IIHR
Inter-American Institute
of Human Rights

III Inter-American Report on Human Rights Education

The development of teacher education

INTER–AMERICAN INSTITUTE OF HUMAN RIGHTS

INTER–AMERICAN REPORT

ON HUMAN RIGHTS EDUCATION

A Study in 19 Countries

The development of teacher education

San José – December 2004

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[1] The IIHR produced all the tables and figures for this Report, based on the information provided by the local consultants.

Foreword

The importance of human rights education in school

In accordance with its original mandate, since its creation in 1980 the Inter-American Institute of Human Rights (IIHR) has focused on human rights education (HRE). Promotion, technical assistance, research and dissemination activities have also been carried out, closely related to this main objective. Through regional, subregional and national courses, seminars and workshops targeted at diverse or specialized audiences, the Institute has gained enormous pedagogical experience and both its own publications and its bibliographic and documentary collections are geared to educational services.

During the 1980s, this educational effort, by the IIHR and a large group of organizations throughout the Western Hemisphere, placed special emphasis on training staff of civil society organizations and public institutions involved in human rights and democracy work, to protect the citizenry from violations during the period of the dictatorships and to develop institutions for the advancement and protection of human rights once democracy had been restored. In this way, the political dimension of HRE was gradually forged and strengthened in the region.

After considering the role of education in the new human rights scenarios that developed, during the 1990s the IIHR turned its attention to the field of formal education. Without abandoning its previous activities, it embarked on work that has become a resolute, sustained effort to promote the introduction of the philosophy and practice of human rights into the systematic education of children and adolescents.

The current scenario of human rights and democracy calls for a qualitative leap from the vision of human rights as specialist knowledge, to an approach that views them as general knowledge that has day-to-day applications in the lives of the entire population. The challenges we face are no longer only major violations of fundamental rights, typical of dictatorships. The issues today affect all members of society: justice and equity, the guaranteeing of basic needs so that people can lead a decent life; inclusion, respect for diversity; citizen security; political participation; efforts to combat corruption; discrimination and many other forms of intolerance. They are especially important for children and adolescents, who in a few years will be actively exercising their citizen's rights and determining the course that our societies take.

The IIHR is convinced that the future of democracy and human rights lies in educating children and adolescents as individuals with legal rights. This firm conviction leads it to collaborate with Ministries of Education in the region to promote and assist in the integration of human rights teaching into national educational systems. The *Inter-American Report on Human Rights Education* is a new contribution. For the last three years, it has been gauging the progress of this educational effort through applied research in 19 countries in the region. The findings were presented to the delegations to the Fourteenth Ibero-American Summit (San José, November 2004).

The aim of this IIHR initiative is to complement the work of the bodies responsible for overseeing, promoting and protecting economic, social and cultural rights within the OAS system (acting as a sort of "independent, friendly rapporteur"), the relevant government agencies, the civil society organizations involved in education in the countries, and the international human rights community, to promote the

discussion and assessment of the progress of human rights education. Although HRE is enshrined in Article 13.2 of the Protocol of San Salvador, it is a subject that has yet to be studied in depth.

The *First and Second Reports* (2002 and 2003, respectively) confirmed that since the mid-1990s, as part of the national education reform processes, the countries have been incorporating human rights principles and content, training in values and for democracy, gender equity and the recognition of multiculturalism and ethnic diversity in educational standards, curricula and syllabuses, and into the latest textbooks. Having obtained this information, the next step was to ascertain what had been happening with another key component of the education system: teachers and professors. Unless changes in standards and curricula are put into effect in schools and classrooms, they will never be more than a declaration of good intentions. Hence, this *Third Report* focuses on educators. It looks at the professional training that current and future teachers receive to equip them with new skills, or hone existing ones, with a view to educating in human rights.

Teachers working with children and adolescents have an opportunity to shape the future of democracy and plant seeds in the minds of their students, who, in a few years, will have the right to vote and be members of political parties, civil servants, activists of civil society organizations, active citizens and decision makers. To provide them with a comprehensive education, we need teachers with good scientific and technical qualifications and the highest human qualities.

How and how much are educators being trained to teach human rights? How much importance do the institutions responsible for providing teaching professionals with initial and later training attach to this objective? What has been achieved and what limitations continue to exist? What obstacles, shortcomings or inequalities have yet to be overcome? What actions are needed to overcome the difficulties and to continue making progress? These are questions of the greatest importance if the fruits of the transforming power of the HRE are to be seen. We believe that this *Third Report* provides some answers and, as a result, will help us advance toward the goal of making children and adolescents aware of human rights and democratic principles, and teaching them to respect and defend them. Investing capital and pedagogical resources in schoolteachers will be the best way to defend democracy in Latin America in the medium term.

Roberto Cuéllar M.
Executive Director

December 2004

Section I

Human rights education and teacher education

The commitment to incorporating human rights education into education

One of the goals of the international community is to create a culture that recognizes and respects rights, tolerates diversity, promotes equity and enables citizens to exercise their rights. One essential, probably the most important, step toward achieving that goal is the incorporation of content related to human rights and democracy into the formal education that young people receive in public and private elementary and high schools. Hence, the set of instruments that the international community has adopted on human rights in general, and the right to human rights education (HRE) in particular. Once states ratify those instruments and incorporate similar standards into their domestic legislation, they are committed to implementing them (c*f. First Report*).

For the IIHR, human rights education means that all persons, regardless of gender, national or ethnic origin, or economic, social and cultural status, have the real possibility of receiving a systematic, broad and good-quality education that enables them to understand their human rights and respective responsibilities, and national and international human rights systems. They should also learn to respect and protect the human rights of others; respect differences and value diversity; understand the relationship between human rights, the rule of law, and democratic government; and demonstrate in their daily interaction values, attitudes and behavior consistent with human rights. The IIHR understands that human rights education is part of the right to education and a necessary condition for the effective exercise of all human rights.

The IIHR also understands that human rights education has academic and political dimensions, and applications to everyday situations. As such, it is the key tool that brings about changes in the skills, attitudes and behavior of government officials, and in the leaders of parties and civil society organizations. This, in turn, enables societies to generate and strengthen inclusive and transparent political systems, enjoy good governments and reduce and eliminate social exclusion. Without a doubt, human rights education is the best tool for empowering groups that have traditionally suffered discrimination - especially women, children, seniors, indigenous peoples, Afro-descendants, the disabled and the poor - so they learn how to exercise all their rights and join together to promote and protect them.

The human rights situation today is far from satisfactory, and new and serious threats loom on the horizon. The authoritarian, anti-democratic exercise of power is no longer the chief danger. New, heteronomous factors, such as transnational crime and social violence, are undermining institutions, widening the economic gaps, and chipping away at social and democratic values. A special effort is needed to bring human rights education to the classroom, so that when citizens begin to play their part in public life they can help restore the values on which culture is based and practice them in their daily lives.

The quality of education may leave much to be desired, but a high percentage of the young people of the countries in the region are enrolled in school, and the number is increasing. Average net enrollment

in elementary education (students 6-12 years old) in the countries covered by this report was 93.83% in the 2001/02 school year - 12.07% higher than a decade earlier. As many as 81.7% of those students were enrolled in public education. Enrollment in high schools (students 12-17 years old) was 57%, an increase of 22.50% over the same period. Some 64.20% of those students were enrolled in state-run schools.[2] This means that students aged 10-14 - the group on which this report focuses most attention - account for nearly 75% of the school population. Region-wide, there are more female than male students, although the former tend to drop out of school earlier, especially in rural areas.

Education is obligatory for this age group, whose rate of school attendance is high. Formally, at least, they benefit from the financial support of the State. Their studies are also regulated directly by the Ministries of Education, which are also responsible for training, certifying and supporting educators. Despite the changes that have taken place in recent years, then, it is a segment of the education system that remains under the legal protection and responsibility of public policies, including the curriculum and teacher training.

Finally, it is an age group that, generally speaking, is growing and internalizing the sense of recognizing others as different and social relations as a balance and interaction between rights and duties, based on the exercise of values and as part of specific institutional frameworks. From a pedagogical perspective, this is probably the best age at which to instill the essential principles of human rights and democracy in the cultural capital of individuals and the social capital of groups.

Training educators in human rights

Incorporating HRE fully into formal education involves various procedures, some of the most essential of which are: (i) the incorporation of human rights standards into national legislation, beginning in the National Constitution itself and in specialized legislation on the subject and in the pertinent implementing regulations; (ii) the development of relevant content and methodologies in curriculum policy documents, plans, and study programs; (iii) the inclusion of similar content and methodologies in school textbooks; and, (iv) continuous training for school teachers. Other concurrent and complementary efforts can - and should – take place outside of school: in the community, civil society, public institutions, professional bodies, political parties, and the media.

Do educators in the region receive training in HRE? How were they trained a decade ago and how are they trained today? Has progress been made during that period? Was it significant and sufficient? To answer these questions, we must find out where and how educators in the hemisphere are usually trained, focusing on the principles, values, contents, methodologies and skills that HRE requires.

Firstly, and as has always been the case, educators in the formal education system are trained in specific institutions, by specialized staff and following a curriculum that establishes the sequence and subject-matter of the training program.[3] This initial training serves two basic purposes: firstly, future teachers are equipped with the skills they need to perform their professional duties; and, secondly, the trainees obtain a recognized certificate or qualification that officially authorizes them to practice their profession. The

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[2] UNESCO EFA: *Global Monitoring Report 2003/04*, at http://portal.unesco.org/education, and UNDP, *2004 Human Development Report*.
[3] See the work of Denise Vaillant (2002), *Formación de formadores. Estado de la práctica*. Document N° 25 of the Partnership for Educational Revitalization in the Americas - PREAL, pp. 17-19.

main objective of the initial training must be to teach "classroom skills or craft knowledge," so that the new educators are adept at teaching.[4] In a more general sense, this training should also ensure that they develop as people, understand the role they play in the operation of the school, and acquire a thoughtful attitude toward their teaching.[5]

UNESCO/OREAL studies on the Latin American region suggest that in the last two decades of the 20th century there was a tendency to transfer initial training programs from teacher training schools to higher education institutions (non-university institutes of education and university faculties of education). In most cases, this change, which has varied from country to country, has led to a slight increase in the length of training courses, and in the prior schooling required to be a teacher (a high school, instead of a grade school, diploma). At present, teacher education in the hemisphere is very heterogeneous, varying a great deal both between and within countries. The institutions where courses are given vary in kind, level and degree of autonomy. Consequently, in each case the requirements for entry, permanence and graduation differ, as do study programs and evaluation systems, and the type of supervision and oversight exercised by the national educational authorities.

Regional research[6] shows that despite the changes made in the institutional approach to teacher education, there are still two basic types of training: a generalist approach for grade school teachers, with the emphasis on general pedagogical principles and the content of the school curriculum, and specialized training for high school professors, focusing on the mastery of a specific discipline but with poor and dissociated pedagogical training.

In short, initial teacher education in the hemisphere is currently very diverse, irregular and complex in terms of the institutions involved. To study it, we must look at different types of training institutions, as we do in this Report.

Completing the courses required to work as a grade school teacher or high school professor is only the first stage in the training of an educator, however. That is why it is called "initial training," and analyzed as such in this Report. To work competently and responsibly as a teacher at any level, educators must constantly update their knowledge to keep abreast of the development of knowledge and changes in the environment.

In our era, more than ever before, the scale and speed of scientific, technological and cultural changes mean that any initial professional training is soon out of date. The speed with which knowledge in different disciplines becomes obsolete, combined with rapid changes in the global socioeconomic, political and cultural context that impact regional and local contexts, poses a challenge to the practice of all professions. Few graduates today can practice their profession efficiently if they have only completed their initial training and fail to take constant, thorough updating courses. Continuing education has ceased to be a personal option and is now a social need.

In the strategic field of education, where the socialization of the new generations and the future of the national community is at stake, it is up to the State to ensure that educators are well qualified not only when they begin to perform their duties, but throughout their period of active service. The

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[4] See McNamara, D. and Desforges, C. (1990), *The Social Sciences, Teacher Education and the Objectification of Craft Knowledge. In* Bennet, N. and McNamara, D. (eds.), *Focus on Teaching*, Longman, London.
[5] See Edmunson, P. (1990), A normative look at the curricula in teacher education, Phi Delta Kappa, May 1990.
[6] For a detailed analysis and an extensive bibliography, see the work by Denise Vaillant already mentioned (2002).

institutions in charge of children's education (ministries or national secretariats of public education) have a responsibility to provide their teachers with opportunities for continuing training. That responsibility is even greater when innovative knowledge and skills are incorporated into government study plans and programs, as areas of study such as HRE were not included in initial teacher education in the past.

There are different ways in which national education authorities can provide teachers with in-service continuing education. In Latin America, the most common way has been, and continues to be, the direct organization of courses, study sessions or other training activities of varying length (seminars, congresses, workshops, etc.). These are usually planned annually, in line with the macro-educational guidelines in effect at the time, and focus on the curriculum, methodological aspects and institutional management. To complement and increase the scope of such training, guides and kits are often produced on how to teach the course content and apply the right methods in the classroom.

Studying the updating training that governments provide for their teachers - both courses and training materials - generates information not only about technical and pedagogical matters. More importantly, it makes it possible to pinpoint the priorities of educational policies; evaluate the consistency of the strategies used to implement those policies (for example, the fit between rules, curriculum, resources and educational agents); and identify all the actors who impact public education through partnerships with the authorities. This opportunity to compile data about teacher education was what guided the design of the matrix of indicators used in our research, and special importance is attached to it in the analysis of the results.

The scope and limits of this Report

The IIHR produces this Report as part of its statutory mandate to carry out studies on human rights and its mission as an institution devoted to teaching, research and promotion of human rights, within the framework of the American Convention on Human Rights. Without downplaying the global nature of the protection and promotion system, the Institute pays special attention to the development of standards based on the instruments adopted by the Inter-American System. It does so by means of a multidisciplinary approach, taking into account the specific problems of the Americas.

It is now accepted practice for civil society organizations to present shadow reports to the human rights protection bodies, so they can compare and contrast the facts and information published in the periodic reports of the States. The purpose of this Report is different, however, and has to do with the IIHR's objectives and field of specialization as an institution geared to human rights education that has no authority to make judgments about the responsibilities of the States. Its goal is to develop tools for the continuous evaluation of the process of including human rights in the political and social life of the countries of the region, as a promise and an international obligation.

This is not a report on the right to education. It is a report on the right to human rights education. As such, it focuses on objectives not studied by other reports that analyze the extent to which citizens are able to access educational services, without discrimination. It hones in on one aspect of those services (the incorporation of learning content on human rights) and is intended to complement other reports.

This report does not document violations of the right to HRE, nor does it focus only on its implementation. It examines the progressive incorporation of HRE into the legal, administrative,

pedagogical and teaching policies that guide the daily practice of education. This focus - on progress - is not intended to replace oversight and advocacy activities or complaints regarding violations, nor conceal the fact that we are a long way from achieving the desired goals. In the final analysis, this Report sets out to gauge how much and how quickly the common objective of the empire of democracy and the rule of law is being achieved in a specific field. This common objective should be thought of as a balance between the standards established in international instruments, the standards adopted by the States and their political and institutional practices, and the aspirations of the people.

The novel aspect of this approach is that it offers us the opportunity to understand human rights issues as *processes* and not only as *situations*; to identify weaknesses and opportunities for correcting them in the medium and long term; and to establish shared, complementary priorities and work strategies with the various stakeholders.

Section II

The incorporation of HRE into the education system: progress and challenges

Measuring progress: an applied research approach

The *Human Rights Education Report* is the result of an ongoing, five-year research project. The First Report - produced in 2002 - examined the legal framework of HRE set forth in the domestic legislation of the countries concerned, in order to pinpoint trends in the changes that took place in the region between 1990 and 2001, and to determine whether those trends constituted progress, a step backwards or stagnation. Published in 2003, the Second Report examined to what extent human rights had been incorporated into the administrative and program documents relating to the school curriculum, the plans and syllabuses of the courses taught in elementary and high schools, and the textbooks being used. To make this determination, the report focused on the curricula, syllabuses and textbooks in effect in the school years 1990 and 2002. This Report examines the extent to which the teaching of human rights has been incorporated into teacher education and training.

A system of indicators of progress (*measurable indices)* is used in the preparation of this series of reports. They make it possible to gauge, with a reasonable degree of objectivity, the gap between the real situation and the desired standard or goal. Applied to two different time periods under equivalent conditions (1990 and 2002 or 2003, as appropriate), the system also makes it possible to ascertain whether the gap is narrowing, and obtain an indication of the trends process.

The system was designed and tested in the field of human rights education and two other thematic fields (access to justice and political participation) under a pilot project implemented in six countries (Guatemala, Mexico, Nicaragua, Paraguay, Peru and Venezuela) between 2000 and 2001. With respect to HRE, a relatively simple system was used comprised of two domains, six variables and seventeen indicators. The results provided important pointers to the general trends concerning changes in legislation, curricula and textbooks, as well as the growing importance of formal education, building on the longstanding, fruitful efforts of civil society organizations.

The pilot project showed the viability of extending the exercise to the rest of the region, the need to develop a more detailed system of indicators and the appropriateness of expanding the investigation to include the crosscutting perspectives. The exercise also confirmed that changes in human rights education take place relatively slowly and, therefore, that changes over very short periods of time may be insignificant.

As on the two previous occasions, the data for each country was collected by local consultants, all of whom had attended IIHR Interdisciplinary Courses in recent years. The IIHR's team of specialists in San José then processed the data, drafted and discussed the conclusions, and produced the Report.

Methodology, sources and thematic categories

This Third Report explores the changes that took place in teacher education between 1990 and 2003, in both the training of new professionals and the courses, seminars, workshops and other continuing education activities implemented for teachers already in service. The aim was to ascertain whether the general legislation governing education, special laws on the teaching profession, other regulations and administrative rules and policies now specify that educators must receive the instruction necessary to familiarize them with, and equip them to teach, human rights topics; whether the syllabuses of teacher training institutions now include this subject; and whether the same applies to continuing education for in-service educators.

The reference period selected for this report coincides roughly with several major developments in the region: the restoration of democracy and/or the consolidation of democratic institutions and their relative independence in various countries in the region; the adoption of constitutional, legal and administrative reforms; and the efforts by civil society to secure the effective exercise of human rights and the rule of law. The years covered by the Report also coincide with the period between the last two censuses, so that, if they wish, readers can make comparisons with the general development indicators, particularly those concerning access to education. Finally, the period in question includes the implementation of educational reform programs - and other structural reforms - in most of the countries. The preparation of these reports also coincides with the end of the Decade of Human Rights Education and with the discussion of a possible new international effort in this field. The structure of the matrix used to collect the data was as follows:

Domain I *three variables* *seven indicators*	Changes between 1990 and 2003 in legislation, national education plans and the institutional framework (ministries of education) related to the incorporation of human rights topics into basic and in-service teacher training, including the skills needed to teach them.
Domain II *four variables* *eleven indicators*	Changes between 1990 and 2003 in the curricula of teaching training schools and non-university institutes of education, university education courses, dissertations, papers and other extracurricular activities of institutions that train educators, wich include the skills needed to teach human rights topics.
Domain III *two variables* *six indicators*	Changes between 1990 and 2003 in the in-service training activities implemented and materials developed by Ministries of Education and Ombudsman's offices that include human rights education topics and the skills needed to teach them. Also agreements between Ministries of Education and other institutions.
Domain IV *two variables* *fourteen indicators*	Changes between 1990 and 2003 in regulations, teaching guidelines, curricula, courses, educational materials, the preparation of undergraduate theses, extracurricular activities and in-service training courses related to the study of gender equity and ethnic diversity, and of the skills needed to teach these courses.

Throughout the last decade, teacher education and recruitment in the region varied considerably, with respect to both the qualifications required to work as a teacher and the basic training provided. This trend in the evolution of the teacher education is growing, and had a major impact on the methodological options chosen for the research.

In the past, the recruitment of educators in nearly all the countries of the region was strictly regulated and supervised by the Ministries of Public Education. Preference was given to professionals from specialized teachers' colleges, whose operation, curricula and syllabuses were largely dictated by the Ministries of Public Education. This situation slowly began to change many years ago, even before 1990. Recruitment is now less regulated, teachers' colleges are fewer in number (and in some countries have disappeared altogether), and most would-be teachers study for a general bachelor's degree or a pedagogy or education science degree. These courses are obviously less subject to government regulation, although universities do try to meet the minimum standards required for their graduates to teach in the public sector.

The data on teacher education in the last decade of the century was therefore widely scattered, making it difficult - and in the case of some countries, impossible - to garner sufficiently detailed, comparable information about some of the variables included in the matrix. Pinpointing the regulations in effect in 1990 governing the qualifications needed to teach proved to be particularly complicated. Nor was sufficient data available on the courses taught at teachers' colleges, many of which had disappeared by the last decade of the century. Finally, there was a chronic lack of information about the in-service training activities implemented over the course of the decade.

These constraints led the team to examine samples of institutions, university studies, courses and syllabuses that had an impact on teacher education. These samples were chosen based on their relevance to the variables and indicators proposed Pains were also taken to ensure that the public and private institutions concerned were national in scope and impact, in the belief that they would better reflect the prevailing trends at each point in time being studied.

Much less information was available for 1990 than for 2003, and the amount of information varied considerably from country to country. In fact, the findings of this Report rely heavily on the information from Argentina, Mexico, Brazil and Dominican Republic.

The analysis of the syllabuses of the courses included in the sample revealed that the thematic content that provided knowledge and skills for the teaching of human rights was very scattered, while specific courses on the teaching of human rights were rare. The number of courses identified that were directly concerned with human rights topics proved to be comparatively small, in both 1990 and 2003.

The researchers, therefore, opted to analyze the content of the syllabuses by compiling a list of related topics that formed part of a varying number of courses: (i) the topics referred to in the International Covenant on Economic, Social and Cultural Rights and the Protocol of San Salvador; (ii) the topics mentioned in other international instruments; (iii) the topics mentioned in the definition of HRE on which the IIHR's institutional strategy is based; and, (iv) the topics that appear most frequently in the syllabuses of the courses analyzed.

The result was the construction of *a pedagogy of human rights* based on the numerous points where the different topics and content of several closely related subjects intersect, as shown in the following figure:

The construction of the field of Pedagogy of human rights
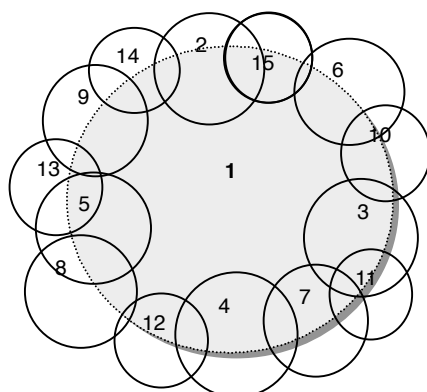
1. Pedagogy of human rights
2. Human rights in general
3. Democracy and citizenship
4. Values
5. Diversity and multiculturalism
6. Racial, ethnic and religious groups
7. Gender equity
8. Participation and interaction
9. Education for peace
10. Friendship among nations
11. Rights of the child
12. Education law
13. Institutional order
14. Equality and social differentiation
15. Environment and ecological issues

Background: the first two Reports[7]

The starting point for the preparation of the Third Report was the conclusions of the first two. As can be seen in the summaries included below, the combined result of the 2002 and 2003 studies on the status of human rights education in the countries that have adhered to the Protocol of San Salvador is encouraging. It shows a positive trend toward the gradual adoption of legal, institutional and pedagogical measures that imbue education with the qualities specified in paragraph 2 of Article 13 of the aforementioned agreement. However, the level of development in the different countries varies greatly, not only in terms of the amount of learning content incorporated, but also in the way that the topics are dealt with. Of concern is the relative looseness of the theoretical definition of the learning content, and the implications for the methodological, and especially the pedagogical, approach.

Incorporation of HRE into legislation and policy documents

By ratifying the international instruments that, over a period of forty years, have gradually established the right of all persons to, and the obligation of the States to provide, human rights education, the 19 states on which this report focuses have assumed a commitment to gear their education policies toward strengthening human rights and fundamental freedoms, and combating racial discrimination and discrimination against women. All the countries have ratified the Convention on the Rights of the Child. More than half have ratified the conventions that significantly broadened the definition of HRE to include education for democracy and peace, and call for the implementation of specific actions and measures.

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[7] This section and the next contain the conclusions of the first two reports and anticipate the questions raised by the third. The First and Second Reports, in Spanish and English, with their respective country annexes, are available on the Web page of the Inter-American Institute of Human Rights www.iidh.ed.cr.

Table 1: International instruments with HRE content ratified as of 2004																			
International Instruments	Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dom. Rep.	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Uruguay	Venezuela
1. Convention Against Discrimination in Education	√	-	√	-	√	√	√	-	√	-	-	√	√	-	√	√	-	-	√
2. International Convention on the Elimination of All Forms of Racial Discrimination	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
3. International Covenant on Economic, Social and Cultural Rights	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	√	√	√	√
4. International Convention on the Elimination of All Forms of Discrimination against Women	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
5. Inter-American Convention to Prevent and Punish Torture	√	-	√	√	√	√	√	√	√	-	√	-	√	√	√	√	√	√	√
6. Additional Protocol to the American Convention on Human Rights in the Area of Economic, Social and Cultural Rights (Protocol of San Salvador).	√	-	√	√	√	-	√	√	√	-	√	-	√	√	√	-	√	√	-
7. ILO Convention 169 on Indigenous and Tribal Peoples in Independent Countries	√	√	√	√	√	-	√	-	√	-	√	-	-	√	√	-	-	-	√
8. Convention on the Rights of the Child.	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
9. Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women (Convention of Belem do Pará).	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
10. Inter-American Convention on the Elimination of All Forms of Discrimination Against Persons With Disabilities	√	√	√	√	√	√	√	√	√	-	√	√	√	√	√	-	-	√	-

The *incorporation of HRE principles and/or content into the different national constitutions*, either explicitly or implicitly, has increased considerably. This trend appears to be a continuation and expansion of the progress made in the 1980s, because several countries that in 1990 already had a fairly broad definition of education have enhanced it with recent constitutional amendments. There is a general trend towards improving the description of education.

There has also been an increase in the incorporation of HRE principles and/or content into the *domestic laws that regulate education*. Educational reforms are gradually, but consistently, permeating general education laws with many HRE principles and content. Some of the most extensive reform processes that emphasize HRE principles, knowledge, values and attitudes took place after the countries made the transition to democratic systems, or signed peace agreements.

With regard to *other legislation*, shortly before the start of the decade under study there was a proliferation of special laws designed to strengthen the restoration of democracy and its institutions, the rule of law and human rights. During the period in question, these laws and institutions were reformed. The study confirmed that the legislation includes references to HRE and related topics, such as education for democracy, civic education, education in values, etc., and sets specific objectives for them. The inclusion of HRE in the domestic legislation of the countries studied coincides with several important

developments during the period, such as the restoration of democracy in a number of countries, the consolidation of democratic institutions, the adoption of constitutional, legal and administrative reforms, and efforts by organized civil society to ensure the effective exercise of human rights and the rule of law.

With respect to *public policies and the institutional development of HRE*, the enactment of constitutional reforms, education laws and related legislation has led to the implementation of numerous programs that are based on HRE principles and content and establish commissions, committees and other bodies for promoting it. However, not all these initiatives establish a clear mandate or make explicit references to the establishment of public (state) policies for HRE. To some extent, this also applies to - and, in a way, is due to - the relative weakness of human rights policies in general, although institutions such as Ombudsman's offices have become more actively involved in recent years, in both the legal and institutional spheres. In some countries, there are reports of efforts to establish bodies, with the participation of civil society, for preparing and promoting national human rights plans. These efforts focus explicitly on matters related to education.

However, these proposals are still under development and, while they dovetail with the recommendations made at different international meetings, such as the Vienna, Beijing and Durban conferences, they very much depend on international cooperation initiatives and resources. They have still not achieved the force of a comprehensive legal framework that would strengthen human rights education as a permanent state policy, duly financed and institutionalized, as non-governmental organizations and pressure groups have been demanding for several years.

Incorporation of HRE into teaching and learning

The number of *references to human rights and fundamental guarantees* in curriculum guidelines, course programs and school textbooks has increased. In 2003, they were much more explicit than in 1990. A clear progression can be seen from civil and political rights to economic, social and cultural rights. In some countries, environmental and other more recently formulated rights are also included. The introduction of social rights also acts as a counterbalance to the emphasis on individual rights that existed in 1990.

Both in 1990 and 2003, human rights and fundamental guarantees formed part - indeed, a very significant part - of the study of the principles and content of the national constitution. This makes it difficult to show clearly the relationship between the system of constitutional rights and guarantees, and the development of human rights standards at the international level. In Colombia, course programs focus on international humanitarian law and the International Red Cross.

The study of *the State, the Rule of Law and justice* was included in the documents, course programs and/or textbooks of all countries, both in 1990 and 2003. The amount of space devoted to these topics, and the detail in which they are covered, vary enormously from country to country. However, generally speaking, the array of issues addressed is useful for instilling a sense of national belonging and guiding the conduct of citizens in public life. Programs and textbooks were updated to reflect the changes introduced over the course of the decade by means of constitutional reforms. In several cases, there was a shift in emphasis, to give students a grasp of the balance among the branches of government, the role of the State and the government in promoting equitable social and economic development, and the importance of the rules of law for harmonious social relations.

The term "rule of law" is used to describe these balances and legality in less than a quarter of the countries. In a similar number of countries, the issues of decentralization, local government and direct citizen participation in public administration are presented in some detail.

References to justice abound. It is presented as a value, as an objective of the State and its institutions, and, to a lesser degree, as a mechanism that citizens can use to resolve conflicts. The study of judicial bodies and other mechanisms forms part of the study of the structure of the State, but there is no reference to training in access to justice. Important information is included on the Ombudsman, certain other oversight bodies and two basic types of legal remedies for protecting rights: habeas corpus and *amparo*.

With the exception of one country where corruption is mentioned, nothing was found regarding the problems that affect the stability and smooth operation of the State apparatus, and potential solutions.

Democracy as a value, as a form of government and as an attribute of institutions, social practices and personal life is mentioned repeatedly in the documents examined for 1990 and 2003. The important modifications made during the period concern the concept of democracy as a practice, and not solely as a system.

The subject of national political parties - their characteristics, platforms, history and internal operation - is addressed extensively in only one country. In others, some references are made to the party system as an element of democracy, while the subject of political and ideological trends is dealt with mainly in history programs and textbooks, and viewed from that perspective. Electoral bodies were studied, in 1990 and 2003, as a part of the structure of the State.

National elections are dealt with only cursorily, although in some countries the creation of student governments and associations is suggested as a means of instilling democratic practices.

Between 1990 and 2003, the references to *values* in educational documents became increasingly diverse and reiterative. There was a shift away from values that affect individual conduct to social values and democratic coexistence, from values that are instilled to those that are constructed and practiced. Whereas in 1990 the moral and civic perspective dominated, by 2003 the focus was on ethics and democracy. Growing importance was attached to the values related to peaceful coexistence between nations and international solidarity.

One of the most remarkable achievements, in practically every country studied, is the inclusion of *gender equity*. When all the official documents, curricula and textbooks for 1990 are compared with the ones for 2003, it is clear that significant progress was made both in qualitative and quantitative terms. Although the detail with which the topic is addressed, and the approach taken, varies from country to country, the last decade saw a very positive evolution in the teaching of the topic of equal rights for men and women in the educational system. More grades include additional specific material on the topic and it is addressed at greater length and in greater depth.

There is greater recognition of the *ethnic diversity and multiculturalism* of the population of each country, and of the hemisphere in general, and greater value is attached to them. The strongest trends are national initiatives targeted at indigenous populations to enable them to exercise their right to receive an education that respects their respective languages and cultures. Little has been done so far with regard

to Afro-descendant communities. More explicit, emphatic and anti-discriminatory curriculum objectives are needed, along with more extensive content and the discussion of current problems.

Significant changes took place during the last decade *with regard to civil society.* There are more references to the many civil actors that interact with the State in social life, and greater importance is attached to them, both in preparing and implementing the educational curriculum in the countries, and in the symbolic representations that young people are taught as interpretive syntheses of the actual situation - the contents of the explicit curriculum and textbooks.

Section III

Analysis of the research findings

Norms governing teacher education

By 2004, the constitutions of 18 of the 19 countries covered by this Report contained references to HRE principles and/or content. The 1990s also witnessed a major increase in the incorporation of such principles and content into general education laws. Indeed, a general outline of HRE is now to be found in the education acts of practically all the countries studied (see *First Report, 2002*).

Although the terms used and the depth with which some concepts are presented may vary, all the education acts recognize education as a fundamental human right that the entire population should be able to exercise on equal terms; specify that the study of human rights and the principles of democracy must form part of formal education courses, and state that the educational system should be guided by the values of tolerance, justice, peace, equality and solidarity.

Taking this into account, the team examined to what extent the education acts, legislation governing the teaching profession, other laws and related administrative regulations, plans on education, human rights education and human rights in general, and other documents that reflect the State's political will and orientation, establish explicitly that educators, during their initial and/or subsequent in-service training, must study human rights topics and acquire the skills needed to teach them.

The first analysis unearthed very few explicit references. In 1990, only the *Constitution of El Salvador* (1983) contained such an instruction. By 2003, a number of other countries had legislation containing similar wording, such as Peru's *Law governing the Teaching Profession* (1984), Chile's *Supreme Education Decree No. 220* (1998) and Panama's *Law on Sexually Transmitted Infections, the Human Immunodeficiency Virus and AIDS* (2000).

The general education laws of Argentina (1994) and Costa Rica (1957) establish that teacher training must be based on democratic principles and promote participation.

El Salvador

Constitution of the Republic (1983)

Art. 60. Teachers must be accredited as required by law to work in all public and private, civil and military educational institutions. The teaching of national history, civic-mindedness, ethics, the Constitution, human rights and natural resource conservation is mandatory.

Other explicit references to human rights and democracy were found in national education plans and programs (Brazil, Colombia, Costa Rica, Dominican Republic, Nicaragua, Paraguay and Uruguay), in several documents that establish objectives and actions for Ministries of education with regard to teacher education or describe curriculum guidelines and profiles for initial teacher training (Panama, Paraguay), and in the national human rights education plans of Brazil and Colombia.

Brazil

National Human Rights Education Plan (2003)

Actions to be implemented:

- Work on human rights and social issues in continuing teacher education, geared to everyday educational practices in the classroom;

- Promote and produce teaching materials for human rights education, dissemination and implementation;

- Introduce the perspective of human rights education as a component of initial teacher education;

- Propose the creation of pedagogical methodologies for human rights education in higher education institutions;

- Promote a culture of human rights education, with emphasis on elementary and high school education, and university graduates;

- Introduce human rights as a crosscutting subject of degree courses in all fields of learning.

Colombia

National Plan for Training in, Respect for, and the Practice of Human Rights

(under construction)

Strategy for training trainers: the first step is to train educators with a human rights perspective

Policy guidelines for modifying university teacher education programs, to incorporate the human right perspective.

El Salvador

"Challenges facing education in the new millennium" (2000-2005)

In the work field: knowledge and learning related to the crosscutting perspectives of the national curriculum, since they contribute to the personal, comprehensive development of future teachers and, therefore, to the consolidation of a democratic society

Paraguay

Curriculum Outlines for the Teacher Education System (1994)

Democratic Education (...) permeates the entire teacher education curriculum and is intended to stimulate and ensure that the everyday experience of all students becomes a democratic experience. The incorporation of human rights helps create a culture of respect for the dignity of the human person. In the universal context of human rights, it aims to educate about truth with honesty, instill in students the determination and integrity needed to overcome difficulties, and develop creativity in order to propose alternative solutions

The references to the need to ensure that teacher education includes training in ethical, civic and scientific values are more plentiful, explicit and reiterative. In 1990, such references appeared in various regulations and documents in Costa Rica, Paraguay and Peru. By 2003, Brazil, Chile, Dominican Republic, El Salvador, Nicaragua, Panama, Peru and Uruguay had followed suit.

By 2003, the important new developments as far as policy documents were concerned included mentions of the training that educators must receive to teach major national issues, especially those related to economic, social and cultural matters, in order to link them with the promotion of values such as social justice, solidarity and environmental protection, and to stimulate students to think about human and social development. As mentioned in the *First Report,* a considerable number of national laws, mostly those that have been amended in the recent past, now go further and enshrine the principles of *non-discrimination, respect for and the defense of ethnic and cultural diversity*, and the *participation of the stakeholders in educational policy making and decisions*. The level of detail with which these recently incorporated principles

Argentina:
Education Act (1994)
Brazil:
National Education Plan
Colombia:
Education Act (1994)
Statute on the professionalization of teaching (2002)
Decree 3012 on the organization and operation of teachers' colleges (1997)
Costa Rica:
National Professional Development Plan, teaching resources and qualitative improvement of educators
Dominican Republic:
Education Act
Regulations of the Basic Statute of the Higher Teacher Education Institute
El Salvador:
Law governing the Teaching Profession
Mexico:
National Education Plan 2001-2006
Nicaragua:
National Education Plan (2000-2015)
Panama:
Education Act (1995)
Peru:
Law governing the Teaching Profession (1984)

are described varies in the different documents. Many laws set forth the general principle but some do go further, establishing operational guidelines and creating specific programs and/or bodies for their implementation.

Based on this evidence, in preparing this Report the team looked for instructions in legislation, plans and other documents concerning training involving the study and teaching of topics related to gender equity and the recognition of diversity.

The topic of ethnic diversity, including aspects of bilingualism and the importance of cultures, was already present in 1990 in policy documents in Mexico, Panama and Peru. References to gender equity were not, however.

By 2003, aspects of gender equity were dealt with profusely in legislation and policy documents on teacher education in Brazil, El Salvador, Mexico, Nicaragua, Panama, Paraguay and Peru. Topics related to ethnic diversity, multiculturalism and multilingualism were found in documents studied in Bolivia, Brazil, Colombia, Guatemala, Mexico, Panama, Paraguay and Peru. In general, the references in question stress the need to equip educators with the skills needed to handle gender equity as a crosscutting element of educational processes, both in the transfer of knowledge and the treatment of students in the classroom and the organization of school activities. Ethnic diversity is more closely linked with the training of elementary teachers for bilingual education programs, and only indirectly with the promotion

of knowledge and tolerance of all students of indigenous peoples and communities. No explicit references were found in the documents to Afro-descendant communities and other racial groups.

One very important development in recent years was the enactment, in Mexico, of the *Federal Act to Prevent and Eliminate Discrimination* (2003). To achieve its objective, this law includes express instructions regarding the initial and continuing training of government workers.

> "Public institutions and the federal authorities, in their respective spheres of competence, shall implement the following, and other, positive, compensatory measures to foster equal opportunities for the indigenous population:...III: Create permanent initial and continuing training programs on cultural diversity for government workers (Federal Act to Prevent and Eliminate Discrimination, Article 14, section III).

The following table illustrates the cumulative results of the inclusion, in policy instruments at various levels, of the different categories explicitly and implicitly related to the field of human rights and democracy and the crosscutting perspectives of gender equity and the recognition of ethnic and cultural diversity.

Table 2: Provisions on HRE contained in legislation and plans related to teacher education																				
References to topics related to HRE that educators should study::		Argentina	Bolivia	Brazil	Chile	Colombia	Costa Rica	Dom. Rep	Ecuador	El Salvador	Guatemala	Haiti	Mexico	Nicaragua	Panama	Paraguay	Peru	Suriname	Uruguay	Venezuela	Totals √
Education Act	1990	∅	√	∅	o	√	∅	√	∅	o	∅	∅	o	∅	∅	√	∅	o	∅	√	5
	2003	√	∅	∅	√	√	∅	√	√	√	∅	√	∅	√	√	√	√	o	∅	√	12
Law on the Teaching Profession	1990	∅	∅	∅	√	√	∅	o	∅	∅	∅	∅	√	∅	∅	√	∅	o	∅	∅	4
	2003	∅	o	o	√	√	∅	o	∅	o	o	o	√	o	∅	√	∅	o	o	o	4
Other legislation	1990	∅	o	o	∅	∅	o	o	∅	∅	o	o	√	o	∅	∅	∅	o	o	o	1
	2003	∅	√	√	√	∅	∅	o	√	√	∅	√	√	∅	∅	∅	√	o	o	o	8
Education plans, etc.	1990	∅	∅	∅	∅	∅	o	∅	√	∅	∅	√	∅	∅	∅	∅	∅	o	∅	∅	2
	2003	∅	∅	√	√	√	o	∅	√	√	∅	√	√	√	√	∅	√	o	∅	∅	10
References currently in effect √		1	2	2	5	5	-	2	4	3	-	4	5	2	2	4	3	-	-	2	

Note: √ Law or document examined contains explicit ref ∅ No ref. in law or document o No information reported regarding law or document

Content of the curricula of courses for teachers

The results presented below show the changes that have taken place in the curricula of teachers' colleges and institutes of education, and the education or pedagogy courses of universities and other institutions that train teachers. The data is for 1990 and 2003. In gathering the information, the team took into account courses that include skills for the teaching of subjects related to human rights. Therefore, the information is the result of the study and analysis of a sample of courses that form part of different teacher education programs in the countries that have signed the Protocol of San Salvador. The two exceptions were Haiti, for which not enough data were reported, and Suriname, where the research was not carried out.

Less information was compiled for 1990 than for 2003. Basically, this was due to the practical difficulties involved in obtaining course outlines for 1990. A total of 75 courses was analyzed for 1990, and 207 to determine the situation in 2003. The following table shows the amount and diversity of the data compiled for this report, with respect to initial teacher training.

Tables 3 to 16 are based on the information on courses gathered by the local consultants. A list of the courses by country can be found at the end of the report.

Table 3: Number of institutions, careers and course topics analyzed												
Country	1990			2003			**Country**	1990			2003		
	Institutions	Courses	Subjects	Institutions	Courses	Subjects		Institutions	Courses	Subjects	Institutions	Courses	Subjects
Argentina	3	9	33	3	8	66	Guatemala	nd	nd	nd	1	1	2
Bolivia	nd	nd	nd	1	nd	1	Haiti	nd	nd	nd	nd	nd	nd
Brazil	2	2	6	7	10	18	Mexico	3	4	23	3	8	32
Chile	nd	nd	nd	1	2	nd	Nicaragua	1	1	nd	2	2	3
Colombia	nd	nd	nd	3	4	2	Panama	1	1	2	2	2	2
Costa Rica	1	3	6	1	4	8	Paraguay	nd	nd	nd	2	2	1
Dominican R.	3	5	4	4	7	8	Peru	2	2	4	2	2	7
Ecuador	nd	nd	nd	1	2	7	Uruguay	1	1	1	2	3	nd
El Salvador	na	na	nd	(*)	2	6	Venezuela	nd	nd	nd	1	1	1

Note: nd: No data were reported. na: Not applicable to the country; (*): The MINED draws up "Rules and curriculum guidelines for the initial training of elementa☐

As mentioned in Section II, the content found in the syllabuses was grouped under fifteen headings, which together would make up a complete human rights pedagogy. The headings are as follows:

Pedagogy of human rights	Human rights in general	Democracy and citizenship
Values	Diversity and multiculturalism	Racial, ethnic and religious groups
Gender equity	Participation and interaction with the community	Education for peace
Friendship among nations	Rights of the child	Education Law
Institutional structure	Equality and social differentiation	Environment and ecological issues

The following figure shows the results of the analysis of the learning content related to human rights, organized under the above headings and compared for 1990 and 2003:
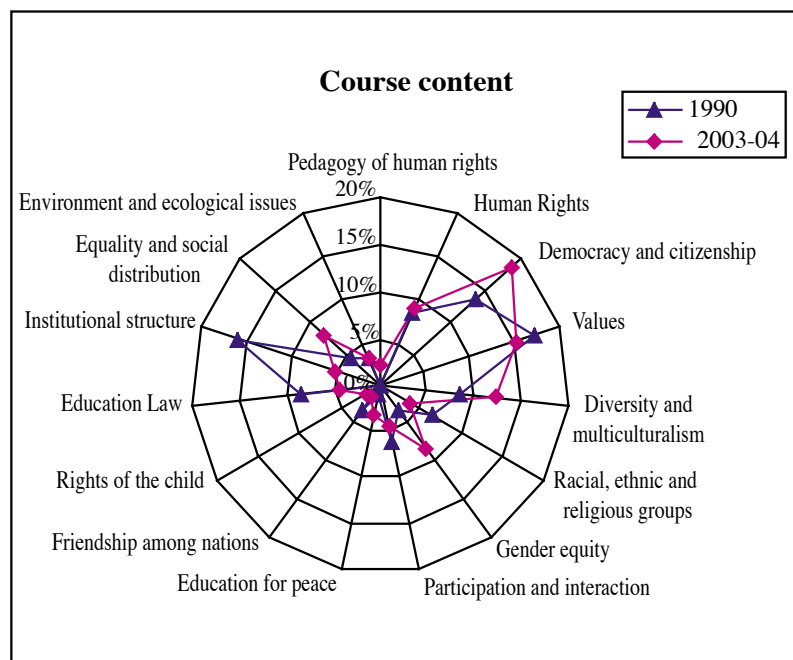
In 1990, the content associated with human rights was mainly concentrated under four headings: values, democracy and citizenship, the institutional order and the Education Law. By 2003, the content related to democracy and citizenship had increased. A significant increase was noted in regard to gender equity, diversity, and multiculturalism, and studies on equality and social differentiation, mainly having to do with poverty and other social problems. There was a considerable reduction in the course content on the institutional structure and the Education Law, which include topics related to justice, public order and the rules governing the teaching profession.

In the decade studied, there was no change in the percentage of subjects containing explicit, direct references to human rights in general, but for the first time references appeared to the learning and teaching of human rights and other, related subjects.

According to the consultants in charge of collecting the data for this report, the changes introduced as part of the educational reforms are being implemented in the courses taught in education in general, but are very slow to filter through to the curricula and syllabuses of specialized teacher education institutions and university teacher training courses.

Content on the teaching of human rights

Training for educators in the teaching of human rights accounts for one of the smallest percentages of the 207 courses analyzed for 2003. Three of the five courses reported involve the teaching of civics and ethics; one has to do with human rights in general and, only one with the teaching of human rights as such.

Table 4: Courses whose content included the teaching of human rights						
1990: 0/75 = 0%	**2003**: 6/207 = 2.89%					
The topic did not appear in any course reported for 1990	Pedagogy of HR	Civics and Ethics. Didactic Approach	Civics and Ethics III. Strategies and Resources	Civics and Ethics IV. Strategies and Resources	Human Rights and Social Rights	General Didactics I

Las orientaciones desde la ética incluyen los asuntos de derechos humanos desde la perspectiva de "los temas moralmente controvertidos y su comprensión conceptual" y proponen recursos didácticos

The guidelines for ethics courses include human rights topics viewed from the perspective of "morally controversial issues and a conceptual understanding of them," and propose resources for teaching these topics and strategies for addressing them (communication and dialogue). The civics courses involve the teaching of communications and cooperation skills for the non-violent resolution of conflicts.

The stated purpose of the human rights teaching course is as follows:

The teaching of human rights to adolescents in high school

The aim of the activities and the study and analysis of the texts included in the module is for prospective teachers to:

- Think about the school's role in promoting human rights among adolescents.

- Based on their personal experience, analyze what human rights have to say about the value of human beings.

- Understand that the school is the only institution that sets out deliberately to educate in human rights, based on the values of tolerance, freedom, equality and responsibility.

- Realize that schools are places where, based on the personal experiences of their members, it is possible to promote respect for oneself and other cultures, put oneself in the place of others, and understand the social and personal consequences of our actions.

The declared objective of General Didactics I is as follows:

To study in depth the historical/philosophical, legal and pedagogical aspects of the theoretical/methodological knowledge of human rights that make it possible to link educational theory with practice. To develop creativity for the design of human rights education strategies and materials. To process the content of human rights, cognitively and emotionally, in order to improve the quality of life around them.

Content on human rights in general

Although the increase in the percentage of courses that expressly address human rights topics between 1990 and 2003 was relatively low (0.84%), the analysis of the content proposed in the syllabuses from Argentina, Costa Rica, Guatemala, Mexico, Paraguay and Peru suggests there was a significant broadening of the topics and the ways of teaching them.

Table 5: Courses whose content included human rights in general							
1990: 8/75=10.75%		**2003**: 24/207=11.59%					
Initiation in the Social Sciences	Public International Law	Philosophical Pedagogical Perspective II and III	Philosophy of the Law	Human Rights	Philosophy of Education	Ethics and Social Responsibility	Citizenship and Brazilian Society
Social Studies	Education for Social Practice	Human Rights and Citizenship	Studies and Research for Peace	What are Human Rights?	Education in HR and Sustainable Development	Principles of Due Process and Individual Guarantees	Education and Society
Sociology of Education	Social Sciences II	Curriculum Development of Social Studies	The Practice of HR Promotes Democracy	Educational Sociology	Ethics and Religion	Culture of Peace	Values of Harmonious Social Relations
Seminar Specialization in Law	Social Sciences III	Select Topics for Ethical Reflection I	Select Topics for Ethical Reflection II	Human Rights	Civics and Ethics IV. Strategies	Education for Diversity	Human Rights and Peace

The courses taught twelve years ago placed emphasis on the international human right instruments, their classification by generation or type of rights, and international protection organizations. Only one course presented habeas corpus as a remedy for defending rights.

The objectives and content related to human rights set out in the syllabuses analyzed for 2003 focus on social issues such as work, health, education and life at school; place these issues in the context of due process and the rule of law; and associate them with the exercise of democracy and the recognition of diversity, including cultural diversity. The descriptive content on international human rights law is retained, but more emphasis is placed on national protection systems than international ones. One course focuses on the role of nongovernmental organizations in this field.

In Argentina, the courses deal at length with the issue of discrimination, while in Costa Rica they link human rights with the environment and peace. In Mexico, the focus is on the analysis, from a human rights perspective, of the most important national social and cultural issues, and, in particular, ethnic diversity. The course also addresses, very expressly, the importance of teaching human rights to children and adolescents, and the school's role in that process. As can be seen in the following example, the courses reported are targeted, very directly, at students training to be elementary school teachers.

Human rights content
Based on the reading and analysis of the materials of this module, the aim is for prospective teachers to: Consider human rights as the ethical-legal framework that regulates their behavior with the rest of society and guarantees respect for human dignity. Perceive the link that exists between the Universal Declaration of Human Rights and the protection that the Constitution of Mexico provides, in some articles, to guarantee the members of society. among other things, the right to work, to culture, to have an adequate standard of living, to choose the type of education that their children receive, and to make use of scientific and technological innovations. Topics: The universality of human rights The Constitution of Mexico and the protection of human rights The economic, social and cultural rights of Mexicans

The progress reported for this indicator mainly concerns the expansion of the course content and its integration into the curriculum. However, this development is reported in only one third of the countries studied. In the other countries, no courses were reported that directly and deliberately address human rights issues as a separate subject.

Content on democracy

In both 1990 and 2003, the subject of democracy was mostly included in the curricula of education degree courses offering a specialization in history, political science or philosophy. Twelve years ago, this topic ranked third in order of importance among the fifteen selected for the analysis. It is now in first place. The main reason for this increase in importance is the transfer of topics related to the subject headings *institutional structure* and *Education Law*, which described the institutions and regulatory framework of the public sector, to courses that focus on the theory of power, the State and the political system.

In 1990, the course content focused on the political and historical perspective of democracy, with emphasis on the analysis of ideologies, political parties, social movements, and the contrast between "democracy and dictatorship" and "participation and authoritarianism" in the make-up of the political systems of countries in the region. Despite that emphasis, references were also found to democracy and education, focused on the democratization of education, popular education and the democratic transformation of society. It can be inferred from this that the content was related mainly to equal access to the right to education.

Table 6: Courses whose content included democracy	
1990: 13/75 = 17.33%	**2003**: 52/207 = 25.72%

In 2003, courses were found with clear references to civic-mindedness and citizenship, as the following titles suggest: *Citizenship and Brazilian Society*, *Ethics and Citizenship Education*, *Civics and Ethics Training*, *Principles and Values of Democracy* and *Human Rights and Citizenship*.

The syllabuses of these and other courses reported for 2003 reflect a change in the concept of democracy. Instead of being thought of as a political system or system of government, democracy is perceived as an attribute and right of the citizenry. It is exercised by participating in decision-making and should be promoted by means of education. Educators, therefore, are seen as shapers of the citizenry, and teaching resources are offered to enable them to perform their task.

This field of teacher training is among those whose content has been adapted better and more quickly to the principles incorporated into constitutional provisions and to the objectives of the education acts adopted after the return to democratic government, which also led to major changes in the general curriculum, as confirmed in the *Second Report*.

The following table contains phrases found in the syllabuses analyzed for this topic that illustrate the link between the concepts of democracy and citizenship, and between them and the educational process:

Relationship between education, citizenship and public ethics	Values that make up democratic life
Democracy and education	Democratic values and citizen participation
Characteristics of the approach to civics and ethics in high schools: formative, lay, democratizing, nationalistic, universal, preventive, and communicative	Education's contributions to the development of a new citizenry that will make it possible to institutionalize pluralistic democracy
Education's contribution to the democratization of society	Education's role in shaping the citizenry
Education as a means of strengthening the national identity and conscience	The participation of the school and the State in shaping the popular citizenry

Content on values

Since education is regarded as a means of conveying values, there are constant references to the latter in the curricula of both general and teacher education. In 1990, more references were found to this topic than to any other. By 2003, it had been overtaken only by the content related to democracy and citizenship, mainly because civic education courses have absorbed part of the content of ethics courses.

Courses on ethics and related topics continue to be the preferred setting for learning about values and the training needed to teach them. In 1990 and 2003, these courses bore names such as *Ethics, Ethics and Education, Civics and Ethics Training* and *Ethics and Social Responsibility,* and the main content is also found in the courses *Values of harmonious social relations* and *The Importance of education in values.* Other values that educators are taught also appear in courses such as *General Philosophy, The Theory of Education, Underpinnings of Education, Ethics and Citizenship Training, Psychology* and *Culture in Education.*

As shown in the following table, the percentage of courses whose content dealt with values fell slightly during the period under study:

Table 7: Courses whose content included values	
1990: 16/75 = 21.3%	**2003**: 42/207 = 20.28%

In 1990, training in values was limited to ethical and moral values, the family, justice and the common good. Professional ethics and the responsibilities of educators also figured prominently. In 2003, the tendency to incorporate content on ethical and moral values related to professional ethics continued. However, progress had also been made in incorporating content on human dignity, the sense of belonging, the need to combat prejudices, and social and school values. Furthermore, the team found content related to the relative importance of values as principles for the different ways of organizing social and personal life, and values and counter-values are also addressed in the sociocultural context.

If we compare the findings of the Second and Third Reports, we see that the focus of courses on this topic is different for students and teachers. In the case of students - in both 1990 and 2002 - the curricula of the different school grades placed a marked emphasis on solidarity, human dignity, peace, tolerance

and understanding among nations. In the case of educators, the values taught were limited mostly to personal and professional ethics. Only very recent syllabuses show a tendency to link the subject of values to human rights, democracy, justice and solidarity, and to associate ethics with citizenship.

Content on racial, ethnic and religious groups

Article 13.2 of the Protocol of San Salvador states that education should foster "tolerance and friendship among (...) all racial, ethnic or religious groups." The researchers examined the content related to this subject taught to educators as part of their initial training.

The aim was to differentiate, to the extent possible, between general content (largely of a historical nature) and specific content related to the recognition of current ethnic diversity and multiculturalism, which are dealt with in another section of the report.

The result is shown in the following table:

Table 8: Courses whose content included racial, ethnic and religious groups				
1990: 6/75 = 8.00%		**2003:** 9/207 = 4.34%		
Initiation in the Social Sciences	Latin American Social History	Social Sciences and the Teaching thereof	Sociology	History of Brazil
Prehistory and Ethno-history - Argentina and the Americas	History of Education - Argentina and Latin American	Teaching Practice I	History of Education	Person, Culture and Society
History of Education - Argentina and the Americas	History of the Americas Cycle History of the Americas I	A Temporal Spatial Perspective of Argentina and the Americas	Curriculum Development of Social Studies	History of El Salvador

In 1990, this content was presented mainly from a historical perspective, appearing mostly in courses that formed part of university degree programs with emphasis on the teaching of history. The content referred to education in pre-Columbian times, the colonial heritage, the conquest and colonization, the impact of the Conquest and the transculturation processes.

By 2003, the percentage of courses dealing with these topics had declined, while content on ethnic diversity and multiculturalism had increased. The content appears most frequently in the areas of sociology and the social sciences, although the emphasis continues to be historical. At any rate, the research highlighted the introduction of a cultural approach and information about the contribution of these groups to the formation of today's states.

Brazil is noteworthy for its extensive treatment of the history and integration of the Afro-descendant population, but hardly any references to non-indigenous minorities were found in the other countries. No significant content was reported related to religious diversity.

Some examples of course content reported on the subject are as follows:

Identification of the different institutional cultures	The Creole culture, nationalities, and races
Space, time, culture and society in pre-Columbian America	Composition of colonial society
First immigration of white races, The races in the Americas during the 19th century	Colonial Brazil…slavery…its main regions…racial and cultural diversity…the abolition of slavery: its consequences
	Destruction of the culture and social institutions of pre-Columbian societies in the Americas

Content on participation and interaction with the community

The study of teacher education courses revealed the existence of a sizable amount of content related to the interaction between the school and the educational community, and the role of teachers in promoting participation. This content was found mainly in courses related to school organization and administration (1990), and some courses on social science or democracy (2003).

Although these findings may appear to have little to do with the search for references to HRE, they are included in this report as they suggest an enabling environment for the recognition of others as different, the basis for the recognition and respect of rights and duties.

Table 9: Courses whose content included participation and interaction with the community					
1990: 6/75 = 8.00%		**2003:** 12/207 = 5.79%			
School Organization and Administration	School Legislation, Organization and Administration	Student Psychology and Culture BGE 3 and Multi-modal	Political-Institutional Perspective	Pedagogical-Didactic Perspective	Teaching of the Social Sciences
History of Education in Argentina and Latin America	Methodology of Basic Education II	Training in Education, Society and Educational Institutions	Administration and Management of Educational Programs	Philosophical, Legal and Organizational Underpinnings of the Mexican Educational System	Principles and Values of Democracy
Curriculum Design and Planning	Community and Development	Education for Democracy	Coordination School, Families Communities	Community Education and Curriculum Practice	Community Development

The following statements regarding the objectives and content of selected courses illustrate the important role they can play in the construction of a pedagogy for HRE.

Background and origin of the participatory approach. Pedagogical principles of the participatory approach. Role of the teacher, the child, the group and the community in the participatory approach. *(Costa Rica)*

The educator's relationship with the institution and role in conveying the principles of socialization. Teaching as a dangerous profession: the school as the scenario for the eruption of social conflicts, changes in conduct as symptoms, containment. Relationship between the educational community and the school. Civil society's involvement in developing alternatives, highlighting needs and managing education. (*Argentina*)

Methodologies for achieving community participation in the preparation of educational programs and projects. Community educational programs and projects. Promotion and systematization of work in institutions, the classroom and educational centers. *(Costa Rica)*

Society's participation in education as a means of observing, promoting and supporting the development of the educational process. The legally recognized individuals and bodies, their levels of participation, rights and duties. *(Mexico)*

Student governments in Nicaragua: designed to equip educators to promote them in the schools where they will work. The content gives a historical overview of the creation and objectives of student governments in Nicaragua, and explains the basic steps involved in creating them. *(Nicaragua)*

Content on education for peace

Little content was reported for this indicator. For 1990, a reference to this topic was found only in Costa Rica, as a very general statement. By 2003, the number of courses containing this topic had increased and it was dealt with in greater depth. Data were found for Colombia, Guatemala and Peru, suggesting that these courses have to do with the needs of a society faced with violence (in the first case), and with the reestablishment of social relations after long periods of crisis. In Guatemala, there is a course entitled *Diploma in Human Rights and the Culture of Peace to strengthen the educational community,* for students of the Training School for High School Professors. Only one course (Brazil) has explicit content on peace and international threats to peace.

Table 10: Courses whose content included education for peace			
1990: 1/75 = 1.33%	**2003:** 9/207 = 4.34%		
Priorities of Current Education: Current challenges facing education: education for development, education for the environment, **education for peace**, and education for the quality of life. *(Costa Rica)*	Studies and Research for Peace	Challenges of Contemporary Education	Education in HR and sustainable development
	Education in the Historical Development of Mexico II	Human Rights and Peace	Culture of Peace
	General Didactics I	Culture of Peace and Human Development	Comprehensive Social Education VIII

Some examples of statements made in the courses analyzed:

Includes topics such as human rights, peace, violence, democracy, domination, freedom, development, social conflicts, exploration, repression, the arms race, international conflicts *(Brazil)*

Human rights and violent conflicts What were the causes of the political violence in Peru between 1980 and 1994, and how did it unfold? What political reforms are needed in Peru to ensure that political violence never resurfaces? *(Peru)*

Education for peace

Education for peace and the future

Education for peace, underpinnings of an ethical democracy, comprehensive model of education for peace, democracy and sustainable development

Underpinnings of a culture of peace from the human rights perspective

Tolerance as a social communication model for peace

Consensus and the promotion of values for a culture of peace and democracy. Rights to freedom, social justice, democracy and societies, development and peace. *(Peru, 2003)*

Content on friendship among nations

Content related to this indicator was reported in Argentina, Panama and Peru for 1990, and in Argentina, Brazil and Peru for 2003. At both points in time, the content was presented from a historical, political or legal perspective, but not from an educational or pedagogical viewpoint. Some of the courses included information about the international organizations responsible for human rights issues.

Table 11: Courses whose content included friendship among nations	
1990: 3/75 = 4.00%	**2003:** 4/207 = 1.93%

Content on children's rights

1. States Parties agree that the education of the child shall be directed to:

(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) The development of respect for the natural environment.

International Convention on the Rights of the Child: Article 29

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

International Convention on the Rights of the Child: Article 30

No content on this subject was found in the courses analyzed for 1990.

Only five courses referring to this topic were found for 2003, in Argentina and Costa Rica. This is surprising considering the importance that nearly all the members of the United Nations attached to the signing and ratification of the Convention on the Rights of the Child.

Table 12: Courses whose content included children's rights	
1990: 0/75 = 0%	**2003**: 5/207 = 2.47%

The negligible amount of content on this topic found in the syllabuses and curricula of teacher education courses means that the states are not living up to their commitment to recognize children's rights and adopt policies to protect them.

The obligation set out in Article 30 is well covered, as will be seen later, in the provisions on indigenous (intercultural and bilingual) education in Mexico.

Content on educational legislation

The teaching of the content of educational legislation is particularly interesting in the context of this report, bearing in mind that the laws in effect both in 1990 and 2003 specify human rights education content *(First Report, Table 10)* that must be taught. It is an area that could be very useful for training future teachers as key stakeholders in the development of HRE, as proposed in national education laws.

Table 13: Courses whose content included educational legislation	
1990: 8/75 = 10.76%	**2003**: 12/207 = 5.79%

As can be seen in the previous table, the number of courses with content related to this subject actually fell between 1990 and 2003.

In 1990, the course content placed special importance on the knowledge of the legal provisions governing education, with greater emphasis on the rights and duties of educators. In 2003, this content is presented in such a way as to give the idea of a system, with several stakeholders (the state, teachers, students, school community) and specific financial, organizational and administrative conditions of the system itself.

The pedagogical content closest to HRE included in these courses has to do with the right to education and knowledge of national human right plans.

Content on the institutional structure

Table 14: Courses whose content included the institutional structure	
1990: 15/75 = 20.00%	**2003**: 14/207 = 6.76%

This content refers to the institutions of the State, and their operation and organization. It includes courses that, for the most part, form part of curricula of specialized teacher education courses in one of the social sciences. More content on this subject was identified for 1990 than for 2003.

By 2003, qualitative progress had been made, inasmuch as courses focused on the relationship between the institutional framework and education.

The following statements, taken from course syllabuses in Mexico, explain the priority objectives and topics for the study of the institutional structure.

Block I: The activities of this block are designed to enable students studying to be elementary teachers to: reaffirm the concept of the rule of law and its advantages, and the origin and supremacy of laws; identify some values that underpin the organization of the Mexican State; analyze the process of institutionalization of our Nation State, and the structure and functions of its organization; and, distinguish the characteristics of the State in its various stages from different viewpoints.

Block II: The activities of this block are intended to enable students studying to be elementary teachers to: analyze the activities of the federal government, their bearing on local governments and their impact on their development; identify the elements that help strengthen local governments; and, comment on the importance of citizen participation to monitor the work of city councils.

Block III: The activities of this block are designed to enable students studying to be elementary teachers to: analyze the actions of the political parties and the opportunities they provide for young people to participate; explore the behavior of young people in politics and civil life, and their identification in participation processes; think about the types of organization and participation that have developed among young people as alternatives to politics; and, propose actions by institutions and young people to reverse the growing inability of society to absorb and incorporate young people into formal socialization processes.

Content on equality and social differentiation

The exploration of content related to human rights and democracy in the curricula of prospective teachers highlighted the existence of an important set of courses that address issues related to the structure and composition of societies, and place emphasis on the knowledge and discussion of social stratification, and its causes and effects on educational processes.

Generally speaking, these courses focus on economic and political factors as causes of social inequality, and link the latter with discrimination and exclusion. Some courses address these issues based on conceptual frameworks of social classes and the distribution of power, and ask students to consider the relationship between "national educational systems and the mode of social domination."

The research revealed that this content increased between 1990 and 2003. In the sample of courses analyzed, the frequency with which this topic occurred was second only to human rights in general.

As some of the consultants who collected the information for this report pointed out, learning about this topic gives educators a critical base for teaching it in such a way as to promote equality, inclusion and respect for human rights.

Table 15: Courses whose content included equality and social differentiation	
1990: 4/75 = 5.33%	**2003**: 22/207 = 10.62%

The content reported for 1990 was mostly found in courses such as *General Sociology* and *Economics,* highlighting the problem areas of inequality, and in curricula on the didactics or sociology of education, with regard to the relationship between education and social classes.

For 2003, the content on these topics is sprinkled among sociology, philosophy and teaching courses, and others on the national situation. In addition to the issues involved in class inequality, they introduce new criteria for analysis, such as gender inequity and ethnic and cultural discrimination. Problems like poverty and marginalization were beginning to be regarded as obstacles to educational processes, and challenges that need to be tackled.

Content on environmental and ecological issues

Table 16: Courses whose content included ecological and environmental issues	
1990: 3 /75 = 4.00%	**2003:** 9/207 = 4.34%

As can be seen in the above table, the percentage of courses on environmental education and ecological issues was similar for both 1990 and 2003. Nor had the content taught in these courses changed significantly and, in every case but one, did not refer explicitly to the right to a healthy environment enshrined in international instruments. The dominant orientation is toward conservation and the content tends to form part of natural science courses (ecology, for example).

The following example of a course outline deals with the natural resource endowment and the cultural heritage together:

In this way, the course helps prospective elementary teachers learn to analyze the curriculum of elementary education from the perspective of the cultural heritage and the natural resource endowment. It teaches them how to use in their professional labors the heritage resources closest to the community where the school is located, by means of the activities and strategies used to teach subjects such as geography, history, the natural sciences and civic education. It also provides them with tools and experiences for identifying the local and regional heritage, and expands their knowledge by helping them realize that the cultural legacy and natural reserves are testimonies to the life of the people, times past, man and his relationship with the environment, etc. In short, this heritage permits us to know more about local and regional history, the geography of the entity, the values and attitudes of the people. Finally, the course helps the students to consider in their teaching what children are and know, as a pedagogical principle that underpins their work in the classroom (...)

Content on gender equity and ethnic diversity in initial teacher education

This research, like the two previous efforts, placed special emphasis on the study of the changes that took place between 1990 and 2003 in the rules, teaching guidelines, curricula, courses, educational materials, the preparation of dissertations, extracurricular activities and in-service training related to the learning of content on gender equity and ethnic diversity, and the skills needed to teach it. This option is consistent with the advisability of always looking at the information again from the perspective of two stakeholders - women and indigenous peoples - who are keys to the attainment and expansion

of citizenship by promoting a platform of rights that concerns them in a specific way. The following paragraphs summarize the results of the study of the content of teacher education courses. At the end of the section, this topic is considered in relation to in-service training activities.

Content on gender equity

As can be seen in the following table, between 1990 and 2003 there was a substantial increase in the content related to gender equity included in the curricula of teacher education courses. Moreover, while in 1990 such content was structured, basically, around sex education, in 2003 it was distributed among several subjects related to several fields, such as ethics, sociology, values and education.

Table 17: Courses whose content included gender equity						
1990: 3/75 = 4.00%	**2003**: 23/207 = 11.11%					
Social Sciences Program Inter-American Institute for Cooperation on Agriculture	Philosophical Anthropology	Sociology of Education	Human Sciences I	Education, Society and School Community	Challenges of Contemporary Education	Education and Society
Sex Education	Education in the Historical Development of Mexico I	Select Topics for Ethical Reflection I	Seminar on Select Topics of the History of Pedagogy and Education	Meeting the Educational Needs of Adolescents at Risk	Values of Harmonious Social Relations	Education, Society and School Community
Sex Education	Child Development I	Women, Culture and Society	Gender Anthropology	Gender and Development	Comprehensive Social Education VI	Seminar: A non-sexist education
	General Teaching I	Sex Education	Child Development I	Social Studies	Social Sciences	

Although some courses specifically related to gender equity do now exist, few programs focus on considerations such as equal opportunities, non-discrimination and equity as a right that can be enforced by the courts and international protection systems. This is somewhat surprising, given the influence exerted by the platforms of women's movements and the content of international instruments such as the CEDAW and the Convention of Belém do Pará.

The following example of an outline of a course on gender equity is typical of the current trends in this field:

Purpose:
To develop education professionals capable of generating knowledge that will make it possible to advance the analysis of gender relations in the educational area; present gender issues as an analytical tool of power relationships; recognize educational institutions as reproducers of different forms of social discrimination (gender, ethnicity, social class); identify the educational practices and processes that foster gender discrimination; analyze generic biases in the teaching and learning of specific content (history, Spanish, natural sciences and mathematics); and design educational initiatives that foster equal opportunities for men and women.

Core Topics:
I. Theory of Gender
II. School as a reproducer of gender
III. Gender and Curriculum
IV. Educational proposals for equal opportunities

Courses:
Core Topic I: Gender and Power, Gender and Identity; Core Topic II: School Culture I, School Culture II; Core Topic III: Gender and curriculum design, cultural diversity and instruction; Core Topic IV: Methods and techniques for educational research, programming and the design of educational materials.

Ethnic diversity and multiculturalism

The incorporation of content on ethnic diversity and multiculturalism into teacher education courses as a specific issue related to contemporary indigenous peoples – more than the general recognition of racial, religious and cultural diversity dealt with in a previous paragraph - has been increasing in countries with large indigenous communities since the mid-1980s. This is due to the introduction and development of bilingual, intercultural education, which, from the outset, required that specialized teachers be trained. As well as knowing and speaking the language, they needed to develop certain skills needed for bilingual and, in some cases, bicultural teaching. Countries such as Bolivia, Brazil, Colombia, Ecuador, Guatemala, Mexico and Peru created administrative units within their Ministries of Education, teaching institutions and special programs for pedagogical development and the training of teachers for bilingual education.

Table 18: Courses whose content included ethnic diversity and multiculturalism			
1990: 8/75 = 10.66%			
Introduction to the Social Sciences	History of Social, Political and Philosophical Ideas in Argentina	History of Argentine and Latin American Education	Differentiated Pedagogy
Core Curriculum: Mathematics, Spanish and Educational Theory	Seminar: Identity and National Values (social field)	Social Sciences II	Anthropology of Education

The research revealed that this topic was already included in some courses by 1990. These courses had to do with the pedagogical aspects of bilingual education and the comprehension of diversity as a historical and social phenomenon.

This trend intensified during the 1990s with the enactment of constitutional reforms recognizing the specific rights of indigenous peoples, renewed efforts to institute and/or strengthen intercultural/bilingual education programs, and the increased social and political importance of indigenous movements in the late 20th and early 21st century. The result was an increase in the content on ethnic diversity and multiculturalism included in teacher education courses.

Table 19. Courses whose content included ethnic diversity and multiculturalism					
2003: 35 /207 = 16.90%					
Psychology and Culture in Education	Social Sciences and the Teaching of the Subject Inter-American Institute for Cooperation on Agriculture	Philosophical Pedagogical Perspective III	Teaching Practice II	Philosophical and Pedagogical Perspective I	Institutional Definitions
Education Policy and Legislation	Pedagogy I	Pedagogy of Diversity	Geography II	Human Rights	Seminars on society, culture and education
Religious Teaching	Challenges of Contemporary Education	Cultural Diversity in Basic Education and the Curriculum	Education and Society	Person, Culture and Society	General Teaching
Philosophical, Legal and Organizational Underpinnings of the Mexican Educational System	Meeting the Educational Needs of Adolescents at Risk I	Development of Adolescents I. General Considerations	Culture of Peace and Human Development	Special Educational Needs	Values of Harmonious Social Relations
Geography and the Teaching of the Subject	Select topics of ethical reflection I	Human rights and social rights	Human, Comprehensive, and Religious Education	Social Sciences	Accommodating Diversity
Afro-Brazilian Studies	Education for Diversity	Comprehensive Social Education III	General Guidelines for the Design of the Curricula of Regional Subjects I and Inter-American Institute for Cooperation on Agriculture		

The courses listed in the above table are divided equally between general teacher education programs and specialized programs for indigenous education. Although many of them include content closely linked to bilingual and bicultural education, they naturally also include the recognition of the specific rights of indigenous peoples and communities, at least to the extent that they have been recognized in the *Convention concerning Indigenous and Tribal Peoples in Independent Countries (No. 169)* of the

International Labour Organization, and in national constitutions.[8] This dynamic leads to the systematic introduction of a human rights viewpoint or perspective on indigenous issues and/or the opposite, i.e., the recognition of diversity in the treatment of human rights-related topics, democracy, values, etc.

In line with the social and political importance that these issues have assumed in recent years in several countries of the region, curriculum design, the organization of teaching and the training of bilingual teachers are areas that are fully documented in a number of countries, many of which have a plethora of teaching aids, even in indigenous languages. International cooperation has been partly responsible for this development, which is one of the most important achievements of the indigenous movements and marks an important step forward for human rights.

The following text is one of the many examples of content developed for the courses taught to indigenous education students. Included merely for illustrative purposes, it is a quote from the comprehensive, detailed syllabus of a bachelor's degree course in elementary education offered at teacher training schools in Mexico:

Linguistic and cultural factors of teaching in indigenous areas
The basic purpose of this course is to equip future teachers with the tools they require to design teaching strategies for meeting the classroom needs of indigenous children attending elementary schools located in indigenous communities and areas, or any other part of the country. To achieve this, students must recognize and appreciate the cultural and linguistic diversity of Mexico's indigenous peoples, especially the particular characteristics of these groups within the institution, and identify the educational needs of indigenous children and the challenges faced by the school and the teacher. The initial training that prospective elementary teachers receive to equip them to work in any type of school attended by indigenous children will focus on aspects such as the following: 1. The characteristics of the institution's indigenous population and the educational services offered 2. The pedagogical challenges that teachers face in meeting the needs of indigenous children 3. The organization of teaching in the classroom and the use of materials in indigenous languages and in Spanish to help the children learn the basic course content

Theses and research papers on Human Rights

The research plan for this *Third Report* called for information to be compiled about the existence (in institutional and university libraries) of theses or research papers, written by students of education courses, whose main or secondary subject was the teaching of human rights and related topics. A total of 207 theses were found, in Argentina, Bolivia, Brazil, Costa Rica, Dominican Republic, El Salvador, Mexico, Panama, Paraguay, Peru, Uruguay and Venezuela.

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[8] The constitutions of 18 countries currently contain recognize ethnic diversity to some degree and at least half of them guarantee specific rights for indigenous peoples.

Although the sample is small and does not cover all the countries or teacher training institutions, the information does indicate how interested students were in conducting research on HRE topics. Furthermore, the fact that they were interested probably means that they studied the subject during their training and had at least one specialist professor who could serve as their tutor.

The number of theses and research papers on the different topics chosen is shown in the following figure:

Theses by topic
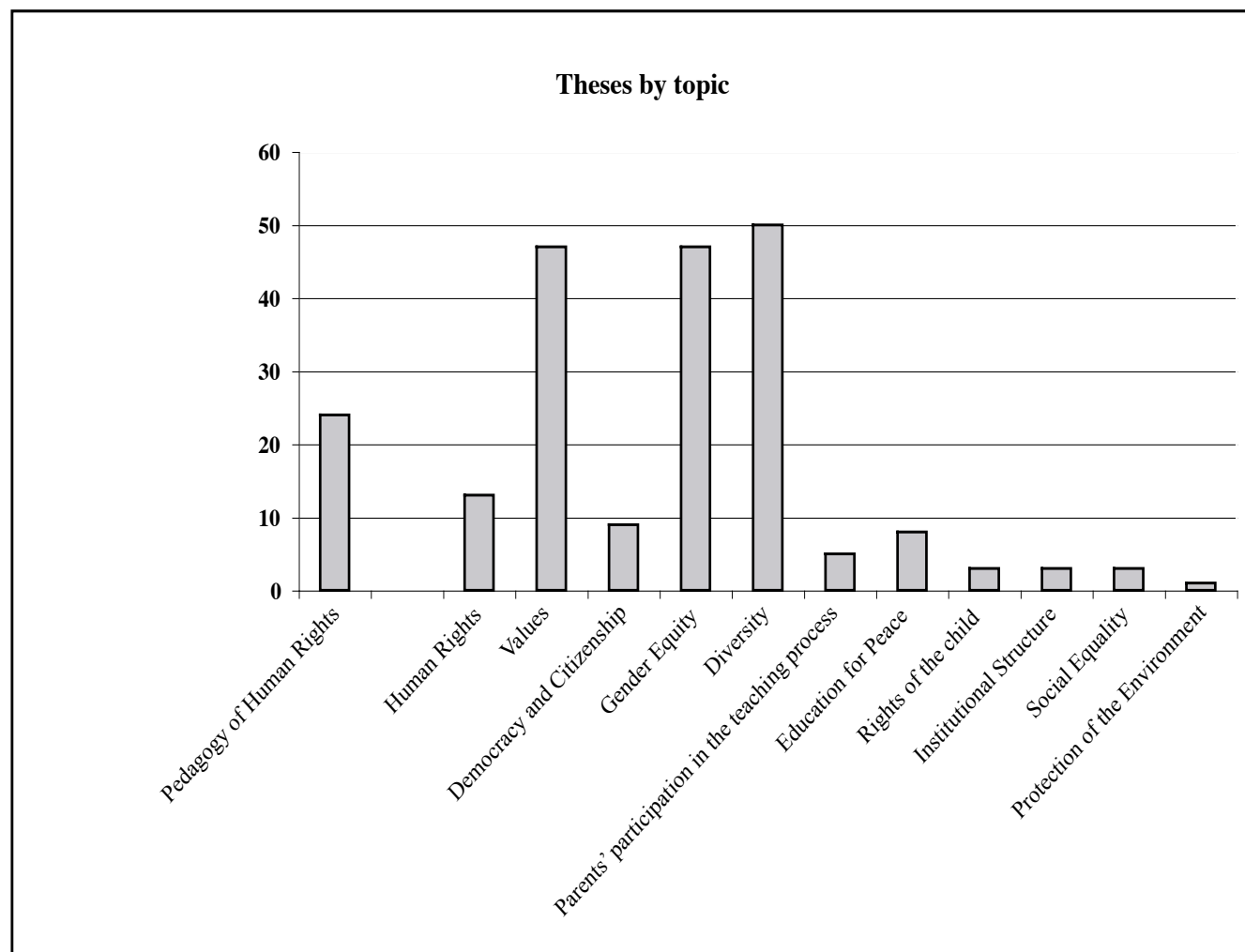
Human rights education in in-service training

Implementation of in-service teacher training activities by Ministries of Education

The information compiled for this domain of the research does not cover all the countries, nor is it exhaustive. In many cases, either ministry departments had no records or their files were incomplete Nonetheless, the data is sufficient to give an overview of the domain and how the situation changed during the period under study (see Table 20).

Table 20: In-service Teacher Training Provided by Ministries of Education		
Country	**Training Course**	
	1990	**2003**
Argentina	---	√√√
Bolivia	---	---
Brazil	---	√√√
Chile	---	√√√
Colombia	---	√√√
Costa Rica	√	√√
Dom. Rep.	---	√√√
Ecuador	nd	nd
El Salvador	---	√√
Guatemala	---	√√√
Haiti	---	√
Mexico	√	√√√
Nicaragua	---	√√
Panama	√	√√√
Paraguay	√	√√
Peru	---	---
Suriname	nd	nd
Uruguay	√	√√
Venezuela	---	√√

Note: nd (no data): No data were found related to the indicator. √: At least one training activity with HRE content was found. √√: More than one training activity with HRE content was found. √√√: A HRE training program or a program that includes HRE content was found.

In more than two thirds of the countries studied, the data for 2003 revealed that notable progress had been made since 1990 with regard to the incorporation of HRE topics into the education ministries' training activities. By 2003, at least fifteen countries had government-run teacher training activities that explicitly addressed human rights issues, compared to only five in 1990. These five also reported a significant increase in the number and variety of training actions, and the human rights content itself, for 2003. There is a growing trend toward the inclusion of the subject across the board. Little data related to this indicator was found for 1990, but in the mid-1990s training activities including human rights topics began to appear and have since increased year by year, becoming more widespread and diverse from 2000 onwards.

The trend is similar to the progress observed in the development of legislation and policies, curricula and textbooks (see *First* and *Second Reports*). However, as will be discussed below, there are still important limitations in teacher training and big differences between countries.

The macro trends detailed in the two previous *Inter-American Reports* and this one are similar because the same elements and influences affected all the components of the region's education systems during the previous decade. The reform of the national basic education acts of two - thirds of the countries studied was the direct cause of the changes that took place. The changes in policy documents included new curriculum content on HRE, which made it necessary to begin training educators to teach the subject.

There were also other indirect influences. In addition to technological modernization and the decentralization of educational management promoted by international financial agencies, educational reforms in Latin America were also influenced by the development of international human rights law, the national processes aimed at democratic transition or strengthening and the strong civil movements

advocating social and cultural inclusion. The impact of certain developments is clearly recognizable: (i) the new international consensus that established commitments for the States with regard to education (e.g., the *Convention on the Rights of the Child*, in 1989, and the *Inter-American Convention on the Prevention, Punishment and Eradication of Violence Against Women, "Convention of Belém do Pará,"* in 1994);[9] (ii) several national peace agreements (such as the one signed at the end of the internal conflicts in Central America); and, (iii) the promotion of HRE by civil society entities seeking to influence national educational policies, and by international organizations that advise and give technical assistance to the Ministries of Education (UNESCO, UNICEF, OHCHR, UNDP and the IIHR, the specialized regional organization).

Despite the generally positive trend, there were limitations. Major disparities were detected among countries with regard to the treatment of human rights topics in updating training for teachers in the region. In most cases, it was neither extensive nor deep. The topics most commonly taught are shown in the following table.

Examples of topics mostly commonly taught in training activities and materials for educators
Human rights. Concept and characteristics. Universal Declaration of Human Rights. Political rights and social rights.
The right to life and personal security.
The right to equality. Equal opportunities.
The right to freedom.
The rights of the child and the adolescent. Convention on the Rights of the Child. (National) Code on Children and Adolescents.
Human rights and citizenship. Social and democratic rule of law. The Political Constitution.
Economic, social and cultural rights. Right to health and education.
Collective rights. Protection of the environment.
Democracy. Origin and characteristics. Democratic participation. Development of skills for democratic life.
Democratic school management. Human rights and harmonious relations in school. Discipline, authority, and human rights.
Pedagogical principles of education in human rights and democracy. Training in values. The practice of values in the classroom. Civics and ethics training.
Learning to live together. Culture of peace. Conflict resolution
Gender equity.
Diversity and cultural diversity. Equality and differences. Recognition of the other person and tolerance. Discrimination, prejudices and stereotypes.
Children, women and family. Family violence. Child abuse and how to approach it.
Development of human rights educational projects: in the classroom and the school.

Human rights were usually presented explicitly; they were named and commented on. Civil and political rights were the rights studied most often, linked with the concepts of democracy and the rule of law. Some, but not all, economic, social and cultural rights were also studied (the examples we found referred only to health, education and the environment). Other areas emphasized were the rights of children and women, ethics and citizenship training, the importance of diversity and indigenous peoples, and efforts to combat discrimination and racism. There was a strong emphasis on current problems viewed from a rights perspective, especially family, school and community problems (e.g., family violence against women and children, child abuse, the consequences of alcohol and drug consumption, and conflicts at school).

On the other hand, we found few references to international human rights instruments (apart from the Universal Declaration and the Convention on the Rights of the Child); to the legal bodies and mechanisms for protecting rights, at the national and supranational levels; to the cases of massive human rights violations that have occurred in the world and in the region (unfortunately, in the recent past); and

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[9] An abundance of information for 2003 was found in the reports presented by the countries to international human rights bodies, which parties to the abovementioned conventions are required to submit.

to society's responsibility to prevent them from happening again. When ethnic diversity was addressed, it was nearly always with regard to indigenous cultures. Few references were found to Afro-descendant populations (except in the case of Brazil, Dominican Republic and Uruguay), and none to particularly vulnerable groups such as migrants, refugees and displaced persons, who constitute a growing problem in the region. Serious abuses and disregard of rights are widespread.

The training tends to include methodological considerations, judging from the cases where information was found about workshop and course content. The references point to a constructivist, participatory and dialogical approach but it is hard to be more specific without direct observation, or at least an analysis of the activities and practical exercises of the materials used during the training activities.

The data found in the ministries did not specify what the coverage of this teacher training was, how often it was given or how long it had been in place. The most common activities were one-off meetings, workshops and courses, with educators themselves deciding whether to take part. In around half the countries, the ministries co-sponsored these courses with other institutions with experience in human rights matters - especially NGOs and Ombudsman's offices. The courses were short, lasting from 16 to 40 hours, and either intensive (held on several consecutive days) or consisting of separate sessions. In some cases, these activities were designed to serve as cascade training, i.e., an initial group of participants was trained who then passed on what they had learned to colleagues in their respective educational establishments or regions. However, no evidence was found of follow-up actions by the educational authorities.

Without accurate statistics, it is difficult to determine how many educators actually received this in-service training. At any event, workshops and short courses cannot have a massive impact, unless they form part of a more extensive, comprehensive program that is coordinated and held regularly. This may be the reason why more recently the countries began to complement isolated short courses with other types of activities. In at least eight countries, the ministry or national secretariat of education began to offer HRE *training programs* or programs that included content on HRE and related approaches, such as education for peace and education in values and harmonious democratic relations.

The *programs* are longer (in some cases lasting several months and equivalent to university diploma courses), tend to be regular and are run jointly with one or more other national institutions whose work includes human rights, such as ombudsman's offices, or initial teacher training institutions (normal schools or universities).[10]

Because this Report looks at the overall panorama in the region, it is impossible to reach definitive conclusions regarding the scope of these programs and the impact they may be having on teacher education in each country today. National studies - to determine their real coverage, content and methodological approach - and performance audits are needed. Ministries of Education, teacher training schools or faculties, or other entities involved in HRE activities, should definitely carry out this research.

Even without detailed national studies, we believe that the growing trend of organizing continuing education programs for in-service teachers in human rights and related subjects is a significant step forward. The information shows that the subject has been officially endorsed by the region's educational

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[10] The following are some specific examples: in Colombia, the Ministry of Education works with several universities and the Ombudsman's office; in Guatemala, with the Ombudsman's office; in Dominican Republic, with the Attorney General's Office; in Mexico, with the federal entities of all the States; in Brazil, with the state and municipal education secretariats; and, in Panama, with a teacher's college.

systems, that they are beginning to address it systematically and that it leads to cooperation between various social actors with complementary responsibilities, some in teacher education and others in the promotion of human rights.

Agreements between Ministries of Education and other organizations

The information on ministerial agreements with other organizations confirms the growing trend toward interagency cooperation agreements that include teacher training in HRE and related fields.

The Ministries of Education often sign bilateral and multilateral cooperation agreements to tackle problems and achieve objectives of interest to the respective countries. A number of agreements were found in the region for 1900 aimed at improving educational management, the development of new technologies, links with the labor market, and economic and technical cooperation for the training of human resources in general. The emphasis was on administrative and technological matters.

Only three countries had agreements related to human rights training for educators in 1990. By 2003, the number had risen to fifteen but data could not be obtained from all the countries, so there may be agreements in the other countries. Furthermore, nearly all the ministries that currently have agreements of this kind have signed not one agreement, but several, with a wide range of national and supranational agencies (see Table 21).

Table 21: Agreements related to teaching training in HRE between ministries of education and other organizations		
Country	**Agreements**	
	1990	**2003**
Argentina	---	√√√
Bolivia	---	nd
Brazil	√	√√√
Chile	---	√√
Colombia	nd	√
Costa Rica	nd	√√
Dom. Rep.	nd	nd
Ecuador	---	√√
El Salvador	---	√√
Guatemala	nd	nd
Haiti	---	√√
Mexico	---	√√
Nicaragua	---	√√√
Panama	nd	√√√
Paraguay	---	√
Peru	√	√√
Suriname	nd	s/d
Uruguay	√	√√
Venezuela	---	√√

Note: nd   (no data): No data were found related to the indicator. √: At least one agreement related to teacher training in HRE was found. √√: More than one agreement related to teacher training in HRE was found. √√√: More than five agreements related to teacher training in HRE were found.

Apart from the numerical increase in agreements, there are important qualitative differences between those identified for 1990 and 2003. The agreements in 1990 were innovative and valuable, but very limited as far the promotion of true HRE was concerned. Two of them did not even refer explicitly to human rights, but simply accommodated the issue under other subjects and objectives (in Brazil, under a national literacy and citizenship program, and in Dominican Republic, as part of a program to combat the use of alcohol and tobacco by young people, to underpin education in values). The third, a truly ground-breaking and very specific agreement (signed in 1986 between the Ministry of Education of Uruguay and the IIHR for teacher training seminars in HRE), was intended to be the start of a nationwide pilot training plan, but fell by the wayside once the IIHR's technical assistance had concluded.

In contrast, most of the agreements identified for 2003 make specific reference to HRE as an objective and as part of teacher education - sometimes associated with related topics, such as education for peace, democracy, citizenship, bilingualism and diversity. Several of the agreements call for systematic, sustained actions, as well as the production of resources materials for educators.

It is interesting to note that the counterparts of the agreements did not only increase in number, but were also more diverse. International organizations such as UNESCO, UNICEF, UNDP, the OAS and the IIHR have been cooperating with the ministries for many years, but others (e.g., OEI, Save the Children and the University for Peace) became involved from the mid-1990s onwards, along with more national organizations in the respective countries (see Table 22). The national organizations that agreed to implement HRE activities with the ministries include public institutions (in at least twelve of the fourteen countries that contributed information for this indicator), civil society entities (in at least seven of the fourteen countries), and universities (in at least six countries).

The public institutions most often involved were Ombudsman's offices and their specialized units responsible for children's, women's and indigenous affairs. As of 2003, agreements of this kind existed in at least seven countries. Other counterparts included provincial or state education departments (in the case of federal systems such as Brazil and Mexico), national electoral organizations (Panama and Mexico), the Ministry of Justice (Argentina), the Ministry of Health (Panama), the National Institute to Combat Discrimination, Xenophobia and Racism (Argentina), committees in charge of coordinating programs for the disabled (in Argentina and Brazil), and the Truth and Reconciliation Commission (Peru).

An especially interesting new development in the late 1990s was the fact that ministerial agreements began to be signed with civil society entities, especially NGOs and/or NGO networks that promote general human rights or those of specific groups – e.g., children, women and the indigenous peoples. This shows that the work of civil entities in Latin America has gradually gained legitimacy and earned public recognition, and that people are beginning to understand the importance of interacting with the State to attain goals that are valuable for society as a whole.

Table 22: Counterparts of Ministry of Education agreements related to teacher training in HRE as of 2003				
Country	**Counterpart organizations**			
	National civil society entities	**National public institutions**	**Universities**	**International organizations**
Argentina	√	√	nd	√
Bolivia	nd	Nd	nd	nd
Brazil	nd	√	√	√
Chile	√	√	nd	nd
Colombia	nd	√	nd	√
Costa Rica	nd	Nd	√	nd
Dom. Rep	nd	√	√	nd
Ecuador	nd	Nd	nd	nd
El Salvador	nd	Nd	√	√
Guatemala	nd	√	nd	√
Haiti	nd	nd	nd	nd
Mexico	nd	√	√	√
Nicaragua	√	√	nd	√
Panama	√	√	√	√
Paraguay	√	√	nd	nd
Peru	---	√	---	---
Suriname	nd	nd	nd	nd
Uruguay	√	√	nd	√
Venezuela	√	nd	nd	√

Note: nd (no data): no information was found concerning counterpart organizations of this kind. √: A reference was found to at least one counterpart organization of this kind.

The data on agreements with universities is general in nature, making it difficult to go into more detail. However, it is clear that more agreements are being signed both with public and private universities.

The growth of partnerships between education ministries and secretariats and other organizations for teacher training in HRE is a promising development, because it calls for consensus building, the pooling of resources and the contribution of specialized knowledge and expertise that the ministries do not possess. However, for cooperation in this field to be fruitful, guarantees are needed to ensure that certain conditions are met and to prevent certain problems that can already be seen in the data collected. The actions implemented under the agreements often do not reflect all the changes introduced into the curriculum (for example, some topics are addressed but others are not), are not national in scope (they focus on certain areas of the country while ignoring others) and last only a short time (usually the life of a specific project that lasts a few years). The lack of performance audits is another concern. If specific actions with specific counterparts are agreed separately, the activities may be isolated and uncoordinated, have a limited impact and overlap. It is best if they form part of an overarching plan, a single strategy within which different stakeholders assume specific responsibilities with complementary objectives – i.e., a National HRE Plan.

Human rights education content in training materials

This indicator identified the teacher training materials available and in use at the education ministries - both those developed in-house and those produced by other organizations and adopted or recommended by the ministries. The numerical data compiled from the national reports, summarized in Table 23, should be treated with caution, since the figures are approximate. The information varies a great deal from country to country, both in terms of the sources used to locate materials (catalogues of ministerial libraries, management reports, bibliographies of private training programs, meetings with officials, etc.), and the criteria used to report materials (in some cases the references are to series or collections, while in others individual titles are given). Accordingly, the data is neither exhaustive nor uniform enough to permit quantitative comparisons.

Even if the data were complete, it would not tell us much about the relevance and quality of the materials - e.g., the rigorousness of the content with regard to human rights doctrine, whether it was adapted to the national situation and the target groups, the teaching methodology employed with the teachers-users and the one to be used with schoolchildren. There is no information about the distribution of the materials (which/how many educators actually receive them), nor about the extent to which they are used and how they are used. Such aspects are crucial for a complete appraisal of the teacher training, and specific national studies should be undertaken.

Our research findings provide a qualitative analysis of regional policy and planning trends with regard to in-service educators. They show to what extent (if at all) the educational authorities provide their educators with other updating training and resource materials besides onsite training activities, which have obvious limitations as far as their coverage, duration and sustainability are concerned.

Comparing the most recent data with the information for a decade earlier, the quantity and variety of the materials available to educators related to the objectives, content and methodologies of HRE or related topics increased considerably. In 1990, materials of this kind were found in barely 20% of the countries studied and, in every case, were few and far between. By 2003, at least 70% of the countries had materials of this kind and greater variety was found. Due to the lack of information, it is impossible

Table 23: Teaching materials on human rights education		
Country	**Materials**	
	In 1990	**In 2003**
Argentina	√	√√√
Bolivia	---	√
Brazil	---	√√√
Chile	nd	nd
Colombia	---	√√√
Costa Rica	nd	√√
Dom. Rep.	---	√√
Ecuador	nd	nd
El Salvador	---	√√√
Guatemala	nd	nd
Haiti	---	√
Mexico	√	√√√
Nicaragua	---	√√
Panama	√√	√√√
Paraguay	---	√√
Peru	---	√√√
Suriname	nd	nd
Uruguay	---	√√
Venezuela	---	nd

Note: nd (no data): No data were found related to this indicator. √: At least one teaching resource related to HRE was found. √√: More than one teaching resource related to HRE was found. √√√: More than ten teaching resources related to HRE were found.

to determine whether all in-service educators have access to copies of the materials.

The materials that exist are more varied in several ways. They are now produced nationally by the ministries and their departments in the provinces and federal states, and by civil society organizations and other government agencies, financed mainly with international cooperation resources under educational reform projects. Some textbooks produced for the region by international organizations, especially UNESCO, UNICEF and the IIHR, are also used.

The topics covered in the materials produced in the countries and the way they are dealt with are, in general terms, similar to those already seen for onsite training.

Traditional printed materials are the most common but there is more variety as far as the types of materials available and the formats used. There are manuals for elementary and high school teachers designed to complement the respective textbooks; specialized magazines for teachers; guides to the curriculum and teaching strategies; workbooks containing exercises and classroom activities; thematic bibliographies; anthologies of theoretical studies; and, modules on specific topics (usually to reinforce the crosscutting issues introduced into the curriculum as part of the educational reforms).

In many countries, the printed materials for educators are publications dealing with a single topic, issue or specific current problem. In several cases, however, the team found extensive teacher education series or collections that are published regularly and growing constantly - in Mexico, Argentina, Brazil, Colombia and El Salvador, for example. The existence of these types of materials suggests there is a coordinated teacher training strategy, and medium- or long-term planning, which itself constitutes progress compared to materials produced individually to meet specific needs.

In recent years, new media have also been used to convey HRE principles and content to educators. In addition to printed materials, some countries have produced audio and video cassettes; radio and television programs that are broadcast on educational stations and channels; and, multimedia resources and videoconferences. Most recently, websites or thematic sections within ministry websites have been created containing online materials. These can be reproduced offline, on compact disks, for forwarding

to libraries, schools, teachers' organizations, etc. A couple of countries have Internet-based distance learning courses.

The use of computer technology and the Internet by the Ministries of Education is still at the embryonic stage and limited to a few countries (it was only reported in Mexico, Brazil and Argentina). However, it is likely to grow as countries in the region increase their connectivity, equip schools with more technological resources and step up investment in public education. This medium could multiply the supply of training available, because it can reach very large audiences, bridge long distances and overcome time constraints. Production and logistical costs are also lower. For all these reasons, the ministries should make greater use of them, and some do have projects of this kind on their development agendas.

In short, although progress has been made since 1990, the current panorama is neither uniform nor free from negative concerns. The conspicuous disparities between countries are much more marked in the field of teacher training than with regard to syllabuses and materials for students (see *Second Report*).

There is a danger of materials being produced on an uncoordinated or ad hoc basis as new content is incorporated into the curriculum, and of countries not providing follow-up to determine whether the materials actually reach the people for whom they are intended and are used. When in-service educators are asked to teach innovative content or employ new methodologies in a haphazard, merely accumulative way, the danger is that they will they teach the content superficially and use the methodologies mechanically. At worst, they may be confused by them or fail to modify their traditional practices, which runs counter to the transforming purpose of HRE. As in the case of direct training actions, materials for educators must be more than a short-term, knee-jerk response, and form part of an overarching plan and a well-defined strategy.

Given the differences that exist among the countries, special efforts will be required to support those that have made little progress, especially when teacher training lags behind policy and curriculum progress with regard to HRE, or is being implemented without comprehensive planning.

The cross-cutting perspectives in in-service training for educators

Gender equity:

Between 1990 and 2003, the subject of *gender equity* was incorporated, gradually and increasingly, into education ministry training for in-service educators (see Table 24). In 1990, not a single country for which data was available included this perspective in their official teacher training activities, and only two included it in their training materials. By 2003, more than 40% of the countries had incorporated it into their training activities and a similar proportion into their teaching materials.

Although the general trend was positive, the progress made during the decade was neither as great nor as widespread as might have been expected, given the progress in curriculum policies, syllabuses and textbooks highlighted in the *Second Report*.

The perspective of gender equity was introduced intensively and on a massive scale into components of the public education system, to the point where it is now a "priority objective" or "cross-cutting element of the syllabus" in at least seven of the countries studied (Bolivia, Brazil, Colombia, El Salvador, Mexico, Nicaragua and Panama). Some of these countries are making the greatest relative effort to train active educators in the gender perspective, with actions already under way or in preparation. Brazil is a case in point.

Table 24: Cross-cutting perspectives: gender equity				
Country	**Training courses**		**Materials**	
	1990	**2003**	**1990**	**2003**
Argentina	--	--	√√	√√
Bolivia (*)	---	--	-	--
Brazil (*)	---	--	√	--
Chile	--	√	--	--
Colombia (*)	---	√	--	√
Costa Rica	nd	--	nd	√
Dom. Rep.	--	sd	--	--
Ecuador	nd	√√	nd	nd
El Salvador (*)	--		--	√√
Guatemala	--	sd	nd	nd
Haiti	nd	√√	nd	nd
Mexico (*)	--	--	--	√√
Nicaragua (*)	--	√√	--	--
Panama (*)	--	√√	--	√
Paraguay	--	--	--	√
Peru	--	√	--	√
Suriname	nd	sd	nd	nd
Uruguay	--	--	--	--
Venezuela	--	√	--	--
(*) The country has made gender equity an objective, or crosscutting or priority element of the curriculum.				
Note: nd (no data): no data were found related to the indicator. √: At least one datum was found related to the indicator. √√: More than one datum was found related to the indicator				

In view of the disparities among the countries, we selected two kinds of examples (see text boxes). One text box illustrates the topics found most frequently in the group of countries studied; the other shows some more comprehensive and innovative examples. The latter are very recent, dating from 2000 or later, and are reported as ongoing experiences.

Examples of topics related to gender equity found most frequently in training and materials for educators

Women's rights
Right to equality
Legal protection and aid for women
Sexual discrimination
Women and men in school and in the family. Different or unequal?
Gender and education
Gender equity at school
Sex education, gender equity and the prevention of addictions

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Examples of innovative teacher training and materials on gender equity

Series of seminars/workshops and one-day activities for teachers, supervisors and managers of schools on "The role of the school in constructing new gender relations." 2000-2004. Some of the contents:
- *Sex-gender system. Gender theory*
- *Socialization and unequal couple relationships*
- *Child prostitution from a gender perspective*
- *Sexism in the community and at school. Its real and symbolic manifestations*
- *Sexist ideology, explicit and hidden curriculum. Instruments for observation*
- *Gender roles and stereotypes. Changes of role*
- *Sexist uses of verbal and written language*
- *Methodological model and design of projects on gender equity. (Panama)*

Workshops for educators. 2003:
- *"Gender perspective." Ministry of Education and Culture and Women's Secretariat Agreement*
- *"Education for sexuality and the promotion of sexual and reproductive health in the community" Ministry of Education and TAVA, organization for research, promotion and production of the Scenic Arts and Social Development*
- *"Addressing sexual health in the classroom within the framework of sexual and reproductive rights." Ministry of Education and ONE (educational and community support group). (Paraguay)*

Book: Equidad y Complementariedad de género en la educación primaria. Colección Pedagógica Formación Inicial de Docentes Centroamericanos de Educación Primaria o Básica. Volume 15. Coordinación educativa y Cultural centroamericana (CECC). 2003

Modules: Education with equity – Rules for harmonious relations and equity in educational centers. Research-action toward equity. MINED/APREMAT/European Union. 2002.

Video: Gender equity in the classroom. MINED. Creative Associates International, Inc. / USAID. 2003

Research: Diagnostic assessment of sexism in 8 national educational innovation institutes of the Project to Support the Reform of Technical Junior High School Education (APREMAT). 2002.(El Salvador)

Printed module. "Proposals for the classroom," with activities for work on the subject of rights and conflict resolution based on a specific case: "the girls who wanted to play soccer but couldn't." 2003

Teaching guidelines for
- *the national film "Me, the worst of the lot", on Sor Juana Inés de la Cruz, with emphasis on the topics: women, the choice and development of the life plan, study, the thirst for knowledge and some forms of gender discrimination, and*
- *the documentary "I don't know why I love you so much", with special reference to violence against women, gender discrimination and the Inter-American Convention to Prevent, Punish and Eradicate Violence Against Women, or Convention of Belém do Pará 2003.(Argentina)*

The analysis of the topic of gender equity confirmed the overall results of this domain: HRE training for in-service teachers is less developed than the other components of the educational system. This is understandable bearing in mind the major logistical and financial requirements involved (the need to reach an enormous number of educators throughout the country, with very different characteristics and in very dissimilar situations). Completing this task undoubtedly takes time. While recognizing the difficulties, however, the dangers of such a gap cannot be ignored. What is the point of modifying educational regulations and policies, curricula and school textbooks if teachers, the people responsible for converting them into new daily practices in the classroom, school and community, are not trained to implement the changes?

Ethnic diversity

Between 1990 and 2003, the ministries also made considerable progress in training active educators to recognize, value and teach ethnic-cultural diversity, as can be seen from the growing number and variety of actions directed at this group of professionals (both direct training and the preparation of resource materials). While for 1990 we found data related to this indicator in around 10% of the countries studied, by 2003 more than 50% of the countries had official training activities on this topic and more than 80% had educational materials (see Table 25).

Even allowing for the fact that the amount of information available for 1990 left much to be desired, the trend is still clear. At any rate, the absence of data at the beginning of the last decade suggests that the governments still did not consider the subject important enough to include it in national or international reports on educational developments in the country.

Most of the ministerial actions for educators identified for 2003 form part of the *regular bilingual and bicultural/intercultural education programs* set up (or strengthened) during the previous decade in countries with very ethnically diverse populations (see *Second Report)*. The objective is to train indigenous educators to teach their languages and indigenous culture to students from the different ethnic groups.

Examples of content on ethnic diversity found in training and materials for bilingual intercultural education teachers
The teaching of Spanish as a second language   *The systematization of the writing of the hñahñú language*   *Bilingual intercultural education*   *The management function in education for diversity*   *The role of the school and the teacher in catering to diversity*   *Strategies for reading comprehension in indigenous primary education*   *Importance of the use of indigenous languages to foster significant learning*   *Cultural diversity to transform and improve teaching practice*   *Resource materials, an indispensable tool for teachers of indigenous education*   *Reflections and grammatical elements of the tzeltal, tzotsil, chol and tojolabal languages.*   (Mexico, Secretariat of Public Education)

Table 25: Cross-cutting perspectives: ethnic diversity				
Country	**Training Courses**		**Materials**	
	1990	**2003**	**1990**	**2003**
Argentina	---	√√	--	√√
Bolivia	---	√√	---	---
Brazil (*)	---	√√	---	√√
Chile	---	---	---	√
Colombia	---	√	---	√
Costa Rica	nd	√√	nd	√
Dom. Rep. (*)	---	---	---	√
Ecuador (*)	nd	nd	nd	nd
El Salvador	---	---	---	√√
Guatemala (*)	nd	nd	nd	nd
Haiti	nd	nd	nd	nd
Mexico (*)	√	√√	√√	√√
Nicaragua (*)	---	---	---	√
Panama	nd	√√	√	√√
Paraguay (*)	---	√	---	√
Peru (*)	nd	nd	---	√√
Suriname	nd	nd	nd	nd
Uruguay	---	√	---	---
Venezuela	---	---	---	√√

(*) The country has made ethnic diversity a crosscutting element, topic or content of the school curriculum

Notation: nd (no data): No data related to the indicator were found. √: At least one datum related to the indicator was found. √√: More than one datum related to the indicator was found.

Many training activities and materials are co-sponsored by other national, public and civil organizations whose work is related to diversity, equity and social inclusion. For example, the departments specializing in indigenous issues of the Ombudsman's offices of Colombia and Mexico, universities in Colombia, El Salvador, Mexico and Nicaragua, and entities that represent ethnically diverse national populations and combat racial or cultural discrimination. The latter are mostly indigenous organizations (in Brazil, El Salvador and Mexico) but there is also at least one agreement with an Afro-descendant organization (in Uruguay, with Mundoafro) and another with a Jewish organization (in Argentina, with the Memory of the Holocaust Foundation). The teaching of this cross-cutting perspective undoubtedly calls for interagency collaboration and the participation of civil entities, because it is a response to strong pressure from specific sectors of the population that wish to exercise their rights - rights that include participating in decisions that affect them - and because specialized linguistic-cultural content is involved.

Exactly how much is being done to train all teachers, not just indigenous teachers, in diversity, equality and respect for differences is an open question. The examples reported outside of bilingual intercultural education programs are few and far between, refer to only a few countries and have much less content. All teachers need to understand the different manifestations of diversity from a rights perspective, regardless of the ethnic group to which they belong or the subject they teach. Large-scale consciousness raising and sensitization for teachers is needed if all students and their families are to receive training that eventually leads to the rejection of all forms of discrimination, racism and intolerance, which unfortunately are still deeply entrenched in our region.

Examples of content on ethnic diversity found in training and materials for educators in general (*)
The indigenous population. Meeting their needs *Issues involved in indigenous school education* *Combating prejudices and racial discrimination* *Social problems and the school* *Comprehension and friendship between different ethnic groups. Harmonious relations in cultural diversity* *Educating in and for diversity* *Cultural diversity to transform and improve the teaching practice*
(*) Does not include the content of specialized training for teachers of bilingual intercultural education programs.

Training of educators by Ombudsman's offices

This variable examines another possible types of HRE training activity for educators separate from those implemented by education ministries and secretariats as part of their regulation of the national education system for children and young people. The work of Ombudsman's offices is particularly important, because their mandate invariably includes "disseminating and promoting human rights." Some offices are explicitly instructed to provide "training" on the subject in a general way, but no target groups are specified.

Ombudsman's offices are a recent development in the Western Hemisphere. The first institution to be established was in Guatemala, in 1987, followed by the creation of the National Human Rights Commission of Mexico, in 1990. The rest were created gradually over the course of the 1990s. Most of the countries studied in this report have such an institution. Brazil, Chile and Uruguay are the exceptions. A law creating the institution was passed in Dominican Republic, but it has yet to be implemented. Because of the short time that has elapsed, it is not possible to analyze the progress of Ombudsman's offices by comparing data for 1990 and 2003, although there appear to be certain trends as far as their educational work is concerned.

Once Ombudsman's offices are established, they immediately begin to carry out outreach and training activities in human rights, assuming a very proactive role in this field. Some even assign officials or units to work on this task fulltime. For the most part, they organize specific activities to disseminate human rights; the rights of specific groups (for example, children, women, indigenous populations and the disabled, all of which are usually specialized departments within the institution); and national rights protection institutions and mechanisms, with emphasis on the mission of the Ombudsman's office itself and how citizens can take advantage of it.

The activities tend to be brief courses, seminars, workshops and talks, open to the public or targeted at specific groups, especially government workers. Those reported include specialized training for educators, organized on their own initiative or in response to specific requests from education institutions such as universities, training schools for teachers and other government workers (e.g., the security forces) and, to a lesser extent, ministries of education. It is common to find reports of training activities for the management, teachers and students of individual schools that asked the Ombudsman's office for advice

on human rights in general, or on problems and situations that affect them and involve human rights – e.g., the treatment of the disabled and people with HIV-AIDS, drug addiction, family, school and community violence, the mistreatment of women and children, and sexual harassment or abuse.

The frequency and scope of these activities vary considerably, as they depend on many factors that also differ from one Ombudsman's office to another. These include the size of the office, the number of staff and the financial resources available for such work. As a rule, they entail specific activities for a limited number of beneficiaries, carried out mainly in the capital and, occasionally, in other important cities.

As Ombudsman's offices develop, in addition to direct training activities they usually begin to produce materials on human rights and citizenship, especially pamphlets, modules and leaflets. For recent years, there are mentions of more extensive and complex materials, such as educational manuals, generally produced in collaboration with other national institutions or international agencies. The growth of activities of this kind tends to be accompanied by the signing of more interagency cooperation agreements.

The data collected suggest that in our region Ombudsman's offices are developing not only as protection and defense institutions that deal with individual rights violations, but also as a source of information and advice about current problems involving human rights issues. Although their educational activities may not reach a large audience or be very systematic, Ombudsman's offices appear to have become a source of expert advice, a specialized institution that different people, especially government workers, turn to for information about human rights and to learn how to respect them in their work. In-service educators are one such group that looks to the Ombudsman for concrete guidance.

In addition, we identified at least three programs for educators sponsored by Ombudsman's offices that are bigger in scope than the single training activities described above.

- In Guatemala, between 1999 and 2003, the Ombudsman's office implemented 32 diploma courses in human rights for education ministry school principals, teachers and technical and administrative trainers. The courses lasted at least one year.

- In Colombia, the Ombudsman's office has a diploma course that is a comprehensive training program on human rights activities for community workers (non-formal educators) and a teacher-training course in human rights, in collaboration with the Ministry of Education and universities.

- In Mexico, the Ombudsman's office (National Human Rights Commission) currently has a Human Rights Training Program for Basic Education targeted at to preschool, elementary and high school teachers, which includes an evaluation and official certification system for those who complete it.

It is no coincidence that the Ombudsman offices that implement these programs are the oldest in the region (in Guatemala it was founded in 1987, in Mexico in 1990 and in Colombia in 1991). We realize that developing systematic training in collaboration with educational institutions, and securing official recognition for them, takes time and sustained negotiations. This cannot be done when the Ombudsman's office is barely finding its feet, but only after it has been in operation for some time, and is consolidated and has gained recognition. Therefore, we expect activities of this kind to be undertaken in the other countries in the near future through interagency coordination.

Section IV

Conclusions

Norms on teacher training

The number of countries whose national education acts includes a provision related to HRE for teachers doubled during the period studied. In four countries, the provision is reinforced by a reference to it in the law regulating the teaching profession. However, one third of the 18 countries on which information was gathered still do not have specific legislation on this matter.

The legal provisions analyzed refer mainly to the design and operation of teacher training institutions and courses. They do not make training in this field a requirement for working as a teacher, nor are in-service educators rewarded in any way. Similar numbers and types of references to HRE for teachers were found in other educational policy documents, such as national education plans and, where they exist, human rights education plans. The latter increased five-fold between 1990 and 2003.

Some express references were found in legislation and administrative rules to the prevention and elimination of discrimination, indigenous education, care for patients with HIV/AIDS and people with disabilities. No references were reported to specialized training for educators in recently enacted laws on equal opportunities, children's rights or the prevention of family violence.

Comparatively speaking, far fewer provisions were found on the teaching system than provisions stipulating that human rights topics are to be included in school syllabuses (*First Report*). Clearly, they are insufficient to ensure the development of educators capable of achieving the many objectives already established in curricula, syllabuses and school textbooks (*Second Report*).

The relative weakness of legislation in this field and the slow pace of innovation reflect the State's now limited responsibility for, or involvement in, teacher training. In most countries, teacher training schools have virtually disappeared, being replaced by university courses. These developments are linked, on the one hand, to the trend toward deregulation and decentralization as part of the modernization of the State and educational reform; and, on the other, to the relative decline in public investment in education, bearing in mind the constant growth of matriculation rates.

Initial teacher education

During the period studied, there was at least a 100% increase in course content related directly to human rights and democracy, and to at least eleven related and collateral topics. Together, these would give students at normal schools and university pedagogy and education science courses enough knowledge to teach the subjects set out in elementary and high school curricula. This increase, however, is concentrated mainly in four countries of the region (Argentina, Brazil, Dominican Republic and Mexico) and is very small in the rest. In all cases, the content is extremely scattered.

In contrast, course content designed to equip future educators with the skills and expertise they will need to teach human rights topics was incorporated only very recently. The amount of content is very small and it exists in very few countries.

Some teacher training institutions now have specific human rights courses. This was not the case in 1990, when none were found. At all events, the subject continues to be addressed mostly as part of ethics, civics and social science courses. Overall, the human rights content was expanded from the field of civil and political rights to include economic, social and cultural rights. Clear references to environmental rights and others that have been institutionalized even more recently were still not found. Nor are the rights of specific groups - those that are more vulnerable, for example - addressed systematically as a human rights issue.

The quantity and quality of the treatment given to political rights and citizenship increased during the period. The content was adapted rapidly to the new or amended constitutional provisions and to the redesign of electoral systems. In some cases, it evolved toward an increasingly broad understanding of democracy, including the question of citizen participation in the management of public affairs, mechanisms for direct democracy and the importance of social activism. The content on political party systems did not change significantly and no references were found to crucial issues such as transparency, accountability and the combating of corruption.

Education in values, with a wide range of thematic content, continues to be an important aspect of the training of new teachers. There are still ambiguities, however, with values being addressed from both moral and ethical perspectives, and as both individual virtues and social attributes. No explicit pedagogical or didactic content was found on how to convey or instill values in students.

There was a moderate increase in other content analyzed in this report but in some cases even a slight decrease. One area that underwent considerable development was courses in which issues related to social inequality, poverty and marginalization are recognized and discussed, as well as the impact of these problems on educational processes and, in general, on school performance and the performance of teachers. On the other hand, less content was found on matters related to the institutional structure, including the study of the structure of the State and its institutions. Children's rights - a topic not found in any course in 1990 - have only just begun to be included, like environmental rights and the right to development.

Training for in-service educators

If we compare the data for 2003 and 1990, it is clear that the national educational authorities made a much more determined effort to provide their teachers with training in HRE principles, content and methodologies, so they could integrate this knowledge into their everyday teaching duties. A decade ago, there were no, or very few, government actions in this field for active educators (neither direct training actions nor the production of training materials). They now exist in practically all the countries, although the number and scope vary a great deal from one country to another. The growth observed stems from the national educational reform processes of the late 1990s that began to incorporate HRE components into the curriculum guidelines, plans and syllabuses for public schools. This made it necessary to train teachers to implement them in the classroom.

These highly positive developments are reflected in:

• An increase in the number of short courses, seminars, one-day activities and workshops on HRE implemented for teachers.

- The recent introduction of true, extended, systematic training programs for educators in some countries.

- The signing of cooperation agreements related to teacher training between education ministries and secretariats and other public institutions, civil society organizations and specialized regional and international organizations.

- The production of different types of HRE training materials for educators (theoretical documents and teaching manuals).

- The variety of training media that are beginning to be used (audio, visual, audio-visual and electronic tools as well as traditional printed materials).

- The embryonic use of the Internet for distance training in HRE and to afford a vast number of teachers-users access to training materials.

Without underestimating the importance of this historic, progressive trend, the overall situation of teacher training in HRE today is one of considerable limitations, inconsistencies and gaps. Some of the most serious are:

- The enormous disparities in the training available in the different countries for in-service teachers.

- Within each country, the considerable disparities in the training available for educators from different regions or specific populations. For example, much more training is available for urban teachers than for those working in rural areas or with marginalized populations. The same contrast can be seen in the case of educators who work with majority populations and those who teach ethnically diverse populations or groups with special needs.

- The limited number of educators who actually have access to the training and materials available.

- The direct training activities implemented by the ministries lack regularity and continuity.

- The often incomplete or superficial treatment given to human rights doctrine and practice in training agendas and materials for educators.

- The failure to provide follow-up and conduct performance audits and impact evaluations of the training and material for educators.

- The failure to coordinate government teacher training activities, which often results in a hodgepodge of events and materials designed to meet short-term, isolated and uncoordinated objectives.

In short, the situation with regard to teacher training in HRE is currently ambivalent. Despite the progress made, the countries have encountered many obstacles and distractions. The development of such training is therefore lagging behind that of the other components of the educational system studied in our previous reports, i.e., legislation and administrative rules, curriculum policies, syllabuses and school textbooks.

Ombudsman's offices were created in the region during the 1990s and given a mandate to disseminate and promote human rights. They have since become quite actively involved in HRE training. They tend to conduct short, on-site training activities on specific topics and produce informational materials, both targeted at a variety of audiences. The latter include in-service elementary teachers and high school and university professors, who benefit from joint training with other government workers and, sometimes, specialized training. These activities may be implemented by the Ombudsman offices on their own initiative or at the request of educational institutions (schools, universities, teaching institutes and Ministries of Education).

The activities of the Ombudsman offices complement those of the Ministries of Education. It is the responsibility of the ministries to provide in-service educators with regular, continuous updating training and development. The Ombudsmen have no interest in doing their job for them, nor are they in a position to do so. Nevertheless, they provide an important service that, while limited in size and geographic scope, helps train teachers in HRE and gives them advice about everyday situations in schools that involve human rights problems.

Their contribution is magnified when, as has occurred recently in some countries, they take part in longer, more systematic training programs, under agreements with Ministries of Education and/or universities and teaching institutes. Such interagency cooperation efforts are likely to increase in the years ahead. If they do, the Ombudsman offices will be not only making a complementary contribution to HRE training for educators, but also helping other institutions responsible for this specific task to do a bigger and better job.

Gender and diversity

Over the past 12 years, initial teacher education has incorporated content related to gender equity. Important qualitative progress has also been made. Instead of focusing on sex education, or sexuality, there has been a shift toward training in the social aspects of sexual relationships, introducing the concept of equity. Furthermore, these topics are cross-cutting elements of several subjects, some of them in the field of educational didactics. However, the progress made is insufficient, bearing in mind the important development of this field in recent years. On the one hand, the subject of gender equity needs to be linked to human rights issues if it is to be understood as an extension of citizenship; and, on the other, information about the national and international mechanisms for protecting gender rights must be provided.

Turning to in-service educators, the research confirmed that between 1990 and 2003 the issue of gender equity was incorporated, gradually and increasingly, into the teacher training activities and materials of education ministries and secretariats. It is clear that progress was made but, in conceptual terms, it was less, and less widespread, than the progress found in the area of curriculum policies, syllabuses and school textbooks. Gender equity was introduced extensively and intensively into the other components of the educational system, to the point where it is now a declared "priority objective" or "cross-cutting element of the curriculum" in at least seven of the countries studied. The fact that teacher training is lagging behind curriculum and textbook development raises serious doubts about how many teachers actually understand the gender approach they are supposed to be teaching, and how many incorporate it into their work in the classroom and their daily interactions in school.

More, and more explicit, content related to ethnic and cultural diversity was incorporated into initial teacher training courses. However, the findings are skewed, because most of the courses found for this indicator form part of training programs for bilingual teachers who work at special schools and in specific regions. The teaching of the rights of indigenous peoples - which consist of much more than the right to be taught in their own languages - is less systematic and appears to be associated more directly with the study and discussion of contemporary problems than with human rights and democracy.

Between 1990 and 2003, the ministries also made progress in training active educators to recognize, value and teach ethnic-cultural diversity, as can be seen from the growing number and variety of activities directed at this group of professionals (both direct training and the preparation of resource materials). Most of these activities today form part of the *regular bilingual and bicultural/intercultural education programs* set up (or reinforced) during the previous decade in countries with very ethnically diverse populations. The objective is to train indigenous educators to teach indigenous languages and culture to students from the different ethnic groups. Many training activities and materials are co-sponsored by other national organizations whose work is related to diversity, equity and social inclusion.

However, excluding bilingual, intercultural education programs, only a few countries reported teacher training and materials on this topic, and with very limited content. Therefore, exactly how much is being done to train all, not just indigenous teachers, in diversity, equality and respect for differences is an open question.

Section V

Recommendations

Legislation

Determine whether legislation on teaching has been amended to bring it into line with the general legislation on education and the objectives and provisions of national education and human rights education plans. The goal should be to create a legal foundation solid enough to guarantee that teachers receive training in topics related to human rights and democracy. The existence of such legislation should help ensure that more resources are obtained and allocated to create and fund specialized programs and the advancement of educators trained in this field. This should be done regardless of the model that the State uses to manage education (i.e., varying levels of regulation / decentralization).

Initial training

Harmonize the content of the numerous courses that include - directly, collaterally or complementarily - topics related to human rights and democracy, in order to develop a body of systematic and congruent knowledge that permits teachers to incorporate a human rights perspective into their work and, above all, into the discussion and analysis of national and international social problems. In several countries, this will mean incorporating content that still does not form part of the curriculum of teacher education courses; and, in all of them, establishing specialized courses in human rights and education for democracy, which are still few and far between.

Develop pedagogical models for human rights teaching and teacher training, including the development of skills for teaching specialized courses, incorporating a human rights perspective into all branches of teaching and leading activities in the classroom in a way consistent with key human rights principles and values.

Enrich the course content used to train teachers for education in democracy, in order to update it, introduce an increasingly comprehensive vision of democracy as a social attribute and not only as a system of government, and, above all, to position topics related to the issues of corruption, transparency and accountability. It would also be a good idea to include content related to social action as a form of participation and local governments as an important area of direct democracy.

Review the current conceptual and pedagogical approaches to training in values, to ensure they are unified, to resolve matters of perspective that have long been a problem and, primarily, to link them better to concepts of human rights and democracy, the rule of law and justice, and efforts to combat corruption.

Design and introduce pedagogical resources that educators can use to teach issues related to justice and conflict resolution mechanisms, mainly to address the problems of violence and insecurity that increasingly affect adolescents and young adults, both in school, and in the family and the community.

Provide teachers with clear and practical training in how the rights of children and adolescents should be handled. Instead of merely explaining them, they must make them core elements of the teaching and learning process.

Complete the training of educators in political and institutional issues, so they can handle topics related to the modernization of the State, regional integration and international relations, in a world in which - for better or for worse - students are exposed to the impact of globalized communications.

In-service training

Move beyond the short-term, reactive mindset that still prevails in the design of direct training activities and materials for in-service educators, making them part of an overarching plan based on a well-defined, comprehensive strategy. This strategy should take into account the progress achieved and the goals that have yet to be attained in the other components of the national educational system national – i.e., norms, curriculum policies, syllabuses and school textbooks. The best way to achieve this is by including the problems of training for in-service educators, and all the actions aimed at resolving them, within the National Human Rights Education Plan.

Countries that still do not have a National Human Rights Education Plan should make the preparation of one a priority. To do so, the educational authorities should invite all the national and international stakeholders committed to the great goal of educating in and for human rights and democracy to take part.

Include in the National Human Rights Education Plan all the interagency cooperation actions that could contribute to its full implementation, including agreements with specialized public institutions, specific civil entities and regional and international organizations with expertise in the field.

Seek the assistance of international and regional organizations involved in HRE and with experience in training educators and producing HRE resource materials. In particular, these organizations should support the countries of the region that have made little, or relatively slower progress in these fields.

Conduct national diagnostic, evaluation and/or impact studies on aspects of initial and in-service teacher training about which no reliable information exists.

Encourage Ombudsman's offices to work with the Ministries of Education, teacher training schools, institutes of education, education faculties of national public and private universities and any other institutions that provide initial or in-service teacher training, to actively promote the incorporation of HRE into their curricula and regular teacher training activities, and give them any advice and support they require to achieve this objective.

Promote national cooperation agreements between institutions that train educators and others that promote human rights and democracy, so they can help each other train future and current teachers in HRE principles, content and methodologies. These agreements should form part of a comprehensive National HRE Plan, to ensure that the actions implemented are pertinent, coordinated and progressive to prevent any unnecessary overlapping of efforts and financial resources.

Gender equity and ethnic diversity

Improve the systematization of the content on gender equity and ethnic and cultural diversity, so that the treatment of these issues ceases to be a reaction to the social dynamics and so that they are recognized as important elements of contemporary society. A human rights and democracy approach to these issues will help achieve this objective.

As soon as possible, increase the scope and depth of teacher training related to the perspectives of gender equity and ethnic and cultural diversity, so that all in-service teachers receive training, with no exceptions. Only then will they be able to deal sensitively and professionally with the new curricula introduced as part of the educational reforms, which reflect the demands of large segments of the citizenry and the goal of building more inclusive and participatory democracies.

Appendix

Matrix used to collect data

DOMAIN 1: BASIC AND ADVANCED TRAINING IN LEGISLATION AND POLICY DOCUMENTS AND INSTITUTIONS	
VARIABLES	**INDICATORS**
Variable 1: Changes in the content of laws with regard to teacher education and training	**Indicator 1:** Existence of a chapter or section on teacher education and training
	Indicator 2: Inclusion of provisions stipulating that teachers must acquire skills and knowledge for human rights teaching
Variable 2: Changes in the content of National Education Plans	**Indicator 1:** Existence of a chapter or section on teacher education and training
	Indicator 2: Inclusion of guidelines or outlines stipulating that teachers must acquire skills and knowledge for human rights teaching
Variable 3: Changes in the structure of the Ministry with regard to training in the teaching of human rights	**Indicator 1:** Existence of unit in charge of training educators to teach human rights
	Indicator 2: Existence of unit that establishes pedagogical outlines and guidelines for training educators in teacher training schools and institutes of education
	Indicator 3: Pedagogical outlines and guidelines for teaching human rights teachings in teacher training schools and institutes of education
DOMAIN 2: BASIC TRAINING	
Variable 1: Changes in the curricula of teaching training schools	**Indicator 1:** Existence of course content on human rights
	Indicator 2: Existence of didactic content on human rights teaching
	Indicator 3: Existence of research papers, theses, essays on the teaching of human rights
Variable 2: Changes in the curricula of other higher education teacher training institutions	**Indicator 1:** Existence of course content on human rights
	Indicator 2: Existence of didactic content on human rights teaching
	Indicator 3: Existence of research papers, theses, essays on the teaching of human rights
Variable 3: Changes in university curricula	**Indicator 1:** Existence of course content on human rights
	Indicator 2: Existence of didactic content on human rights teaching
	Indicator 3: Existence of research papers, theses, essays on the teaching of human rights
Variable 4: Changes in the activities available (courses, one-day events, seminars, round tables, etc.) on the teaching of human rights in teacher training institutions	**Indicator 1:** Existence of a unit in charge of organizing activities on the teaching of human rights
	Indicator 2: Existence of extracurricular activities on human rights

DOMAIN 3: IN-SERVICE TRAINING FOR EDUCATORS	
***Variable 1**: Changes in the implementation of courses / one-day events / activities for educators provided by ministries of education*	**Indicator 1:** Existence of courses on human rights. Specify content, the recipients, whether they are compulsory and how long they last
	Indicator 2: Existence of agreements between ministries and other organizations
	Indicator 3: Existence of material on the teaching of human rights
***Variable 2** Changes in the implementation of courses / one-day events / activities for educators provided by Office of the Ombudsman*	**Indicator 1:** Existence of courses on human rights. Specify content, the recipients, whether they are compulsory and how long they last
	Indicator 2: Existence of agreements between ministries and other organizations
	Indicator 3: Existence of material on the teaching of human rights
DOMAIN 4: CROSS-CUTTING PERSPECTIVES	
***Variable 1**: Gender Equity*	**Indicator 1:** Inclusion of provisions stipulating that teachers must acquire skills and knowledge for teaching course content related to gender equity
	Indicator 2: Inclusion of guidelines stipulating that teachers must acquire skills and knowledge for teaching course content related to gender equity
	Indicator 3: Existence of course content or pedagogical guidelines related to gender equity in the curriculum
	Indicator 4: Existence of research papers, theses, essays on the teaching of content related to gender equity
	Indicator 5: Existence of extracurricular activities in teacher training institutions related to the teaching of content on gender equity
	Indicator 6: Existence of in-service training courses on content related to gender equity. Specify content, the recipients, whether they are compulsory and how long they last
	Indicator 7: Existence of material on the teaching of content related to gender equity
***Variable 2**: Ethnic Diversity*	**Indicator 1:** Inclusion of provisions stipulating that teachers must acquire skills and knowledge for teaching course content related to ethnic and cultural diversity
	Indicator 2: Inclusion of guidelines stipulating that teachers must acquire skills and knowledge for teaching course content related to ethnic and cultural diversity
	Indicator 3: Existence of course content or pedagogical guidelines related to ethnic and cultural diversity in the curriculum
	Indicator 4: Existence of research papers, theses, essays on the teaching of content related to ethnic and cultural diversity
	Indicator 5: Existence of extracurricular activities in teacher training institutions related to the teaching of content on ethnic and cultural diversity
	Indicator 6: Existence of in-service training courses on content related to ethnic and cultural diversity. Specify content, the recipients, whether they are compulsory and how long they last
	Indicator 7: Existence of material on the teaching of content related to ethnic and cultural diversity