. The evaluation framework of the pilot project is built on the model for the Evaluation of the European Monitoring Centre on Racism and Xenophobia conducted by the *Centre for Strategy & Evaluation Services*. [↑](#footnote-ref-17)
18. The *Project National Contact Points' and OSCE representatives' questionnaire* is enclosed to this report as *Appendix 2*. [↑](#footnote-ref-18)
19. *Teacher questionnaire* is enclosed to this report as *Appendix 1*. [↑](#footnote-ref-19)
20. Bulgaria and Turkey were not included in the evaluation of the pilot project. [↑](#footnote-ref-20)
21. In answering this question, teachers had the option of marking more than one answer. [↑](#footnote-ref-21)
22. For example, during the last decade, Croatia was very active in peace education and human rights education. This resulted in their preparation of a National Action Plan for human rights education. [↑](#footnote-ref-22)
23. In answering this question, teachers had the option of marking more than one answer. [↑](#footnote-ref-23)
24. OSCE representatives who also participated in the evaluation of the pilot project were from the following OSCE Field Missions: Albania, Croatia, Macedonia, Serbia and Montenegro and Ukraine. [↑](#footnote-ref-24)
25. In answering this question, project National Contact Points and OSCE representatives had the option of marking more than one answer. [↑](#footnote-ref-25)
26. Teaching materials in all linguistic versions used in the OSCE pilot project OUR RIGHTS are freely available on the website www.osce.org/activities/13042.html. Further translations of the teaching material in other languages and implementation in both formal and informal educational settings are most welcome. [↑](#footnote-ref-26)