THE DANISH INSTITUTE FOR HUMAN RIGHTS

METADATA

SDG 4.7 / HUMAN RIGHTS EDUCATION MONITORING TOOL

The SDG 4.7 / Human Rights Education Monitoring Tool enables monitoring of the human rights education (HRE) element of global SDG target 4.7. The tool facilitates integrated human rights and SDG reporting. Data generated can be used in both SDG reporting and human rights reporting contexts. The tool has been designed to generate data to report against SDG Indicator 4.7.1, and is structured around its four dimensions, with a specific focus on the human rights education elements of target 4.7. The tool is equally suited for reporting on progress in implementing the UN World Programme for Human Rights Education (WPHRE), also reflected in the thematic SDG Indicator 4.7.3, as well as for reporting on the legally binding international treaties that contain provisions on human rights education.

The WPHRE, Plan of Action for implementation of human rights education in primary and secondary schools (WPHRE first phase) comprise five key components, namely: Educational policies; Policy implementation; The learning environment; Teaching and learning; and Education and professional development of school personnel.

International Treaties with human rights education obligations:
- The Convention on the Rights of Persons with Disabilities (2006)
- Convention on the Rights of the Child (1989)
- Convention on the Elimination of All Forms of Discrimination against Women (1979)
- International Covenant on Economic, Social and Cultural Rights (1966)
- International Convention on the Elimination of All Forms of Racial Discrimination (1965)
- UNESCO Convention Against Discrimination in Education (1960)

SDG Target 4.7: by 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development

SDG Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed at all levels in (a) national education policies, (b) curricula, (c) teacher education; and (d) student assessment.

Thematic SDG Indicator 4.7.3: Extent to which the framework on the World Programme for Human Rights Education is implemented nationally.

RATIONALE

The 2030 Agenda on Sustainable Development and Goal 4 on Quality Education, and in particular target 4.7, has given new impetus for promoting human rights education.[1] It is key for the realization of human rights that the quality and extent of human rights education is advanced at the national level. To this end, monitoring and follow-up with States on their progress on human rights education is crucial. Efficient monitoring requires operational indicators that are designed to track the full spectrum of the state of implementation (commitment, efforts and outcomes) in such a way that it becomes clear where more efforts are needed to secure effective implementation of human rights education. The SDG 4.7 / Human Rights Education Monitoring Tool is conceptualised as a contribution to monitoring implementation of the human rights education component of SDG target 4.7 and the UN World Programme for Human Rights Education (WPHRE), as well as the legally binding international treaties with provisions on human rights education which form the legal foundation of the WPHRE.[2] The tool thus has four objectives (a) to encourage and support national tracking systems for human rights education; (b) to enhance monitoring of human rights education by United Nations Mechanisms and involvement of UN Country Teams where relevant; (c) to harmonize the work of intergovernmental organizations in this area; and (d) to fully utilize the opportunities provided by the 2030 Agenda for Sustainable Development and in particular target 4.7 to enhance national efforts on human rights education.

CONCEPTS AND SCOPE

The SDG 4.7 / Human Rights Education Monitoring Tool builds on the thematic and normative links between the four domains included in SDG Indicator 4.7.1[3] and the five key components of the WPHRE[4], since the WPHRE is the most comprehensive internationally agreed framework that exists for human rights education.[5] This approach operationalises the OHCHR-UNESCO self-assessment Guide for Governments regarding Human Rights Education in Primary and Secondary School Systems[6] into measurable indicators. In other words, the WPHRE and the OHCHR-UNESCO guide on its implementation has shaped the formulation of the proposed indicators. Thus, the data collection tool operationalises data collection for monitoring the

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[1] Education 2030 Framework of Action, para.7.

[2] See list on p.1.

[3] The four domains are: a) national education policies; b) curricula; c) teacher education; and d) student assessment. UN Statistics

[4] The five key components are: educational policies; Policy implementation; The learning environment; Teaching and learning; and Education and professional development of school personnel. WPHRE Plan of Action, first phase, page 3-4

[5] The UN WPHRE is established by the General Assembly resolution 59/113

[6] OHCHR and UNESCO (2012): "Human Rights Education in Primary and Secondary School Systems: A Self-assessment Guide for Governments"

implementation of SDG target 4.7, the WPHRE, and a range of human rights obligations under international treaties.[7]

One aspect of human rights education that is strongly emphasised in the WPHRE, namely the focus on the learning environment, or education *through* human rights, is not reflected in the four domains included in SDG indicator 4.7.1. Since this is a key element in the current approach to human rights education as outlined in the WPHRE, this has been incorporated into the SDG 4.7 / Human Rights Education Monitoring Tool. [8]

Concepts

The United Nations Declaration on Human Rights Education and Training defines Human Rights Education in Article 2, paragraph 2 as:
Human rights education and training encompasses:
(*a*) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;
(*b*) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;
(*c*) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

We differentiate in the methodology between a) human rights education that is explicitly anchored in and aligned with human rights standards in policies and curricula and b) education that focuses on human rights-related themes without explicit reference to or anchoring in the related human rights standards.

Further, the methodology focuses on the *intended curriculum* (and not the *implemented* and *attained curriculum*). This refers to the formal education documents which specify learning objectives for primary and secondary school systems.

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[7] The indicators cover human rights education in primary and secondary schools (in line with WPHRE 1st phase), and the presentation of the indicators follows the four domains defined in global SDG indicator 4.7.1, with one addition, as stated in the following paragraph.
[8] Learning environment is included in SDG Target 4a, but a rights based learning environment is not measured in any of the global SDG indicators.

METHODOLOGY

The indicators are designed with a primary focus on data that is immediately available from public authorities (administrative data such as education laws, policies, frameworks, budgets etc.).[9] The criteria behind the selection of indicators have been the following:

- Indicators are applicable across a great spectrum of varying national situations.
- Indicators have clear links to HRE treaty provisions and the core elements of the WPHRE, and its operational guidance for implementation of WPHRE Phase 1 (primary and secondary school).[10]
- Data are available from public authorities (administrative data on laws, policies, education planning and budgeting, etc.) to make data collection feasible also in contexts where limited time and budgets are available. This also gives transparency and validity to the data.

Indicators address education **about human rights,** education **through human rights** and education **for human rights,** reflecting the core principles defining human rights education.[11]

Computation Method:

The indicator framework consists of a number of indicators related to five domains, namely:
- Policy
- Curricula
- Teacher education
- Student Assessment
- Learning Environment

For each of the five domains a total score between 0 and 100 is calculated (the higher the score the better). This is done by combining the different indicator scores to one single score for the domain.

Each domain consists of indicators with different response ranges. For some indicators, the response categories are limited to yes = 1 and no = 0. In others, a range of three response categories is possible which have the values of 0, 1 and 2. Most of the indicators have a 'No data available' response option. This response is assigned the value 9 in order for 'no answer responses' to be immediately visible in the data sets but treated as a zero value in the

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[9] Structural and process indicators respectively, in line with OHCHR's methodology for human rights monitoring. Structural indicators are e.g. constitutional and domestic legal provisions on the right in force, declared public policies and policy gaps related to the right and institutional framework to implement obligations for the right. Process indicators are aimed at e.g. identifying duty bearers and their roles; mandated activities of relevant institutions, identifying policies and programmes related to desired outcomes and identifying national or global best practices and domestic gaps in the implementation of the right *(OHCHR, 2012: 'Human Rights Indicators – A guide to Measurement and Implementation'. United Nations, New York and Geneva).*

[10] A matrix with illustrative indicators on human rights education developed by the OHCHR, in accordance with the OHCHR indicators methodology, served as a basis for this.

[11] The United Nations Declaration on Human Rights Education and Training defines Human Rights Education in Article 2, paragraph 2 (see text box above).

calculation of the indicator/domain score. Indicators with multiple response options have values from 0-1 based on the number of selected responses.

In order to create the total score for each domain all the indicator scores are standardised to fall between 0 and 100. This is described further in the following, where calculations for all the indicators are elaborated.

Many of the indicators are disaggregated into education levels. These indicators contain three sub-indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary' respectively. In these cases, the total indicator score is calculated as an average of the three sub-indicators (the sub-indicators are weighted equally with 33,33 % each). The total domain score is then calculated as a weighted average of the indicator scores, each of which are listed below.

Weighing of the individual indicator
As a general rule, the indicators included in the respective domain scores are equally weighted. However, six out of the 23 indicators are not included in the calculation of scores, either because they refer to education on human rights-related *themes* with no explicit anchoring in, alignment with or reference to international human rights standards, or because the indicators in question measure the *outcome* of human rights education and thus require data generation that goes beyond generally available administrative data.

The following indicators generate data on human rights-related themes without explicit reference to human rights standards and are assigned a 0% weight in the calculation of the domain scores: Indicator 4 in the Policy domain, indicator 2 in the Curricula domain, and indicator 2 in the Teacher Education domain. The 0% weight ensures that only human rights education based on and with explicit reference to human rights standards will influence the domain score. However, with the inclusion of the above-mentioned indicators, the framework still generates data on the extent to which human rights-related themes (e.g. global citizenship, peace and non-violence) are included in policy, curricula and teacher education.

The following indicators are outcome indicators: Indicator 5 in the Teacher Education domain, indicator 3 in the Student Assessment domain and indicator 4 in the Learning Environment domain. These too are assigned a 0% weight in the calculation of the domain scores. These outcome indicators[12] measure results of human rights education implementation, such as the proportion of school children who have acquired knowledge on human rights, or proportion of teachers who have achieved learning outcomes concerning human rights. However, only a limited number of countries will be able to find data on HRE outcomes in existing global, regional or national studies. As these data are not collected in most countries, the outcome indicators are not reflected in the domain scores. However, if sources of data against which

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[12] Outcome indicators are aimed at e.g. Identifying desired outcomes associated with the implementation of human rights obligations and the enjoyment of rights and relating them to the required processes. An outcome indicator consolidates over time the impact of various underlying processes (that can be captured by one or more process indicator) *(OHCHR, 2012: 'Human Rights Indicators – A guide to Measurement and Implementation'. United Nations, New York and Geneva)*

these indicators can be measured are available, such information has the potential to complement the overall data with valuable information on rights-holders' realization of the right to human rights education.[13]

The weight of each indicator is noted under the description of the calculation of a score for the individual indicators in the following.

Policy domain
The following indicators are used to calculate a score under the policy domain:

1. *Indicator 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)*

   There are six international instruments (= six possible choices):
   - 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)

   The score is between 0 and 100 and is calculated as the number of selected choices divided by the total number of possible choices (= 6) and multiplied by 100. This means that if all the possible choices are selected the score is 100. If only half of the possible choices are selected the score is 50 and so on.

The indicator has a weight of 16,67% in the total domain score.

Indicator 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)

   There are nine mechanisms (= nine possible choices):
   - 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)

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[13] Examples of available global or regional studies that address relevant outcomes, e.g. experienced bullying, learnings on global citizenship, civic education and democracy: OECD-PISA, IEA-CIVED [IEA-ICCS], SEA-PLM.

- o Convention on the Rights of the Child (1989)
- o Convention on the Rights of Persons with Disabilities (2006)
- o UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974)
- o The UN World Programme for Human Rights Education (2005-ongoing)
- o Universal Periodic Review (UPR)
- o None of the latest national reporting include status on human rights education

The score is between 0 and 100 and is calculated as the number of selected choices divided by nine and multiplied by 100.

The indicator has a weight of 16,67% in the total domain score.

Indicator 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).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, there is national education legislation and policy with textual references to human rights standards and mechanisms. = 1
- o No, the national education legislation and policies do not include textual references to human rights standards and mechanisms. = 0
- o No data available = 9

The sub-indicator score is equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 16,67% in the total domain score.

Indicator 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).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:

- Yes, there is national education legislation and policy that include human rights-related themes = 0
- No, the national education legislation and policies do not include human rights-related themes = 0
- No data available = 9

If yes, please mark which of the themes listed below are included for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

- Gender equality
- Global citizenship
- Cultural diversity and/or tolerance
- Peace and/or non-violence
- None of the listed themes are included in national education legislation

The indicator has weight of 0% in the total domain score.

Indicator 5: Existence of a National Action Plan on Human Rights Education in the primary and secondary school systems (ISCED Level 1-3).

The response options and their values are:

- Yes, a National Action Plan on Human Rights Education exists = 2
- No, no National Action Plan on Human Rights Education exists but Human Rights Education is included in other National Action Plans = 1
- No, a National Action Plan on Human Rights Education does not exist = 0.
- No data available = 9

The indicator score is between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100. Thus, a value of 2 gives a score of 100, a value of 1 gives a score of 50, and a value of 0 gives a score of 0.

The indicator has a weight of 16,7% in the total domain score.

Indicator 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

The response options and their values are:
- Yes, a national budget line on Human Rights Education exists = 1
- No, a national budget line on Human Rights Education does not exist = 0

The indicator score is equal to the value of the selected response option multiplied by 100 – thus the indicator score can only be equal to 0 or 100.

The indicator has a weight of 16,7% in the total domain score.

Indicator 7: Existence of a national mechanism or agency mandated to coordinate human rights education in primary and secondary school systems (ISCED level 1-3).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, a mechanism with a funded work plan exists = 2
- o Yes, a mechanism exists, but it does not have a funded work plan = 1
- o No, a mechanism does not exist = 0

- o No data available = 9

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 16,7% in the total domain score.

Curricula domain
The following indicators are used to calculate the curricula domain:

Indicator 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).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, there are explicit references to human rights standards and mechanisms in mandatory school subjects = 2
- o No, there are no explicit references to human rights standards and mechanisms in mandatory school subjects = 0
- o No data available = 9

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 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).

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, human rights-related themes are included in mandatory school subjects=0
- o No, human rights related themes are not included in mandatory subjects=0
- o No data available = 9

If yes, please mark which of the following themes are included for 'Primary education', 'Lower secondary education' and 'Upper secondary education' respectively

- o Gender equality

- o Global citizenship

- o Cultural diversity and/or tolerance

- o Peace and/or non-violence

- o None of the listed themes are included in national education legislation

The indicator has weight of 0% in the total domain score.

Indicator 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.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and heir values are:
- o Yes, there are textbooks, teaching exemplars and other learning materials which include references to human rights standards and mechanisms = 1
- o No, there are no textbooks, teaching exemplars or other learning materials which include references to human rights standards and mechanisms= 0
- o No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 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.*

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- Yes, human rights curricula relate to children's daily lives and experiences = 2
- No, human rights curricula do not relate to children's daily lives and experiences = 1
- There are no human rights curricula = 0
- No data available = 9

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Teacher education domain
The following indicators are used to calculate the teacher education domain:

Indicator 1: *Education about human rights standards and mechanisms are explicitly referred to in the mandatory curricula for teacher education.*

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- Yes, the mandatory curricula include explicit references to human rights standards and mechanisms = 2
- No, human rights standards and mechanisms are not included in the mandatory curricula = 1
- Human rights standards and mechanisms are only included in elective subjects = 0
- No data available = 9

The sub-indicator scores are between 0 and 100 and is calculated as half of the value of the selected response option multiplied by 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 2: _Training in human rights related themes is included in mandatory curricula for teacher education_.

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, human rights-related themes are included in mandatory subjects=0
- o No, human rights related themes are not included in mandatory subjects =0
- o No data available = 9

If yes, please mark which of the following themes are included:
- o Gender equality
- o Global citizenship
- o Cultural diversity and/or tolerance
- o Peace and/or non-violence
- o None of the listed themes are included in national education legislation.

The indicator has weight of 0% in the total domain score.

Indicator 3: _Existence of textbooks, teaching exemplars, and other learning materials for teacher education in human rights standards and mechanisms._

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, teaching materials that include explicit references to human rights standards and mechanisms exist = 1
- o No, there are no teaching materials with explicit references to human rights standards and mechanisms = 0
- o No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 4: Teacher Education curricula include human rights education methodologies that are rights-respecting, child-centred, and participatory

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- o Yes, teacher education curricula include human rights education methodologies = 1
- o No, teacher education curricula do not include human rights education methodologies = 0
- o No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 5: Proportion of teachers who have knowledge on human rights standards and mechanisms and on human rights education methodologies

The response options are:
- o Credible data shows that 0-50% of teachers have knowledge on human rights standards and mechanisms and/or on human rights education methodologies
- o Credible data shows that 51-100% of teachers have knowledge on human rights standards and mechanisms and/or on human rights education methodologies
- o No national data on teachers' knowledge of human rights standards, mechanisms and / or human rights education methodologies exist

Response options are not assigned a value given that this is a complementary outcome indicator. The indicator has a weight of 0% in the total domain score.

Student assessment domain
The following indicators are used to calculate the students assessment domain:

Indicator 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)

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- Yes, human rights are included in student assessment framework = 1
- No, human rights are not included in student assessments framework = 0
- No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 50% in the total domain score.

Indicator 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

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- Yes, guidelines which are aligned with human rights principles and standards exist = 1
- No, guidelines are not aligned with human rights principles and standards – or such guidelines do not exist = 0
- No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 50% in the total domain score.

Indicator 3: Proportion of school children (primary and/or secondary) who have achieved learning outcomes on human rights

The response options are:

- 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 pupils' knowledge and skills in human rights exist

Response options are not assigned a value given that this is a complementary outcome indicator. The indicator has a weight of 0% in the total domain score.

Learning environment domain

The following indicators are used to calculate the learning environment domain:

Indicator 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*

The indicator has three sub-indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:

o 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 = 1
o No, a policy requiring schools to adopt a rights-respecting code of conduct does not exist = 0
o No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.

The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 2: *Existence of a policy which requires primary and secondary schools (ISCED level 1-3) to have complaint mechanisms*

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
o Yes, a policy requiring schools to have a complaint mechanism exists = 1
o No, there is no policy requiring schools to have a complaint mechanism = 0
o No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 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)

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options and their values are:
- Yes, a policy requiring student participation in decision making in schools exists = 1
- No, there is no policy requiring student participation in decision making in schools = 0
- No data available = 9

The sub-indicator scores are equal to the value of the selected response option multiplied by 100 – thus the sub-indicator score can only be equal to 0 or 100.
The indicator score is calculated as a weighted average of the three sub-indicators.

The indicator has a weight of 33,3% in the total domain score.

Indicator 4: Proportion of school children who have reported a problematic school environment (e.g. bullying, violence, discrimination, lack of involvement and free expression)

The indicator has three sub indicators for the education levels 'Primary', 'Lower secondary' and 'Upper secondary'.

The response options are:
- 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

Response options are not assigned a value given that this is a complementary outcome indicator. The indicator has a weight of 0% in the total domain score.

Aggregation per education level
For each of the five domains we also calculate a domain score for each of the three education levels – primary, lower secondary and upper secondary. The score for each domain is calculated within each of the three education levels in the same way as the overall domain score. That is, the same weights are used for each indicator within each of the three educational levels addressed with the tool.

Note, that the education level scores for the domain 'Policy' only includes two of the six indicators that are included in the total domain score since not all indicators in this domain are disaggregated per education level.[14] For the rest of the domains all indicators that are included in the total domain score are also included in the education level score under the given domain. This also means that for the policy domain the weighted average[15] of the three education level scores will not result in the total domain score but a slightly different score. However, for the rest of the domains the weighted average of the three education level scores will equal the total domain score calculated earlier.

Quality Assurance

Data consists primarily of administrative data available from public authorities. Respondents will be asked to provide supporting evidence for their responses in the form of specific references to documents or links (e.g. to education policies, laws, curricula, etc.). These will be made publicly available along with the completed questionnaires when results are published.

Respondents are required to create a user login to answer and submit data. Respondents will be approved as users by the administrator of the tool (DIHR)[16] before they can upload data. For the time being, National Human Rights Institutions with a mandate to monitor human rights in their countries will be approved as users. To be able to submit the country data, there is a requirement for internal review of the data within the respondent's institution. Data that has not undergone such a peer review will not be uploaded on the homepage.

Before the data is published and made available in the tool's online data base, DIHR will review country responses for consistency and credibility.[17] If necessary, queries will be raised with respondents. However, because of language barriers, this level of review can still leave a level of uncertainty in the data credibility.

Finally, while National Human Rights Institutions (NHRIs) are encouraged to be respondents and provide national data, experience in the piloting of the tool has shown that a multi stakeholder approach involving the Ministry of Education and other national institutions may be necessary to identify all the relevant data sources and determine responses. NHRIs are generally mandated to oversee and promote human rights education and thus well placed to ensure the validity and credibility of the data and thus be the main data providers applying this tool.[18]

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[14] This means that the two remaining indicators will each have a 50% weight within the Policy domain for each of the educational level scores.

[15] Here we use the sub-indicator weights.

[16] The DIHR is in dialogue with OHCHR and UNESCO regarding future administration of the tool.

[17] Again, this responsibility could potentially be transferred to the OHCHR in the future, given its international mandate on human rights education.

[18] In some countries it may be feasible to establish a task team and a focal point that will be responsible for consolidating responses to the questionnaire after consultation with the concerned Ministry of Education (or similar institute responsible for running primary and secondary education), and the National UNESCO Commission. Where relevant, the UN Country Team, specifically the UNESCO and OHCHR representations, should provide technical support to this process.

DATA SOURCES

Description:

To make data collection feasible also in contexts where time and budgets are limited, publicly available administrative data will be the sources for responding to the questionnaire. The sources respondents need to review to be able to respond to the questionnaire include administrative data on relevant laws, policies, education planning and budgeting, international reporting, etc.. This allows for transparency around the validity of the data.

Collection process:

Responses can be collected by National Human Rights Institutions (often mandated to promote human rights education).[19] Respondents are urged to consult widely across relevant public and private stakeholders in the education sector in compiling their responses.[20] Respondents will be asked to provide supporting evidence of their responses in the form of documents or links (e.g. to education policies, laws, curricula, etc.). These will be made publicly available along with completed questionnaires after results are published.

Respondents are required to create a user login to answer and submit data. The user profile will verify the respondent and the affiliated institution. To be able to submit the country data, there is a requirement for internal review (one or more). Before the data is published and made available in the online data base, DIHR will review country responses for a basic level of consistency and credibility of the data providers. If necessary, queries will be raised with national respondents. However, this level of review can still leave a level of uncertainty in the data credibility.[21]

DATA PROVIDERS

Responses can be submitted by National Human Rights Institutions that are often mandated to promote human rights education, or by national education authorities, typically Ministries of Education.

DATA COMPILERS

The Danish Institute for Human Rights, DIHR, Human Rights and Development Department[22]

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[19] For the time being, the tool is targeted at National Human Rights Institutions (NHRIs). Other State institutions could potentially become respondents too in contexts where no NHRI exists.

[20] See footnote 24 above.

[21] This issue is being addressed in continuous dialogue with UNESCO and OHCHR, see also footnote 23 above.

[22] And potentially OHCHR's Methodology, Education and Training Section in the future.

REFERENCES

URL: https://sdg47-hre.humanrights.dk/

INSTITUTIONAL INFORMATION

Organisation:

The tool and online platform is developed and currently administered by the Danish Institute for Human Rights (DIHR) Human Rights and Development Department, in close cooperation with OHCHR, UNESCO and National Human Rights Institution partners). This institutional set-up could change if the tool is accepted as the official global methodology for data collection for one or more global or thematic indicators under SDG 4.7.

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