Denmark

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On-going, 0%

Image Placeholder

Human Rights Education Assessment

My organisation

Respondent description
Who did the assessment?

Reviewer description
Who did the assessment?

Published:

Survey Answers

1. Policy

POLICY – To what extent is human rights education incorporated in national education policies?

1.1 International instruments with provisions on human rights education within the primary and secondary school systems (ISCED level 1-3) have been ratified. *(Mark which of the following instruments the State has ratified:)*

☐ UNESCO Convention Against Discrimination in Education (1960)

☐ International Convention on the Elimination of All Forms of Racial Discrimination (1965)

☐ International Covenant on Economic, Social and Cultural Rights (1966)

☐ Convention on the Elimination of All Forms of Discrimination against Women (1979)

☐ Convention on the Rights of the Child (1989)

☐ Convention on the Rights of Persons with Disabilities (2006)

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether the state has ratified the key international instruments that include provisions on human rights education. In ratifying these instruments, the state has binding human rights obligations in this regard.

Data sources

A list of the ratification status of all the UN member States can be found at the OHCHR's website: http://indicators.ohchr.org/

A list of the ratification status of the UNESCO Conventions can be found at UNESCO's website: http://portal.unesco.org/en/ev.php-URL_ID=15244&URL_DO=DO_TOPIC&URL_SECTION=201.html

1.2. Human rights education in the primary and secondary school systems (ISCED level 1-3) is mentioned in state reports submitted over the last ten years to human rights mechanisms and other processes. *(Mark the mechanisms the State has reported on HRE to within the past 10 years:)*

☐ UNESCO Convention Against Discrimination in Education (1960)

☐ International Convention on the Elimination of All Forms of Racial Discrimination (1965)

☐ International Covenant on Economic, Social and Cultural Rights (1966)

☐ Convention on the Elimination of All Forms of Discrimination against Women (1979)

☐ Convention on the Rights of the Child (1989)

☐ Convention on the Rights of Persons with Disabilities (2006)

☐ UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace a

☐ The UN World Programme for Human Rights Education (2005-ongoing)

☐ Universal Periodic Review (UPR)

☐ None of the latest national reportings include status on human rights education

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether the State makes specific mention of progress in human rights education within the primary and secondary school systems (ISCED Level 1-3) when reporting to the relevant international monitoring mechanisms and processes.

To assess this, review the content of the state reports submitted to the relevant mechanisms and determine whether there is information on measures adopted by the state in the field of human rights education and training in the primary and secondary school systems. Please note that this information should only be provided for reports submitted **within the last ten years** to the relevant mechanism.

International human rights law includes an obligation for States to report on the measures which they have adopted and the progress they have achieved in the observance of the rights recognized in the ratified conventions.

If states have not reported within the last ten years to the relevant mechanisms or processes, please indicate this in the comment box.

Data sources

Submission of national reports to human rights committees is located on the individual committees' websites (CERD, CESCR, CEDW, CRC, CRPD): https://www.ohchr.org/EN/HRBodies/Pages/HumanRightsBodies.aspx

National reports for the UNESCO conventions is not available online. They must be obtained from the relevant body responsible for reporting (e.g. Ministry of Education).

Submission of national reports to the UN WPHRE can be fou

1.3 Existence of national education legislation and policy that contain textual reference to human rights standards and mechanisms in the overall aim of education and operations of primary and secondary school systems (ISCED Level 1-3). *Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively.*

	Primary	Lower sec.	Upper sec.
Yes, there is national education legislation and policy with textual references to human rights standards and mechanisms	○	○	○
No, the national education legislation and policies do not include textual references to human rights standards and mechanisms	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether the state has explicitly incorporated within its national educational laws or policies that the overall aim of education is to further the development of respect for human rights and fundamental freedoms, as enshrined in international human rights instruments.

The UN Committee on the Rights of the Child calls on States to formally endorse these principles in national laws or policies for education at all levels to ensure that education is directed to this aim.

The UN Declaration on Human Rights Education and Training stipulates that human rights education and training should be based on the principles of the Universal Declaration of Human Rights and relevant treaties and instruments.

In order to assess this, review national educational laws and policies for textual references to human rights in the overall aim of education and operations of the primary and secondary school systems (ISCED Level 1-3).

This can be done through a word-search in the relevant national laws and policies governing education within the primary and secondary school systems (ISCED level 1-3).

Data sources

Data may be available in education regulations addressing the expected overall aim of education and operations of primary and secondary school systems.

1.4. Existence of national education legislation and policy that include human rights-related themes in the overall aim of education and operations of primary and secondary school systems (ISCED Level 1-3). *Select which of the following related themes are included:*

	Primary	Lower sec.	Upper sec.
Gender equality	☐	☐	☐
Global citizenship	☐	☐	☐
Cultural diversity and/or tolerance	☐	☐	☐
Peace and/or non-violence	☐	☐	☐
No, the national education legislation and policies do not include human rights-related themes	☐	☐	☐
No data available	☐	☐	☐

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on the degree to which specific human rights-related themes or aims are included in national laws or policies on education.

These themes or aims may be included with or without explicit textual reference to the relevant human rights standard or mechanism.

The purpose of this indicator is to generate data that differentiates education **explicitly** referencing human rights standards and instruments (indicator 1.3) from education in human rights-related themes (indicator 1.4) that **implicitly** or indirectly reflect international human rights standards. Another purpose is to identify which of these human rights-related themes are included.

A way to find out if education legislation and policies include these human rights-related themes is to do a document review with word-searches in all relevant documents.

Data sources

Data may be available in education regulations addressing the expected overall aim of education and operations of primary and secondary school systems.

1.5. Existence of a National Action Plan on Human Rights Education in the primary and secondary school systems (ISCED Level 1-3). *Choose one answer. Be aware that a "No data available" answer will count as zero in the indicator score.*

	Primary	Lower sec.	Upper sec.
Yes, a National Action Plan on Human Rights Education exists	○	○	○
No, no National Action Plan on Human Rights Education exists but Human Rights Education is included in other National Action Plan	○	○	○
No, a National Action Plan on Human Rights Education does not exist	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance clarification

This indicator generates data on whether the State has committed itself to advancing the implementation of human rights education by adopting operational and comprehensive plans for human rights education in the primary and secondary school systems (ISCED Level 1-3).

The Committee on the Rights of the Child and the World Programme for Human Rights Education call upon State parties to develop such action plans. These can take the form of stand-alone action plans on human rights education – or they can form part of overarching human rights action plans, SDG action plans, or the like.

Data sources

A National Action Plan (NAP) on education (and human rights education) is usually anchored in the Ministry of Education or affiliated governmental institutions.

Human rights education can also be in a National Action Plan on Human Rights more broadly, anchored in the Ministry of Justice, or the Ministry of Human Rights.

Human rights education can also be included in the national SDG Action Plan. An SDG Action Plan if often anchored in a central SDG planning and coordination mechanism led by, for example, the Ministry of Planning, Ministry of Finance, the Prime Minister's office etc.

6. Existence of national budget line(s) on human rights education for primary and secondary school systems (ISCED level 1-3) in the last fiscal year.

	Primary	Lower sec.	Upper sec.
Yes, a national budget line on Human Rights Education exists	○	○	○
No, a national budget line on Human Rights Education does not exist	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether states have earmarked resources for the integration of human rights education in primary and secondary school systems (ISCED Level 1-3) in their national state budgets.

If government expenditure is earmarked for human rights education in the primary and secondary school systems, please include in comment box either;

- (a) the proportion of this budgetary allocation to gross budgetary allocation under the National Education Account (NEA) or
- (b) the proportion of this budgetary allocation to Gross National Income.

You are only asked to assess the central national budget and not budgets at the sub-national level in self-governing authorities or decentralised education budgets.

However, please do provide additional information in the comment box on sub-national budgets, where relevant.

Data sources

Data may be available in the recent Annual Finance Act or National Budget Act. This is often located at the Ministry of Finance.

In some countries, National Statistical Offices can also provide this data.

1.7. Existence of a national mechanism or agency mandated to coordinate human rights education in primary and secondary school systems (ISCED level 1-3).

	Primary	Lower sec.	Upper sec.
Yes, a mechanism with a funded work plan exists	○	○	○
Yes, a mechanism exists, but it does not have a funded work plan	○	○	○
No, a mechanism does not exist	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether there is an appointed governmental agency or mechanism to coordinate and ensure human rights education in the primary and secondary school system (ISCED Level 1-3).

Please note that this is in addition to a mandate that the national human rights institution has in terms of human rights education.

The UN World Programme for Human Rights Education calls for all States to assign a department or unit responsible for coordinating the implementation of human rights education.

You are asked to only assess whether such an entity exists at the national level. You can provide additional information on sub-national entities in the comment box, where relevant.

Data sources

A governmental mechanism or agency can be any state unit with a specific mandate for human rights education.

This can be a department, team, units etc. within the Ministry of Education, in the Ministry for Human Rights, or other national authorities.

2. Curricula

CURRICULA – to what extent do national curricula include elements on human rights education?

2.1. Teaching and learning on human rights standards and mechanisms for their protection is explicitly incorporated in mandatory subjects of the national curricula for primary and secondary school systems (ISCED level 1- 3).

Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively.

	Primary	Lower sec.	Upper sec.
Yes, there are explicit references to human rights standards and mechanisms in mandatory school subjects	◯	◯	◯
No, there are no explicit references to human rights standards and mechanisms in mandatory school subjects	◯	◯	◯
No data available	◯	◯	◯

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on the degree to which the mandatory curricula for the primary and secondary school system (ISCED 1-3) has explicit reference to human rights and fundamental freedoms.

The indicator assesses the *intended curriculum*, meaning the formal education sector's mandatory curricula framework which specifies the learning objectives for the primary and secondary school system.

A way to find out if the curricula includes human rights in a mandatory subject is to do a document review with word-search in all relevant documents.

Data sources

Compulsory curricula are usually embodied in the curricula framework and guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

2.2. Teaching and learning on human rights-related themes are included in mandatory subjects of the national curricula for primary and secondary school systems (ISCED Level 1- 3).

Please mark which of the following themes are included for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively. Choose none, if not included.

	Primary	Lower sec.	Upper sec.
Gender equality	☐	☐	☐
Global citizenship	☐	☐	☐
Cultural diversity and/or tolerance	☐	☐	☐
Peace and/or non-violence	☐	☐	☐
No, human rights related themes are not included in mandatory	☐	☐	☐
No data available	☐	☐	☐

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator assesses the degree to which states include human rights-related themes in the curriculum for the primary and secondary school system.

The purpose of this indicator is to generate data that differentiates education which specifically references human rights standards and instruments (indicator 2.1) from education in human rights-related themes (2.2) that may or may not specifically be based on or refer to international human rights standards.

The indicator refers to the *intended curriculum*, meaning the formal education sector's curricula framework which specifies the learning objectives for the primary and secondary school system.

A way to find out if the curricula include human rights-related themes as a mandatory subject is to do a document review with word-search in all relevant documents.

Data sources

Compulsory curricula are usually embodied in the curricula framework, guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

2.3. Existence of textbooks, teaching exemplars, and other learning materials for primary and secondary school systems (ISCED level 1-3) that refer to human rights standards and mechanisms.
Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, there are textbooks, teaching exemplars and other learning materials which include references to human rights standards and mechanisms	○	○	○
No, there are no textbooks, teaching exemplars or other learning materials which include references to human rights standards and mechanisms	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether there are textbooks and materials for primary and secondary school systems (ISCED Level 1-3) for the teaching and learning about, for and through human rights, as enshrined in international human rights instruments.

States are required to review textbooks and other learning materials to ensure that such materials are available, and that these effectively promote the respect for human rights and fundamental freedoms.

Responses here should only relate to textbooks and learning materials developed or endorsed by national educational authorities for use in the primary and secondary school system.

If relevant, provide additional information in the comment box of materials that may not yet be officially endorsed but are available from non-governmental institutions and are used in the primary and secondary school system.

Data sources

Data on public textbooks and learning materials may be available from Ministry of Educations, or governmental appointed institutions involved in the development of pedagogy, teaching and learning materials and textbooks.

2.4. Human rights curricula for primary and secondary school systems (ISCED level 1-3) are related to the daily lives and concerns of children and their communities.

Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, human rights curricula relate to children's daily lives and experiences	○	○	○
No, human rights curricula do not relate to children's daily lives and experiences	○	○	○
There are no human rights curricula	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

The indicator assesses whether human rights education is contextualized to students' daily lives in such a way that abstract

human rights norms on e.g. non-discrimination are transformed to the reality of the pupils' own social, economic, cultural and political conditions. Such contextualized teaching is called for by the UN Committee on the Rights of the Child, as well as by the World Programme for Human Rights Education.

Human rights education that relate directly to pupils' daily lives and concerns has the potential to empower school children to embody human rights values and combat racism, ethnic discrimination, xenophobia and related intolerance.

A way to find out, if compulsory curricula contextualize human rights norms and standards to children's daily lives is to do a document review with word-search on human rights in all relevant documents. Examine whether human rights are written in the context of children's daily lives and concerns in the given national context.

Data sources

Compulsory curricula are usually embodied in the curricula framework and guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

3. Teachers

TEACHERS – to what extent do teachers' education contain elements on human rights education?

3.1. Education about human rights standards and mechanisms are explicitly referred to in the mandatory curricula for teacher education. *Be aware that a "No data available" answer will count as zero in the indicator score*.

	Primary	Lower sec.	Upper sec.
Yes, the mandatory curricula include explicit references to human rights standards and mechanisms	○	○	○
No, human rights standards and mechanisms are not included in the mandatory curricula	○	○	○
Human rights standards and mechanisms are only included in elective subjects	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator assesses whether the state has included training in human rights in teacher education curriculum.

The indicator refers to the *intended curriculum*. This means the compulsory curricula which specify learning objectives for teacher education.

A way to find out, if compulsory curricula include human rights is to do a document review with word-search in all relevant document.

Data sources

Compulsory curricula are usually embodied in the curricula framework and guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

3.2. Training in human rights related themes is included in mandatory curricula for teacher education.

	Primary	Lower sec.	Upper sec.
Gender equality	☐	☐	☐
Global citizenship	☐	☐	☐
Cultural diversity and/or tolerance	☐	☐	☐
Peace and/or non-violence	☐	☐	☐
No, human rights related themes are not included in mandatory subjects	☐	☐	☐
No data available	☐	☐	☐

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on which human rights-related themes are included in curricula for teacher education, either with or without explicit reference to the related international human rights standard.

A way to find out, if teacher education curricula include related themes is to do document review with word-search in all relevant document.

Data sources

Compulsory curricula are usually embodied in the curricula framework and guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

3.3. Existence of textbooks, teaching exemplars, and other learning materials for teacher education in human rights standards and mechanisms. *Be aware that a "No data available" answer will count as zero in the indicator score.*

	Primary	Lower sec.	Upper sec.
Yes, teaching materials that include explicit references to human rights standards and mechanisms exist	○	○	○
No, there are no teaching materials with explicit references to human rights standards and mechanisms	○	○	○
No data available	○	○	○

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether there exists national textbooks and teaching and learning materials for teacher education in human rights.

Responses here should only relate to textbooks and learning materials developed or supported by national educational authorities for use in teacher education.

If relevant, provide additional information in the comment box of materials that may not yet be officially endorsed but are available from non-governmental institutions and are used in teacher education.

Data sources

Data on public textbooks and learning materials may be available from Ministry of Education, or governmental appointed institutions involved in the development of pedagogy, teaching and learning materials and textbooks.

3.4. Teacher Education curricula include human rights education methodology that are rights-respecting, child-centred, and participator. *Be aware that a "No data available" answer will count as zero in the indicator score.*

	Primary	Lower sec.	Upper sec.
Yes, teacher education curricula include human rights education methodologies	◯	◯	◯
No, teacher education curricula do not include human rights education methodologies	◯	◯	◯
No data available	◯	◯	◯

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator assesses whether the compulsory teacher education curricula includes education on teaching and learning methodologies which are in line with human rights values and principles, such as equality, human dignity, participation, and non-discrimination.

The UN Committee on the Rights of the Child has stated that human rights education should equip professionals with the skills and attitudes that enable them to interact with children and young people in a manner that respects their rights, dignity and self-respect. This is intended to ensure that teachers can ensure a rights-based learning environment in schools.

A way to find out if compulsory teacher education curricula include these methodologies is to do a document review in all relevant documents (/paragraphs) on learning methodologies and principles. Examine whether principles like participation, child-centred, non-discrimination, rights-respecting are written in the context of learning methodologies.

Data sources

Compulsory curricula are usually embodied in the curricula framework and guides, syllabi, textbooks, teacher's guides, in the content of tests and examinations, regulations, policies and other official documents.

3.5. Proportion of teachers who have knowledge on human rights standards and mechanisms and on human rights education methodologies
If credible data is available, please provide specific references to the studies or survey.

	Primary	Lower sec.	Upper sec.
Credible data shows that 0-50% of teachers have knowledge on human rights standards and mechanisms and/or on human rights education methodologies	○	○	○
Credible data shows that 51-100% of teachers have knowledge on human rights standards and mechanisms and/or on human rights education methodologies	○	○	○
No national data on teachers' knowledge of human rights standards, mechanisms and / or human rights education methodologies exist	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on the learning outcomes in human rights and human rights education methodologies among teachers who have completed teacher education.

The indicator can only be measured in countries where credible studies/ evaluations on teachers' learning outcomes upon completing formal teacher education exist. If data is available, such information has the potential to complement the overall data with valuable information on teachers' knowledge on human rights, as well as their competencies in human rights teaching methodology. If such studies are identified, please include references and key data in the comment box. Please also indicate whether studies show learning outcomes in knowledge on human rights standards and mechanism), or knowledge on human rights teaching methodologies.

Data sources

Relevant studies could be available by inter alia National or Sub-National Research Institutions, Ministry of Education, Teacher Education programmes, National Human Rights Institutions or Civil Society Organisations concerned with education. Or in Global or Regional Studies.

4. Student Assesment

STUDENT ASSESSMENT – to what extent do student assessments include elements on human rights?

4.1. Integration and explicit textual references to human rights knowledge or skills in the national student assessment framework for primary and secondary school systems (ISCED level 1-3).
Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	**Lower sec.**	**Upper sec.**
Yes, human rights are included in student assessment framework	○	○	○
No, human rights are not included in student assessments framework	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether national regulations on student assessment include elements on human rights. Are primary and secondary students' human rights knowledge and skills tested or evaluated as part of the obligatory student assessments?

If human rights knowledge and skills are being assessed in primary and secondary school systems, these elements need to be prioritized when teachers develop their lesson plans.

Data sources

Data may be available in education regulation on student assessment and evaluation, e.g. in acts, policies, directives, provisions and framework.

4.2. Existence of national student assessment guidelines for primary and secondary school systems (ISCED level 1-3) which are aligned with human rights principles and standards.

Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, guidelines which are aligned with human rights principles and standards exist	☐	☐	☐
No, guidelines are not aligned with human rights principles and standards – or such guidelines do not exist	☐	☐	☐
No data available	☐	☐	☐

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether guidelines for the assessment of students are anchored in and apply human rights principles, such as equality and non-discrimination. In accordance with the UN World Programme for Human Rights Education, all States should apply human rights principles when evaluating and assessing students' achievements in the whole curriculum. This implies transparency in assessment criteria; equality for all students; and fairness without discrimination or abuse caused by biases towards individuals or groups who are stigmatized in the surrounding society.

To respond, review national guidelines on student assessment, and assess whether they reflect the core human rights principles of transparency (clear assessment criteria); equality (same criteria used for all students) and fairness (lack of abuse of assessment).

Data sources

Data may be available in education regulation on student assessment and evaluation, e.g. in acts, policies, directives, provisions and framework.

4.3. Proportion of school children (primary and/or secondary) who have achieved learning outcomes on human right.
If credible data is available, please provide specific references to the studies or survey.

○ Credible data shows that 0-50% of pupils have knowledge and skills in human rights

○ Credible data shows that 51-100% of pupils have knowledge and skills in human rights

○ No national data on human rights learning outcomes for school children

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator seeks to generate data on primary and secondary school children's actual learning outcomes in human rights.

The indicator is an outcome indicator, wherefore it can only be assessed in countries where the respondent can identify existing studies or survey data that document primary and secondary students' human rights knowledge, skills and attitudes. If data is available, such information has the potential to complement the overall data on States' commitment and structural efforts towards implementing human rights education with valuable information on rights-holders' realization of the right to human rights education.

If relevant studies are identified, please provide references and key findings on students' human rights knowledge, skills and attitudes in the comment box.

Data sources

Relevant studies could be available by inter alia National or Sub-National Research Institutions, Ministry of Education, Teacher Education programmes, National Human Rights Institutions or Civil Society Organisations concerned with education. Or Global or Regional Studies (e.g. PISA, ICCS, SEA-PLM)

5. Learning Environment

LEARNING ENVIRONMENT – to what extent do policies provide for learning environments to reflect human rights principles?

5.1. Existence of a national policy that requires primary and secondary schools (ISCED level 1-3) to adopt a code of conduct ensuring a rights-respecting school environment

Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, a policy requiring schools to adopt a rights-respecting code of conduct on anti-bullying, non-discrimination, children's rights or human rights exists	☐	☐	☐
No, a policy requiring schools to adopt a rights-respecting code of conduct does not exist	☐	☐	☐
No data available	☐	☐	☐

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether national education regulation requires primary and secondary schools to adopt codes of conduct aimed at ensuring a rights-respecting and inclusive learning environment in schools. Compliance with human rights principles and values recognized in international law clearly requires that schools be child-friendly in the fullest sense of the term, and that they be consistent in all respects with the dignity of the child.

The indicator assesses whether rights-respecting learning environments are structurally protected through requirements for schools to adopt policies in that regard. Such policies can demand codes of conduct under different thematic headings, e.g. anti-bullying; non-discrimination; children's rights; or human rights. Please use the comment box to specify which of these themes existing policies on mandatory rights-respecting codes of conduct refer to.

Data sources

Data may be available in education regulations (e.g. acts, policies, directives, provisions, framework, procedures etc.) under various names inter alia human rights charter, anti-bullying laws, child protection policies, laws on corporal punishment, disciplinary procedures, safe school framework, non-discrimination charter, professional codes of ethics and guidance for teachers

5.2. Existence of a policy which requires primary and secondary schools (ISCED level 1-3) to have complaint mechanisms.
Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, a policy requiring schools to have a complaint mechanism exists	◯	◯	◯
No, there is no policy requiring schools to have a complaint mechanism	◯	◯	◯
No data available	◯	◯	◯

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator provides data on whether there is a policy for primary and secondary schools to have a complaint mechanism to protect children's rights in schools and ensure the child's right to express its own view on matters affecting him or her.

Complaint mechanisms can take the form of, for instance, a school ombudsman, counsellor, school commission, etc.

The UN Committee on the Rights of the Child stresses the need to establish such complaints mechanisms to protect children's right to be heard and for their views to be given due weight.

Data sources

Data may be available in education regulations (e.g. acts, policies, directives, provisions, framework, procedures etc.) on inter alia school governance, complaints procedures, school counselling.

5.3. Existence of policy that requires primary and secondary schools (ISCED level 1-3) to provide pupils with opportunities for participation in decision-making in accordance with their age and maturity (e.g. student governments or councils).
Be aware that a "No data available" answer will count as zero in the indicator score. Please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

	Primary	Lower sec.	Upper sec.
Yes, a policy requiring student participation in decision making in schools exists	○	○	○
No, there is no policy requiring student participation in decision making in schools	○	○	○
No data available	○	○	○

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator generates data on whether there is a policy for primary and secondary schools to ensure the pupils' participation in decision-making processes or mechanisms, such as student governments, class councils, student councils, and student representation on school boards and committees.

International human rights law stresses the need for ensuring that all children are provided with the opportunity to express their views and participate in decision-making in schools in accordance with their age and maturity.

Data sources

Data may be available in education regulations (e.g. acts, policies, directives, provisions, framework, procedures etc.) on inter alia student government, council programme, student associations or organisations.

5.4. Proportion of school children (primary and/or secondary) who have reported a problematic school environment (e.g. bullying, violence, discrimination, lack of involvement and free expression).
If credible data is available, please mark responses for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively. Please also provide specific references to the study or survey the data is extracted from.
In addition, in the comment box, provide a brief description of the key findings in cited studies/surveys, including information on what kind of learning outcomes are documented.

	Primary	Lower sec.	Upper sec.
Credible data shows that 0-25% of school children reported a problematic school environment	◯	◯	◯
Credible data shows that 26-50% of school children reported a problematic school environment	◯	◯	◯
Credible data shows that 51-75% of school children reported a problematic school environment	◯	◯	◯
Credible data shows that 76-100% of school children reported a problematic school environment	◯	◯	◯
No national data on reported problematic school environment	◯	◯	◯

Data sources:

Respondent comment:

Review status: Not reviewed

Guidance

This indicator seeks to record data on students' perceptions of the learning environment in primary and secondary schools.

The indicator can only be assessed in countries where the respondent can identify existing studies or survey data that document primary and secondary students' perceptions of the learning environment in schools. If such data is available, it has potential to complement the overall data with valuable information on rights-holders' realization of the right to human rights education.

If relevant data sources on e.g. pupils' experiences with bullying, violence, discrimination, lack of participation and free expression, etc. are identified, please include specific references in the comment box, along with a short summary of the findings. Some countries can find relevant data in global or regional studies.

Data sources

Relevant studies could be available by inter alia National or Sub-National Research Institutions, Ministry of Education, Teacher Education programmes, National Human Rights Institutions or Civil Society Organisations concerned with education and/or children and youth.

Global or regional bodies' country-specific data (e.g. OECD, PISA)

Metadata

Metadata

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General information on school system

Country population: (Without decimal)

Number of primary and secondary school children:

Number of out-of-school children of primary and secondary school age:

Average age of school start:

Average years of basic education:

Data sources:

Respondent comment:

Review status: Not reviewed

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Respondents
Operate Technology (support@operate.dk)

Co-respondent(s)

Reviewer(s)