

# Human Rights Education and the International Baccalaureate Diploma Programme

Nica Froman  
Teachers College, Columbia University

*In 2003, the International Baccalaureate Diploma Programme (IBDP)—a program implemented in thousands of schools globally—introduced a human rights course (Makivirta, 2003). This curriculum is the first of its kind to hold potential widespread influence on human rights education in the formal education sector. In this study, I analyze the curriculum’s efficacy in achieving the goals of human rights education. I examine the IBDP’s human rights revised syllabus (2008) for the three components of Article 2.2 of the United Nation’s Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011): “Education About Human Rights,” “Education Through Human Rights,” and “Education For Human Rights.” I hypothesize that the course sufficiently covers human rights content but lacks pedagogical practices grounded in human rights principles and does not orient students towards advocacy. The results of the curricular analysis confirm my hypothesis, indicating that the IBDP’s course falls short in promoting Education Through and For Human Rights.*

## Introduction

Social movements seek to transform society through carrying out or resisting social change. Just as the civil rights movement sought a more equal society, the human rights education (HRE) movement aims to establish a global society prioritizing and upholding human rights. Specifically, human rights education in the formal education system seeks to prompt social change through creating a cultural climate paving “the way for a world that respects human rights through an awareness of and commitment to the normative goals laid out in the Universal Declaration and other key documents” (Tibbitts, 2002, p. 163). The educationalist approach to HRE further aims to legitimize the human rights framework and attract students to human rights in an effort to gain mass support for the human rights movement, thereby placing pressure on authorities to uphold human rights standards.

Since the start of the human rights education movement in 1993 (Suárez, 2007), educational initiatives have been largely limited to the non-formal education sector. This changed in 2003, when the International Baccalaureate Diploma Programme (IBDP)—a globally oriented, academically rigorous program implemented at thousands of public and private schools around the world (IBO, 2014c; van Oord, 2007)—introduced a school-based human rights course as a part of their curricular database. The International Baccalaureate Diploma Programme currently serves “1,335 schools in some 120 countries... making the Diploma Programme the leading international pre-university curriculum” (van Oord, 2007, p. 376). They therefore demonstrate the highest potential for disseminating human rights education internationally throughout the formal education sector.

The IBDP's human rights course is technically a school-based syllabus (Makivirta, 2003). In other words, the IBO does not require a school to offer this course as a part of their mainstream curriculum requirements, however schools can elect to do so. Currently, a relatively small percentage of IB schools utilize this curriculum as most IBDP high schools are transitioning to a new, required course titled "Global Politics" that will encompass human rights from 2015 (IBO, 2014b). As this course is the first of its kind to potentially hold such widespread influence, I will analyze the IB curriculum to measure its efficacy in achieving the goals of human rights education in schools: (1) to empower students to uphold their rights and the rights of others, (2) to create a culture based on human rights, and (3) to foster support for the human rights movement (Tibbitts, 2002).

According to Article 2.2 of the United Nation's Universal Declaration on Human Rights Education and Training, a human rights course must be comprised of Education About Human Rights (content), Education Through Human Rights (pedagogical practices reflecting human rights values), and Education For Human Rights (orientation towards human rights advocacy) (United Nations General Assembly, 2011). Current literature on human rights education provides explicit and specific details on the classroom implementation of these three components of Article 2.2. However, there appears to be no existing research on whether the International Baccalaureate Diploma Programme's human rights course contains these essential characteristics. In this study, I evaluate the IBDP's human rights course through the lens of the three-fold approach to human rights education as expressed by Article 2.2 of the United Nations Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011). I hypothesize that the International Baccalaureate's human rights curriculum will encompass Education About Human Rights, but the curricular framework will lack Education Through Human Rights and Education For Human Rights. I anticipate that the curriculum will be content-focused but will neither orient students towards action nor reflect human rights principles in its pedagogical approach.

In this article, I first describe the United Nation's contemporary definition of human rights education. Next, I outline the theoretical framework that serves as the foundation for this curriculum analysis and offer an in-depth description of each of the three components of Article 2.2 of the United Nation's Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011). Subsequently, I illustrate my methodology for this study as well as the results of the analysis. Finally, I offer an interpretation of the results and recommendations for the post-2015 IB human rights agenda.

### **Theoretical Framework**

For the purpose of this study, I utilize the United Nation's definition of human rights education because their approach is most widely used and accepted by human rights education practitioners and scholars. Article 2.2 of the United Nation's Universal Declaration on Human Rights Education and Training states that effective human rights education should be comprised of three interconnected components: Education About Human Rights, Education Through Human Rights, and Education For Human Rights (United Nations General Assembly, 2011). Education About Human Rights is the transmission of knowledge regarding human rights history, principles, values, structures, and monitoring mechanisms. While Education About Human Rights is primarily focused on the tangible content of human rights, Education

Through Human Rights characterizes the pedagogical methods that should be used in a HRE classroom. According to the United Nations General Assembly (2011), facilitators should teach human rights education in such a way that honors the rights and protects the dignity of the learners. The United Nations General Assembly (2011) further expects human rights educators to demonstrate pedagogical practices in the classroom that are grounded in human rights principles. The final component— Education For Human Rights— asserts that human rights education should empower the learner to know and protect their own rights as well as the rights of others. Effective human rights education reaches far beyond teaching about the content of human rights issues, as it aims to orient students towards taking action (United Nations General Assembly, 2011).

To practically apply these principles to this document analysis, I turn to various scholars of human rights education who have interpreted Article 2.2 of the UN resolution. Their interpretations offer detailed and practical examples of what Education About Human Rights, Education Through Human Rights, and Education For Human Rights should look like in the classroom as topics, teaching methods, and activities.

### **Education About Human Rights**

Education About Human Rights encompasses dimensions of knowledge related to human rights that the learner should be aware of and understand (OSCE/ODIHR, 2012). Human rights-related content however should include more than information about human rights documents such as the Universal Declaration of Human Rights (Flowers, 2003). According to the Organization for Security and Co-operation in Europe Office for Democratic Institutions and Human Rights (OSCE/ODIHR) handbook for secondary school systems (2012), a human rights course should encompass the history and philosophy of human rights and discuss human rights as a values framework in relation to other ethical or religious moral frameworks. Students should learn about children's rights, international human rights standards and structures, the Universal Declaration of Human Rights, and human rights conventions. Teachers should address state obligations to uphold human rights and monitoring mechanisms along with the universality of human rights versus cultural relativism (OSCE/ODIHR, 2012).

Beyond conveying knowledge on the structure and formation of the human rights movement, students should learn about historical and current prevalent human rights topics such as human rights and humanitarian law, the root causes of human rights violations, as well as "critical human rights challenges in our communities and our societies" (OSCE/ODIHR, 2012, p. 25). Along with learning about relevant human rights topics, learners should also know how to report a human rights violation locally and what steps they can take to counter a violation, thereby setting up a precursor to taking action (p. 25). These comprehensive content guidelines reflect Education About Human Rights as expressed by the Universal Declaration on Human Rights Education and Training.

### **Education Through Human Rights**

Education Through Human Rights is grounded in the concept that teaching methods demonstrated in a human rights classroom are expected to be consistent with human rights values as expressed by the United Nation's Charter and the Universal Declaration of Human Rights (Flowers, 2003; Tibbitts & Fernekes, 2011; OSCE/ODIHR, 2012; Osler & Starkey, 2010).

Learner-centered techniques are preferable methods to engage students in human rights education (Osler & Starkey, 2010). More specifically, effective HRE is experiential, activity-centered, participatory, dialectical, analytical, healing, strategic thinking-oriented, goal and action-oriented, and problem-posing in such a way that students challenge their prior assumptions (Tibbitts & Fernekes, 2011). In classrooms upholding human rights principles, students and teachers alike have a right to dignity, or a right to avoid abusive teacher-student relationships (OSCE/ODIHR, 2012; Osler & Starkey, 2010). Teachers should not use coercive teaching methods based on intimidation but rather should enact democratic teaching practices in a human rights classroom, such as allowing for student voice in determining class topics and activities. Overall, class activities should be based on debate, choice, and creativity (Tibbitts & Fernekes, 2011; Osler & Starkey, 2010).

Other fundamental characteristics of Education Through Human Rights include intercultural dialogue, valuing diversity and equality, and opposition to discrimination (OSCE/ODIHR, 2012). The curriculum should be age-appropriate and take into account diverse learner needs and backgrounds (OSCE/ODIHR, 2012). Human rights education should be accessible to all, especially to those who are particularly vulnerable to human rights abuses such as students with disabilities, marginalized groups, or individuals from less-privileged socio-economic backgrounds. Finally, practitioners should adapt the curriculum to the learners' needs and should regularly update the curriculum to ensure relevance (OSCE/ODIHR, 2012). A curriculum that meets these criteria will produce a human rights course reflective of the values and principles of the human rights movement.

### **Education For Human Rights**

The third dimension of HRE as expressed by Article 2.2 of the Universal Declaration on Human Rights Education and Training-- Education For Human Rights— aims to empower students to uphold their own rights and to protect the rights of others (United Nations General Assembly, 2011). Effective human rights education should lead to action (Flowers 2003, Tibbitts & Fernekes, 2011, OSCE/ODIHR, 2012). The educationalist approach to HRE in particular emphasizes values and practices that produce social transformation (Tibbitts, 2002). Oriented towards action, "human rights education is intended to be one that provides skills, knowledge, and motivation to individuals to transform their own lives and realities so that they are more consistent with human rights norms and values" (Tibbitts, Fernekes, 2011, p. 93). By engaging students' moral imagination, educational programs aim to foster a sense of moral duty within students to uphold human rights locally and globally (Flowers, 2003).

Curricular practices related to Education For Human Rights may include identifying and applying strategies to counter discrimination in the local community, highlighting the benefits of upholding human rights for the individual and the community, or creating a human rights advocacy club (OSCE/ODIHR, 2012). Students may also develop or defend proposals for changing policies or laws concerning human rights, apply human rights principles to school conflicts, or carry out advocacy projects in the local community (OSCE/ODIHR, 2012). The curricular guidelines above correspond with the Universal Declaration on Human Rights Education and Training's assertion that HRE is expected to provide the learner with knowledge and skills to counter violations (United Nations General Assembly, 2011). Following these

guidelines promotes the development of attitudes that empower the learner to contribute to the international human rights movement.

### **Methodology**

Article 2.2 of the United Nations Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011) serves as a critical framework for this document analysis of the International Baccalaureate Diploma Programme's human rights school-based syllabus. Drawing primarily from the OSCE/ODIHR's (2012) comprehensive guidelines on human rights competencies and aims, Osler and Starkey's (2010) description of human rights pedagogy, and Tibbitts and Ferneke's (2011) connection between human rights education and values formation, I created a list of eight to ten indicators for each component of Article 2.2. Next, I described how those indicators would appear in a curriculum (Tables 3-5). Based on this indicator system, I examined whether each indicator is present throughout the curriculum (including the assignments and recommended activities). This analysis allows for the determination of a score for each section that represents the degree to which the International Baccalaureate's revised human rights course (2008) upholds Education About, Through, and For Human Rights.

For the first component of Article 2.2— Education About Human Rights (United Nations General Assembly, 2011)— I created a comprehensive list of topics to be covered in a course on human rights by drawing directly from the topics outlined in the competency portion of the OSCE/ODIHR handbook (2012) under "Knowledge and Understanding." I determined the indicators for Education About Human Rights include explicit coverage of several topics. For example, some of the topics are the Universal Declaration for Human Rights, universality versus cultural relativism, root causes of human rights violations, and procedures of how to report a human rights violation.

Next, I composed a set of indicators to determine whether the course adeptly demonstrates pedagogical practices congruent with human rights principles, that is to say, Education Through Human Rights (United Nations General Assembly, 2011). I combined Tibbitts and Ferneke's (2011) description of effective human rights pedagogy with Osler and Starkey's (2010) principles for human rights teaching methods and determined that several approaches should be used in the human rights classroom to protect the dignity of learners and uphold human rights principles. For instance, classroom activities should be participatory, social and debate-based. Educators should use democratic and non-coercive teaching methods, and should offer opportunities for creativity. Finally, the curriculum should be accessible to diverse learners, adaptable, and age-appropriate.

To measure how well the curriculum conveys Education Through Human Rights, I describe how the indicators may manifest within the curriculum. Student-centered activities such as an inquiry-based discussion indicate participatory assignments. A listed class activity or indirect reference to a structured in-class debate could signal the intended presence of debate in the curriculum. The presence of key questions throughout the curriculum along with opportunities for students to work in small groups signifies whether discussion is central to course. Similarly, instructions within the document or references to opportunities for student collaboration or teambuilding activities may indicate social activities. Also, activities that allow for students to make choices in selecting topics, projects, and activities reflect democratic teaching methods.

Finally, mention of activities such as art, music, performance, dance, computer design, or creative writing indicate opportunities for creativity in the classroom.

The final indicators of Education Through Human Rights in this document analysis include whether the educator uses non-coercive teaching methods and whether the curriculum is accessible to a diversity of learners, adaptable to learner needs and interests, and is age appropriate. Non-coercive teaching methods and accessibility to a diversity of learners are integral components of human rights education, but I was not able to suitably measure these indicators through this document alone. Measuring these indicators would require classroom observation of how a teacher differentiates the lessons to appeal to a diversity of learning styles and levels. In contrast, adaptability of the curriculum can be measured throughout the document. For example, a space or time allocated for lessons based on student choice outside of the prescribed scheduled topics indicates adaptability. Last, a gentle approach to violence and overly complicated political issues throughout the curriculum can signify age-appropriateness.

The final category—measuring Education For Human Rights (United Nations General Assembly, 2011)— consists of activities that orient students towards action. I largely drew these indicators from the “Skills” competency guidelines in the OSCE/ODIHR handbook (2012) and from Tibbitts and Fernekes’ (2011) description of action and value-based human rights education. Using these two sources as guidelines, I distinguished that the several specific activities prepare and motivate students to take action for human rights. Recommended activities for effective human rights education include organizing or joining a campaign, discussing human rights through a moral or ethical perspective, identifying and/or implementing strategies for defending human rights, engaging in intercultural dialogue, forming a human rights network, developing or defending human rights strategies, evaluating the credibility of sources, and promoting social cohesion and empathy.

**Table 1. Indicators for Human Rights Education and Training**

<b>Education About Human Rights</b>	<b>Education Through Human Rights</b>	<b>Education For Human Rights</b>
History of human rights	Participatory activities or assignments	Organize or join an advocacy campaign
Philosophy of human rights	Debate	Discuss human rights through moral or ethical perspectives
International human rights Structures	Discussions	Identify and/or implement strategies to defend human rights
The UDHR and UN conventions	Social activities	Intercultural dialogue
State obligations to upholding human rights	Democratic teaching methods	Network for human rights advocacy
Universality v. cultural relativism	Non-coercive teaching methods	Develop or defend human rights policies

Challenges to the human rights movement	Opportunities for creativity	Evaluate credibility of information sources
Current local and global human rights issues	Accessibility to a diversity of learners	Promote social cohesion and empathy
Root causes of human rights violations	Adaptability of the curriculum	
Procedures on reporting human rights violations in one's own environment	Age appropriateness	

To measure the first indicator—organizing or joining a campaign—I searched for mention of class projects that prompt students to create a human rights campaign. Indicators of a moral or ethical discussion of human rights include discussion questions that ask students to debate the “justifiability” or “morality” of an act or idea. Along with searching for such questions, I scanned the document for key words including “principles,” “norms,” “values,” “justified,” and “moral choice.” To measure whether learners identify and implement strategies to defend human rights throughout the course, I searched for unit topics or assignments that prompt students to analyze and enact effective advocacy strategies for local issues such as countering school bullying.

Next, I measured whether the course offers students the chance to engage in intercultural dialogue. Teachers can incorporate this element by bringing in intercultural guest speakers, facilitating social activities between diverse groups of students, creating intercultural pen-pal activities, or initiating video calls with students in different countries. To measure the extent to which teachers are facilitating networking, I examined the document to see if the curriculum prompts the facilitator to connect students to human rights organizations (beyond just providing them with a list of organizations). I measured whether the course encourages students to develop and defend human rights strategies by looking for required class activities that prompt students to identify a human rights issue and develop a policy on how it could be resolved. Indicators of whether the course teaches students how to evaluate the credibility of a text may include discussion questions or class activities that reveal the subjectivity of media sources. I measured the final indicator of Education For Human Rights—the promotion of social cohesion and empathy—by checking for the presence of team-building activities such as icebreakers, discussions about identity, or activities concerning personal histories.

### **Analysis, Findings and Discussion**

I present the results of the analysis in Table 2. The final scores for each category reflect how well the curriculum incorporates the fundamental characteristics of human rights education and training as described by Article 2.2 of the Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011). It is crucial to note that I weighed each indicator within the three categories equally, as every factor included in the study is an integral component of an effective human rights course.

The first category that I measured— Education About Human Rights— required an analysis of the academic content conveyed throughout the course. The curriculum contained eight of the

ten indicators resulting in an overall score of eighty percent. The two indicators that the curriculum lacked were explicit instruction regarding procedures for reporting human rights violations in one's own environment and the root causes of human rights violations. Unsurprisingly, the two indicators that the curriculum left out were those geared towards understanding how to take action to uphold human rights as well as the knowledge necessary to prevent future human rights violations. While these two unmet indicators tend to orient students towards action, the remaining eight indicators that the curriculum adequately addresses focus on content-based, indisputable facts such as human rights history, structures, and movements.

Next, I analyzed how many of the indicators the curriculum fulfills in regards to Education Through Human Rights. The nature of a document analysis however, limits an analysis of this category. As Education Through Human Rights is related to the pedagogical methods demonstrated in a human rights classroom (United Nations General Assembly, 2011), a comprehensive analysis of particular components of Article 2.2 would require classroom observations. To calculate a final score for this category I subtracted these two immeasurable indicators from the total, leaving eight measurable indicators. Of the eight measurable indicators for Education Through Human Rights, the International Baccalaureate's revised human rights curriculum (2008) contained three, resulting in a final score of thirty-seven percent. The curriculum proved to be age-appropriate and also showed evidence of required structured in-class debates. Democratic teaching methods and discussion each received a half a point because they showed a relatively weak presence throughout the curriculum. The final category— Education For Human Rights— was measured by a total of eight indicators. The curriculum encompasses one and a half of the eight indicators resulting in a final score of nineteen percent. The following indicators had a weak presence in the curriculum but a presence nonetheless: "Discuss human rights through a moral and ethical perspective" and "Identify and/or implement strategies to defend human rights." Of the thirteen key questions posed throughout the curriculum, only two of them used language that would engage students in a discussion of human rights through a moral or ethical lens. I granted a half point for the "identify and/or implement strategies to defend human rights" indicator because the curriculum only devoted a short section on examining the strategies of current human rights movements. The curriculum does not direct teachers to identify strategies for the local context nor does it encourage students to implement strategies at a local or global level. With the exception of a slight presence shown by these two indicators, all other indicators of Education For Human Rights were virtually absent.

The curriculum as a whole contains twelve and a half out of twenty-six potential, measurable indicators, resulting in an overall score of forty-eight percent. It is more telling however, to examine the scores of the individual categories rather than the score of the complete curriculum. Education About Human Rights' high score skews the final score of the entire curriculum, consequently misrepresenting the other two categories. It is therefore more effective to evaluate this curriculum by examining each category separately.

As predicted, the International Baccalaureate's human rights curriculum (2008) is heavily oriented towards content. Although the course proves to be an excellent source of Education About Human Rights, the curriculum failed to adeptly produce Education Through Human Rights or Education For Human Rights. According to the Universal Declaration on Human

**Table 2. IBDP Human Rights Curriculum Analysis Results**

Category	<u>Number of indicators present</u> <u>Number of potential indicators</u>	Overall score
Education About Human Rights	$\frac{8}{10}$	80%
Education Through Human Rights	$\frac{3}{8}$	37%
Education For Human Rights	$\frac{1.5}{8}$	19%
Entire Curriculum	$\frac{12.5}{26}$	48%

Rights Education and Training (United Nations General Assembly, 2011), this curriculum lacks two of the necessary components for an effective human rights course. Without building empathy or fostering activism through pedagogical principles congruent with human rights, students may walk away from the class without any drive to uphold human rights in their local or global community.

A high school curriculum can easily fall into this lecture-based, content-heavy style of human rights education (Tibbitts, 2002). The International Baccalaureate Organization may very well have designed this course so that it fulfills the program's rigorous academic standards, leaving little to no time for the socio-emotional or advocacy aspects of HRE. Alternatively, the lack of action-oriented curriculum may be an intentional move by the International Baccalaureate Organization. Often criticized as a Westernizing-force rather than a truly international program (van Oord, 2007), the International Baccalaureate Organization may have purposefully left out action-oriented curriculum so as not to appear as a missionary arm of the United Nations. If accused of propagating the United Nation's mission by cultural relativists, the International Baccalaureate Organization could endanger their reputation as an international program.

International Baccalaureate sponsored publications and schools programs, however point to the International Baccalaureate Organization's support for the United Nations. For instance, the *IB World*—the official magazine of the International Baccalaureate Organization-- mentions the United Nation's Decade for Human Rights as a reason for schools to start their own human rights courses (Makivirta, 2003). Additionally, the International Baccalaureate Organization's website (2014) advertises Model United Nations—an after school club in which high school students represent different countries and debate prevalent global issues – as a popular school-sponsored activity in schools offering the Diploma Programme. Fear of appearing to be training grounds for the United Nations then may be an insufficient explanation of why the IBO developed a human rights course that lacks student activism.

Whether the IBO's rationale for omitting Education Through Human Rights and Education For Human Rights from their curriculum is related to their political image, time constraints, or academic demands is debatable. Regardless, when examined under the lens of the United Nation's Declaration on Human Rights Education and Training (United Nations General Assembly, 2011), the IB Diploma Programme's human rights course falls short in fostering support for the human rights movement and empowering students to take action. Without instruction based on human rights principles, students do not personally experience human rights in the classroom, hampering their ability to advocate for human rights. Similarly, teaching about human rights topics without explicit instruction on how to counter human rights violations may leave students feeling apathetic towards the immense inhumanities occurring throughout the world. Clearly, to achieve the aims of human rights education, the International Baccalaureate Organization would need to adjust their program to include Education For Human Rights and Education Through Human Rights, so that the course may empower high school students to move past apathy and towards action.

### **The Post-2015 Human Rights IB Agenda**

From September 2015, the International Baccalaureate will introduce a new mainstream course into the Diploma Programme (IBO, 2014b). The new course, titled "Global Politics," will replace the current human rights course and will be comprised of four central components including (1) Power, Sovereignty, and International Relations, (2) Human Rights, (3) Development, and (4) Peace and Conflict (IBO, 2014b). Removing a course fully devoted to human rights and incorporating the topic into another course may seem like a move in the wrong direction, however this transition creates a variety of opportunities for the proliferation of effective human rights education. The previous human rights course was a school-based syllabus, reaching only a percentage of the thousands of schools offering the Diploma Programme (IB, 2008; Makivirta, 2003). As a mainstream course, all IBDP high schools will be required to offer the Global Politics course and resultantly, human rights education will reach more students.

In addition, adopting the Global Politics course may open up various opportunities to integrate human rights into the school culture. The IBO could easily turn human rights into a transversal subject through the IBDP's two year long community service requirement (CAS) and a foundational course titled "Theory of Knowledge" (TOK) (IBO, 2014a). Although Global Politics teachers might not require students to do their CAS work with a human rights agency, teachers could orient students towards action by connecting them to human rights related organizations. Throughout the IBPD's epistemology course (TOK), students could discuss the cultural relativist critique of the human rights movement and also engage in intercultural communication. Evaluating the credibility of sources and discerning the inherent subjectivity in media reports— another indicator of Education For Human Rights (OSCE/ODIHR, 2012)— could also lend themselves well to the Theory of Knowledge course. Students may primarily receive Education About Human Rights in the Global Politics course however CAS and TOK could both serve as sites for Education For Human Rights.

Although Education For Human Rights can be enhanced through expanding human rights to other components of the Diploma Programme, improving Education Through Human Rights may require additional training for teachers. Before the implementation of the Global Politics course in 2015 (IBO, 2014b), all teachers expected to lead the course should engage in a

conference or professional development session centered on teaching human rights. Providing teachers with a toolbox of activities and practices before starting the course will enhance their ability to demonstrate pedagogical practices that reflect human rights values.

Opportunities for enhancing human rights education in the International Baccalaureate Diploma Programme are plentiful. The recommendations listed above are plausible and easily applicable to the IBDP, which already has a strong orientation towards concepts connected to human rights education such as global citizenship and peace studies (IBO, 2014d; Gazda-Grace, 2002).

### Conclusion

In this study, I found that the International Baccalaureate Diploma Programme's human rights school-based syllabus (2008) does not fulfill the criteria for human rights education as outlined by Article 2.2 of the Universal Declaration on Human Rights Education and Training (United Nations General Assembly, 2011). Although the curriculum sufficiently covered human rights content, the course fell short in producing pedagogical practices grounded in human rights principles and failed to orient students towards action. The prevalence of the Diploma Programme worldwide and the inclusion of human rights into the required Global Politics course from 2015 grants the IBO a momentous opportunity to produce the first mandatory, wide-reaching program on human rights in the formal education sector. Currently, however, human rights education in the International Baccalaureate Diploma Programme has been a missed opportunity.

Before the implementation of the Global Politics course in 2015 (IBO, 2014b), the International Baccalaureate Organization should review their approach to human rights education. Starting from scratch, the IBO has the opportunity to train teachers during professional development sessions in practices reflecting human rights values. If time limits classroom instruction beyond basic human rights related content in the new consolidated course, the IBO can transform human rights into a transversal subject. Lending well to IBDP requirements such as CAS and TOK (IBO, 2014a), human rights activism can be inspired throughout the school day. Through heightening the practice of Education About Human Rights, Education Through Human Rights, and Education For Human Rights in their curricula, the International Baccalaureate Organization could transform the way thousands of students around the world understand, support, and engage in human rights.

*Nica Froman recently graduated from Teachers College, Columbia University with an M.A. in International Educational Development. Email: njf2114@tc.columbia.edu.*

### References

- Gazda-Grace, P. (2002). Psst... have you heard about the international baccalaureate program?. *The Clearing House*, 76(2), 84-87.
- International Baccalaureate. (2008). *Revised version of human rights syllabus*. [Program of Studies]. [Cardiff], UK: International Baccalaureate Curriculum and Assessment Centre
- International Baccalaureate Organization. (2014a). *Diploma programme curriculum framework*. Retrieved from <http://www.ibo.org/diploma/curriculum/>

## Human Rights Education

- International Baccalaureate Organization. (2014b). *Global politics*. Retrieved from <http://www.ibo.org/diploma/curriculum/group3/GlobalPolitics.cfm>
- International Baccalaureate Organization. (2014c). *IB world school statistics*. Retrieved from <http://www.ibo.org/facts/schoolstats/progcombinationsbyregion.cfm>
- International Baccalaureate Organization. (2014d). *Mission and strategy*. Retrieved from <http://www.ibo.org/mission/>
- Makivirta, J. (2003). Enthusiastic response to IB human rights course. *IB World*, 34. Retrieved from <http://www.ibo.org/ibworld/documents/feb03.pdf>.
- OSCE/ODIHR. (2012). *Guidelines for Human Rights Education for Secondary School Systems* (Warsaw: Organization for Security and Cooperation in Europe) (39 pp).
- Osler, A., Starkey, H. (2010). *Teachers and Human Rights Education*. Trentham Books Ltd. Westview House 734 London Road, Oakhill, Stoke-on-Trent, Staffordshire, ST4 5NP, UK.
- Suárez, D. (2007). Education professionals and the construction of human rights education. *Comparative Education Review*, 51(1), 48-70.
- Tibbitts, F. (2002). Understanding what we do: Emerging models for human rights education. *International Review of Education*, 48(3-4), 159-171.
- Tibbitts, F., & Fernekes, W. R. (2011). Human rights education. *Teaching and studying social issues: Major programs and approaches*, 87-118.
- United Nations General Assembly resolution 66/137. *United Nations declaration on human rights education and training*, UN doc A/RES/66/137 (19 December 2011), available from <http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N11/467/04/PDF/N1146704.pdf?OpenElement>
- van Oord, L. (2007). To westernize the nations? An analysis of the International Baccalaureate's philosophy of education. *Cambridge Journal of Education*, 37(3), 375-390.

## Appendix

Table 3. Indicators for Education About Human Rights in IBDP Human Rights Course

Indicator	Indicator Description/criteria	Y/N	Explanation	Reflection
History of human rights	Topic included in course content	Y	Section 2 of topic 1 covers the history of human rights including the Magna Carta, Bill of Rights, revolutions, slavery, the Holocaust, colonialism, and the atomic bomb.	This section provides a comprehensive and diverse overview of human rights abuses throughout history, showing students how human rights was an issue hundreds of years before the movement began.
Philosophy of human rights	Topic included in course content	Y	Section 1 of topic 1, "The Idea of Human Rights" introduces the philosophical foundations of human rights through comparing Moral Rights v. Legal Rights, Negative Rights v. Positive Rights, and the three generations of Human Rights. This section also includes a critique of universal human rights under the lenses of Kant, Mill, Hobbes, Locke, and Rousseau.	This topic begins the entire course on human rights. While it is foundational, I wonder if certain students may be disinterested in studying these philosophical interpretations without first understanding the relevance of human rights in their own lives.

*Human Rights Education*

<b>Indicator</b>	<b>Indicator Description/criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
International human rights Structures	Topic included in course content	Y	Topic 2, "Human Rights Protection Systems" covers the structure of the UN, the ICJ, the ICC, regional courts, and non-judicial enforcement.	This section provides a comprehensive overview of the major actors in human rights internationally. It would be appropriate to add a section on local, grassroots human rights movements to show students how they can get involved.
The UDHR and UN conventions	Topic included in course content	Y	"The Practice of Human Rights" section covers key treaties including the UDHR, the International Covenants on Civil and Political Rights, the International Covenant on Economic, Social and Cultural Rights, and other major UN treaties on genocide, children's rights, torture, racial discrimination, and sexual discrimination.	The curriculum invites critical thinking as it asks students to consider "Has the UN really been effective in promoting human rights?"
State obligations to upholding human rights	Topic included in course content	Y	Included under "The Practice of Human Rights," this unit introduces the relationship between state actors and non-state actors in the international political economy from the human rights perspective.	Engaging students' moral imaginations, this section asks students to consider whether humanitarian intervention is justified when a state fails to uphold its obligations.

Indicator	Indicator Description/criteria	Y/N	Explanation	Reflection
Universality v. cultural relativism	Topic included in course content	Y	The curriculum offers a section called "Culture and Human Rights" which touches on cultural relativism and non-western conceptions of human rights.	This section engages students in a debate around the question "Are human rights universal?" This is the fourth unit, but the first opportunity for students to offer opinions.
Challenges to the human rights movement	Topic included in course content	Y	This topic is predominately included in the section on cultural relativism.	This section prompts students to consider multiple lenses, such as Sharia Law and African perspectives on the universality of human rights. While these are challenges, many other challenges exist concerning efficacy of UN human rights structures and failure of states to comply to international human rights standards.
Current local and global human rights issues	Topic included in course content	Y	This is the third and final topic of the curriculum is "Contemporary Human Rights Issues." This section gives students the opportunities to study minorities, the environment, economics, conflicts, political systems, and religious systems.	The way the curriculum is structured is such that students choose one area to study on their own. Although allowing for democratic choice in what they study is an approach congruent with teaching through human rights, this is problematic because it fails to ensure all students will learn about a diversity of global and local issues. It limits exposure to different topics as well.

*Human Rights Education*

<b>Indicator</b>	<b>Indicator Description/criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
Root causes of human rights violations	Topic included in course content	N	This topic is not explicitly covered in the curriculum.	Students may have the opportunity to delve into this topic in their individual projects on contemporary human rights issues however it should be an ongoing theme throughout the curriculum.
Procedures on reporting human rights violations in one's own environment	Topic included in course content	N	This topic is not explicitly covered in the curriculum.	This topic could be covered along side human rights monitoring. As local human rights organizations are not included in this curriculum it is not surprising that the procedures for reporting violations locally are also left out.

**Table 4. Indicators of Education Through Human Rights in IBDP Human Rights Course**

<b>Indicator</b>	<b>Indicator Description/criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
Participatory activities or assignments	Student-centered activities with high student-involvement (i.e. inquiry based discussions rather than lectures for student to copy down)	N	The majority of the units are focused around transmitting content from the teachers to the students, only engaging the students at the end of the lesson with one or two key questions.	Participatory activities could be useful in building social cohesion and empathy in the classroom.

Indicator	Indicator Description/criteria	Y/N	Explanation	Reflection
Debate	Structured in-class debates on prevalent human rights topics	Y	One option for an Internal Assessment project is to write a detailed report of a debate held in class. This signifies that debates must be held periodically throughout the course.	Incorporating debate into the human rights classroom is a great approach as it simultaneously engages Education for and Education through Human Rights.
Discussions	Incorporation of key questions to be utilized for Socratic-style small group or class-wide dialogue-based seminars	Y/N	Key questions are included at the end of most units. In total, thirteen key questions are asked throughout the course.	Although questions are included, discussion does not seem to be a widely integrated into the course as it could be. The heavy amount of history, philosophy and law that the curriculum requires may put pressure on the teacher to rely on lecture-style teaching.

*Human Rights Education*

<b>Indicator</b>	<b>Indicator Description/criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
Social activities	Activities where students have the opportunity to work in groups and collaborate with their peers, such as small or large group work activities	N	Beyond debates and discussions, there are no indications of collaboration or group activities.	Heavily focused on content, this curriculum does not offer much opportunity for collaborative activities. An advocacy project or art campaign could engage students in a social activity.
Democratic teaching methods	Students have the opportunity to exercise choice in determining activities, assignments, or the focus of study	Y/N	A major portion of students' grades for this course is the "Internal Assessment" project. In this project, students may choose from one of two possible project options and must select a contemporary human rights topic to study from the list provided by the curriculum.	Beyond the assigned projects and choosing their topic for the last portion of the course there is no indication of democratic teaching methods. Through the first two thirds of the class, students must complete the prescribed assignments and topics.
Non-coercive teaching methods	Teachers do not employ coercive teaching methods such as threatening students with grades, intimidating or humiliating students	Not measurable through this document	N/A	N/A

Indicator	Indicator Description/criteria	Y/N	Explanation	Reflection
Opportunities for creativity	Activities where art, music, performance, dance, computer design, or creative writing are permitted and encouraged	N	All course requirements are written research-based essays or debates.	Incorporating art into the human rights classroom is essential as engaging the creative imagination is the first step towards envisioning a brighter future.
Accessibility to a diversity of learners	Approaching topics with sensitivity so as not to discourage or offend students who may have trauma regarding this topic, discussing the suffering others to encourage empathy	Not measurable through this document	N/A	I would need to observe how tactfully the teacher approaches each topic in the classroom to properly measure this factor. I would also need to observe whether the teacher differentiates the lesson to adapt to learner needs.
Adaptability of the curriculum	Flexibility within the curriculum to change the course of discussion if students wish to focus on a different topic. Indicated by a designated space in the curriculum left for students to choose what that class will discuss as a whole	N	The curriculum is tightly packed does not appear to leave room for flexibility. The last portion is left available for students to choose their own topic for individualized projects, but there does not appear to be any flexibility or student choice in regards to whole-class instruction.	This could be due to the IB's high academic standards. The curriculum is clearly packed full of content, leaving little wiggle room for student choice or adaptation.

*Human Rights Education*

<b>Indicator</b>	<b>Indicator Description/criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
Age appropriateness	As this curriculum is geared for high school, topics and activities must be on level for ages fourteen through nineteen. Overly lurid descriptions of human rights violations or highly complex descriptions of human rights theorists would not be age-appropriate.	Y	The curriculum is age-appropriate in that it does not present human rights violations in an overly lurid manner. The curriculum does delve into some complex topics regarding human rights philosophies however, the curriculum covers such a broad range of topics that it does not appear to delve into any particular topic too deeply.	Although I can recognize the logic behind starting a human rights course with human rights philosophy, I question how effective this approach is at a high school level. Rather than starting the course with some sort of "hook" to draw students in, I fear that starting with this topic may disengage certain students.

**Table 5. Indicators of Education For Human Rights in IBDP Human Rights Course**

Indicator	Indicator Description /criteria	Y/N	Explanation	Reflection
Organize or join an advocacy campaign	Students decide on a topic to campaign for and develop advocacy strategies	N	This element is not present in the curriculum	Facilitating a student-led human rights campaign is a huge time commitment. Instead of incorporating this directly into the class, teachers could encourage or offer extra support to students to do this as an after school club or for their CAS requirement.
Discuss human rights through moral or ethical perspectives	Discussion questions asking students to debate the justifiability or morality of an act or idea; discussions on concept of human dignity.  Key words: principles, norms, standards, values, justified, dignity, and moral choice	Y	In the section on Human Rights and International Relations students consider the question "Can humanitarian intervention be justified?" Also, the section on Culture and Human Rights asks students to discuss "Are human rights universal?"	Of the 13 key questions asked throughout this curriculum only two of them engage the student's moral imagination. The rest of the questions are evaluative or oriented towards a content-based critical debate.

*Human Rights Education*

<b>Indicator</b>	<b>Indicator Description /criteria</b>	<b>Y/N</b>	<b>Explanation</b>	<b>Reflection</b>
Identify and/or implement strategies to defend human rights	Analyze and implement effective advocacy strategies for local or global human rights issues  i.e. countering school bullying	Y/N	An overview of strategies are included in the section on human rights protection systems and may be included in the subtopic "Campaigning for a better world," which briefly overviews several recent campaigns such as the campaign for women's rights, and the end for apartheid. The curriculum does not include a section addressing how to develop or implement strategies at a local level.	Throughout these sections students can observe strategies utilized for these global campaigns however they are not prompted to try to apply them to their local context. This approach lacks practical application and may not necessarily lead students to advocacy.
Intercultural dialogue	Curricular components that include dialogue with multiple voices i.e. bringing in intercultural guest speakers, social activities between diverse student groups, intercultural pen-pal activities, or Skype calls with school overseas	N	This element is not present in the curriculum.	More opportunities for this might exist if the curriculum put a greater emphasis on current local and global human rights topics.

Indicator	Indicator Description /criteria	Y/N	Explanation	Reflection
Network for human rights advocacy	Connect students to human rights organizations or start a student club for human rights	N	This element is not present in the curriculum.	Teachers could encourage students to fulfill their CAS requirements through working with a human rights agency, as a transversal element.
Develop or defend human rights policies	Identify a human rights problem and develop a policy on how it can be resolved	N	This element is not present in the curriculum.	This would be a practical and engaging classroom activity that could be a prerequisite to advocacy.
Evaluate credibility of information sources	Discuss the subjectivity of media sources and regularly evaluate the credibility of documents through analyzing the source and comparing the document to other sources	N	This element is not present in the curriculum.	Evaluating the credibility of information sources is a critical thinking exercise that would serve students beyond the classroom. This could be incorporated in the cultural relativism section by comparing media sources reporting on human rights issues.
Promote social cohesion and empathy	Team-building activities, identity-based discussions	N	This element is not present in the curriculum.	This curriculum does little to personalize human rights. Human rights focused team building exercises help build social cohesion by developing a sense of shared humanity.