

HANDBOOK

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ELSE ENGEL, LEA FENNER (ED.)

CHANGE

HISTORY LEARNING AND HUMAN RIGHTS EDUCATION



**WOCHEN
SCHAU
VERLAG**

Martin Lücke, Felisa Tibbitts, Else Engel, Lea Fenner (Ed.)

Change

Handbook for History Learning and Human Rights Education

For Educators in Formal, Non-Formal and Higher Education



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Contents

Preface 7

INTRODUCTION



1. The Change Project and Handbook 10

PART I: EDUCATIONAL CONCEPTS



2. State of the Art of Combining History Learning and Human Rights Education 16

By Else Engel, Lea Fenner and Martin Lücke 16

2.1 International Perspectives on History Learning and Human Rights Education 17
History Learning · Human Rights Education

2.2 Concepts for Combining History Learning and Human Rights Education 20
Concepts of Combined Approaches · Arguments for and Benefits of Combined Approaches · Challenges of Combined Approaches · Strategies for Meaningfully Combined Approaches

2.3 Practices of Combining History Learning and Human Rights Education 26
Who Combines History Learning and Human Rights Education? · What are the Programmes and for Whom are They Intended? · Why was the Decision Made for a Combined Approach? · How are Combined Approaches Conceptualised? · What is the Learning Content? · What are the Educational Objectives?

2.4 Concluding Remarks: Commonalities of History Learning and Human Rights Education 36



3. The Change Approach for Combining History Learning and Human Rights Education 39

By Martin Lücke 39

3.1 Introduction 40

3.2 Being Able to Narrate: History Learning as an Individual Acquisition of History 41

3.3 Criticising and Analysing Society: the Societal Dimension of History Learning	44
3.4 Being Competent for Change: Approaches of Human Rights Education and their Connections with History Learning	46
3.5 Human Rights Education, History Learning and Inclusion	48
3.6 Contents for a Combined Approach	49

PART II: EDUCATIONAL PRACTICE



4. Practical Tools for Combining History Learning and Human Rights Education

By Else Engel, Lea Fenner and Martin Lücke (4.1–4.6)

By Felisa Tibbitts (4.7) 53

4.1 Guidance to the Practice Chapters	54
4.2 Core History Learning Elements in a Combined Approach	55
History, History Learning and Historical Narration · Why History Learning? · Basic Standards of Historical Narration and Deconstruction · How to Teach History: Didactic Analysis	
4.3 Core Human Rights Education Elements in a Combined Approach	61
Human Dignity and Human Rights Standards as the Basis for Human Rights Education · Why Human Rights Education? · What are the Objectives of Human Rights Education? · How to Implement Human Rights Education? · Human Rights-Based Approach to Education	
4.4 Core Elements of a Combined Change Approach	67
4.5 Benefits of and Strategies for a Combined Approach	71
4.6 Preparing as an Educator for a Combined Programme	74
Recommended Core Resources · Further Education · Co-Teaching and Team Teaching	
4.7 Evaluation of Combined Educational Programmes	78
Human Rights-Based Approach and Evaluation · Learner Assessment · Educator Assessment · Programme Evaluation · Impact Assessment	



5. Combining History Learning and Human Rights Education in Secondary School Education

By Felisa Tibbitts 91

5.1 Introduction	93
Structure of this Chapter · Linking with School Curricula · Working with Students · Cosmopolitan Approaches to History and Civics Education · Organising Combined Lessons in Your Own School	

- 5.2 Developing a Combined Curriculum or Activity 97
Learner Goals – the Why? · Theme – the What? · Methodologies of the
Lesson – the How? · Praxis – the Change?
- 5.3 Inspiring Examples 102
Power and Governance · Discrimination · Citizenship and Exclusion · Mass
Violence and Society · Human Rights and the International Justice System



- 6. Combining History Learning and Human Rights Education in Higher Education and Teacher Training**
by Martin Lücke 114
- 6.1 Introduction 116
- 6.2 The ‘Human Rights Education and History Learning’ Seminar at Freie Universität Berlin 118
- 6.3 Analysis of a Practical Example of University Student Work 124
- 6.4 Final Points 137



- 7. Combining History Learning and Human Rights Education at Museums and Memorial Sites**
By Jolanta Ambrosewicz-Jacobs 138
- 7.1 Human Rights Education at Museums and Memorial Sites 140
Key Aspects of Education at Museums and Memorial Sites in the Context of
this Handbook · Strategies for Dealing with Challenges when Implementing
Combined Programmes
- 7.2 Developing a Combined Programme 145
Preparing a Combined Programme · Developing an Outline for a Combined
Programme · Guidelines for Developing Combined Programmes · Formats
for Combined Programmes · Themes for Combined Programmes · Methods
and Outputs of Combined Programmes
- 7.3 Inspiring Examples Adapted to the Change Approach 163
- 7.4 Concluding Remarks 165



- 8. Combining History Learning and Human Rights Education in Non-Formal Education**
By Else Engel 167
- 8.1 Key Features of the Learning Environment 169
Non-Formal Education in the Context of this Handbook · Organisers of
Non-Formal Education on History Learning and Human Rights Education ·
Educators in Non-Formal Education · Learners in Non-Formal Education ·
A Learner-Centred Approach

8.2 Drafting a Change Programme Outline	172
Context Analysis · Identifying the Intended Group of Learners · Choosing and Adopting the Content · Defining Intended Learning Objectives · Composing the Team of Educators · Planning the Evaluation of the Programme	
8.3 Developing Change Methods and Outputs	178
Levels of Change · Methods and Outputs for Personal Change · Methods and Outputs for Societal Change · Methods and Outputs for Structural Change	

ANNEX

Bibliography	193
List of Abbreviations	203
List of Figures	203
List of Tables	203
Team of Editors and Authors	205

Preface

Dear Readers

This handbook concludes the international ‘Teaching Human Rights’ funding programme, through which, since 2008, the Foundation Remembrance, Responsibility and Future (EVZ) has supported the development of impulses in Europe and Israel for a historically oriented human rights education in the context of National Socialist injustice. It not only presents the results of this process in a format that is intended to encourage educators to further explore the combination of history learning and human rights education in theory and practice, but also to bridge theory and practice to make experiences available to a wider audience across disciplines and national borders. For this reason, the handbook targets a range of different education sectors, from teacher training, secondary schools, museums and memorial sites to non-formal education.

The intersection of history learning and human rights education involves of stimulating a consciousness of change. The Change approach of this handbook allows educators to design and/or to adapt a synthesis of history learning and human rights education activities for the contexts they are working in, and this can also be applied to other historical and thematic foci or forms of injustice as well as different struggles for human rights. This will be more than applying methods of human rights education for history learning and vice versa.

The handbook also invites its users to look beyond national borders and language barriers for inspiration. Moreover, it is itself the result of a mutual international project by scientists, practitioners and expert reviewers from different educational sectors and countries in Europe, the USA and Israel.

I like to thank the team – Prof. Dr. Martin Lücke of Freie Universität Berlin, Else Engel of Freie Universität Berlin and *right now* Human Rights Consultancy & Training’, Lea Fenner of *right now* Human Rights Consultancy & Training’, as well as Dr. Felisa Tibbitts and Frank Elbers of the international Human Rights Education Associates (HREA) – for their outstanding commitment and their efforts to further develop this historically oriented approach to human rights education.

The concept and the ideas were piloted with international participants in an HREA online seminar and with Masters’ students and future history teachers in the Department of History and Cultural Studies at Freie Universität Berlin. They provided the project with valuable feedback.

Now it is up to you. I hope that this handbook provides you with inspiration for your own work.

Dr. Andreas Eberhardt
Chairman of the Board of Directors
Foundation EVZ

INTRODUCTION



1. The Change Project and Handbook

An emerging area of theory and practice is the combination of the two educational approaches of history learning and human rights education. What can we discover by understanding the past that helps us in influencing our futures? What does an exploration of the different ways of combining history learning and human rights education reveal about the potential as well as the challenges of combined approaches?

The team behind this handbook began its work with the assumption that combining history learning and human rights education has great potential for enriching the experiences of the individual learner as well as for the further development of pedagogy. We embarked on an exploration of answers to the question of how to combine history learning and human rights education, taking into account critiques of the limitations of individual approaches. The handbook presents the results of this process in a format that is intended to encourage educators to further explore the combination of history learning and human rights education in theory and practice.

This introductory chapter provides a glimpse into the people and project behind this resource. We then present the handbook's main objectives, structure and intended use before concluding with words of gratitude for the many people who supported its development.

Background to the Project

The Change handbook is the result of a joint project by Freie Universität Berlin, Human Rights Education Associates (HREA) and *right now* Human Rights Consultancy & Training.

The core team of editors and authors comprised Dr Martin Lücke (Freie Universität Berlin), Dr Felisa Tibbitts (HREA and Teachers College, Columbia University), Else Engel (Freie Universität & *right now*) and Lea Fenner (*right now*). We are grateful to have had Professor Jolanta Ambrosewicz-Jacobs (Jagiellonian University Warsaw) join the team of writers and for the ongoing managerial support of Frank Elbers (HREA). This team was ably supported by student assistants of the History Didactics department at Freie Universität Berlin, particularly Malte Lührs.

The project stretched over nearly two years from 2014 to 2016. To support the research and writing process of the handbook we presented draft chapters at the International Human Rights Forum 2015 in Lucerne as well as at the International Human Rights Education Conference 2015 in Middelburg. Initial ideas were also presented and discussed with an international group of participants in an HREA online seminar in the spring of 2015 and with Masters' students and future history

teachers enrolled at the History department of Freie Universität Berlin in the winter of 2016.

The project was funded by the Foundation Remembrance, Responsibility and Future, with in-kind support from Freie Universität Berlin. This publication is the capstone of the ‘Teaching Human Rights’ programme, which ran from 2008 to 2015. The programme funded projects and resources covering both theory and practice and a range of European countries plus Israel. It supported the development of a diverse range of creative and innovative projects that found ways to combine history learning and human rights education, some of which are referenced in this handbook.

The Development of the Handbook

This handbook can be regarded as a complementary follow-up publication to these earlier resources, benefiting from and building on this earlier work while seeking to further develop both the theory and practice of the combined approach of history learning and human rights education through what we are calling the Change approach. This purpose is reflected in the objectives of the handbook in several ways. The handbook aims:

- To provide an overview of existing concepts and practices of combining history learning and human rights education, among them projects that have been funded under the ‘Teaching Human Rights’ programme;
- To encourage more comprehensive reflections on the further development of approaches for combining history learning and human rights education;
- To share best practices (or as we call them here: Inspiring examples) internationally as a means of further developing combined approaches; and
- To support educators in designing and/or adapting programmes and activities for the contexts in which they are working.

This handbook includes existing projects for combining history learning and human rights education. Through this resource we hope to make these experiences available to a wider audience across disciplines and national borders.

The handbook is conceptualised to bridge theory and practice. We encourage practitioners working on the further development of theory to learn from practical implementation and those involved in research and teaching to be inspired by existing theoretical concepts.

The Change approach that is developed in the handbook is our attempt at further defining the theory and practice of combining history learning and human rights education. We began by researching existing examples of combined approaches, including a range of learning materials and educational programmes, individual workshops, exhibitions or videos. We discussed on a theoretical level what constitute the core elements of history learning and human rights education. We developed the Change approach for combining these core elements, which is presented



in the pedagogical concepts section of this handbook (Part I). We decided to apply these theoretical concepts in an applied section (Part II). Here we address practice in four different education sectors, with separate chapters for university lecturers involved in teacher training, secondary school teachers, educators at museums and memorial sites and educators working in non-formal education. We hope that the handbook functions as a coherent whole.

In addition to the core team of writers and editors, we engaged 13 expert reviewers from different educational sectors and regions to review an initial draft of the handbook, paying attention to content, language and structure. The resulting handbook is a response to constructive feedback from:

- Emir Adzovic, Project Coordinator, Council of Europe, Serbia
- Barry van Driel, International Director for Teacher Training and Curriculum Development, Anne Frank House, The Netherlands
- Dr Peter Gautschi, Head of the Centre for History Teaching & Learning and Memory Cultures (ZGE), University of Teacher Education Lucerne (PH Luzern), Switzerland
- Rui Gomes, Head of Education and Training, Youth Department, Council of Europe, France
- Ellie Keen, Independent Consultant in Human Rights Education
- Agnieszka Kudelka, Project Coordinator, Karta Center Foundation, Poland
- Dr Claudia Lohrenscheit, Professor for International Social Work and Human Rights, University of Applied Sciences Coburg, Germany
- Dr Karen Murphy, International Director of Facing History and Ourselves, USA
- Monika Mazur-Rafał, President of the Managing Board and Director, Humanity in Action Poland
- Dr Dan Porat, School of Education, Hebrew University of Jerusalem, Israel
- Dr Dean Smart, Senior Lecturer in History and Citizenship Education, University of the West of England, UK
- Steven Stegers, Programme Director of the European Association of History Educators (EUROCLIO), The Netherlands
- Marjan Verplancke, Head of Education, Kazerne Dossin: Memorial, Museum and Documentation Centre on the Holocaust and Human Rights, Belgium

Focus, Users, Structure and (intended) Use of the Handbook

The handbook has been developed for an international audience with a focus on Europe and the 20th century. Of the more than 250 inspiring examples from around 160 institutions which we researched many relate to the history of National Socialism. The reason for this might be the available scholarships, documentation, institutions and funding for educational programmes on this issue. We draw on these available examples on the history of National Socialism and the Holocaust but have designed this resource so that the Change approach can be applied to other historical and

thematic foci, for example related to other totalitarian regimes, colonialism, and other forms of injustice as well as (successful) struggles for human rights.

The handbook's intended users are:

- University faculty members involved in (history) teacher training and research
- Secondary school teachers who teach history and civics/citizenship education
- Educators at museums and memorial sites
- Educators in non-formal education

The handbook is designed in such a way that previous knowledge of both history learning and human rights education is not required. We assume instead that the reader has an education and experience in one *or* the other field.

It has been a conscious decision to combine human rights education not with history education but with history learning. History learning focuses on the process of the individual learner acquiring historical knowledge and competencies.

The handbook has two main parts, addressing the pedagogical concepts and practice. The concept section (Part I) provides an overview of the state of the art of combining history learning and human rights education. It also introduces the Change approach we developed to combine these educational approaches.

The practice section (Part II) contains four chapters that address specific groups of educators, taking into account their teaching and learning contexts, related curriculum or programming formats, and typical learner groups. This practice section begins with an introductory chapter that provides the reader with an overview of the fundamentals of both educational approaches as well as the practical benefits and challenges of their combination. The chapter also includes recommendations for preparation as an educator of a combined programme and for its evaluation.

This handbook does not need to be read from cover to cover. Users can select sections according to their interests and backgrounds. We invite you to follow cross-references relevant to you and to allow your interests to guide you through the book. Cross-references are indicated like this: [→ Chapter Title p. xy]

We invite readers to use the handbook as an opportunity to challenge themselves to:

- Adapt or develop their own programmes and activities
- Think about the how and why of combining history learning and human rights education
- Look beyond national borders and language barriers for inspiration
- Strive towards more balanced combined approaches that take into account as many of the elements of both educational approaches
- Understand history learning and human rights education as educational approaches and perspectives for educating about the same issues and time frames (past/present/future)
- Reflect on their own teaching and consider how combining history learning and human rights education might improve their practice.



Acknowledgments

First and foremost, we would like to thank the Foundation Remembrance, Responsibility and Future for sponsoring the ‘Teaching Human Rights’ programme over so many years and its vision to combine history learning and human rights education. We are grateful to have had the opportunity to draw on the instructive experiences of earlier grantees in this project and benefited greatly from the continuous support of Christa Meyer as we created this handbook.

We would also like to express our gratitude to the board of reviewers who shared their suggestions for the initial draft of the handbook. Ellie Keen and Dr Dean Smart reviewed the entire handbook while Emir Adzovic, Barry van Driel, Dr Peter Gautschi, Rui Gomes, Agnieszka Kudelka, Dr Claudia Lohrenscheit, Dr Karen Murphy, Monika Mazur-Rafał, Dr Dan Porat, Steven Stegers and Marjan Verplancke looked at specific chapters. Their feedback was instrumental in helping us to edit the handbook so that it was better suited to the needs and interests of the different user groups.

Thanks go to Courtney Neaveill and Alissa Rubinstein for the translations¹ and to our copy editor Meriel Clemett.

We are thankful to the many people who drew our attention to existing projects and programmes that combine history learning and human rights education and who provided us with relevant materials. We have also benefited from the discussions and questions from colleagues with whom we shared earlier versions of the handbook, including the participants in the HREA online course, Freie Universität Berlin seminars and various conferences.

The team is ultimately responsible for the final result of this handbook. We hope that educators making use of it will take advantage of any insights that we have been able to convey in this resource. We also trust that others will be able to improve upon our ideas and develop ever more creative and effective means of combining history learning and human rights education in ways that help us to address the challenging future that lies before us.

1 All quotes from publications originally written in German have been translated by the authors of the handbook.

PART I

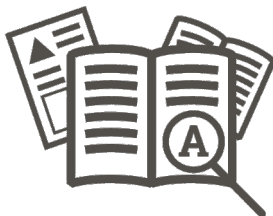
EDUCATIONAL CONCEPTS



2. **State of the Art of Combining History Learning and Human Rights Education**
 - 2.1 International Perspectives on History Learning and Human Rights Education
 - 2.2 Concepts for Combining History Learning and Human Rights Education
 - 2.3 Practices of Combining History Learning and Human Rights Education
 - 2.4 Concluding Remarks: Commonalities of History Learning and Human Rights Education



3. **The Change Approach for Combining History Learning and Human Rights Education**
 - 3.1 Introduction
 - 3.2 Being Able to Narrate: History Learning as an Individual Acquisition of History
 - 3.3 Criticising and Analysing Society: The Societal Dimension of History Learning
 - 3.4 Being Competent for Change: Concepts of Human Rights Education and their Connections with History Learning
 - 3.5 Human Rights Education, History Learning and Inclusion
 - 3.6 Contents for a Combined Approach



2. State of the Art of Combining History Learning and Human Rights Education

By Else Engel, Lea Fenner and Martin Lücke

To support you in creating a combined history learning and human rights education programme for the specific context in which you are working, we invite you to explore the concepts of combining history learning and human rights education. Practical aspects are presented in Part II of the handbook [→ Part II p. 51].

Most educators are more familiar with one of the two approaches. We are therefore starting with a brief overview of how each of the two approaches is defined from different international perspectives. We would then like to introduce you to how the combinations of history learning and human rights education have been conceptualised in recent years, focusing on the European context. We will also present arguments for a combination, challenges and strategies for meaningful combinations that have been brought forward. We will then take a look at the concepts of combined programmes that have been realised in practice with the intention of combining the two educational approaches and what an analysis of them reveals. We will conclude this chapter with a summary of the commonalities and trends that have been developed in the theory and practice of combined history learning and human rights education approaches.

This chapter presents the foundation for the Change approach which will be presented in the following chapter [→ Change Approach p. 39].

2.1 International Perspectives on History Learning and Human Rights Education

History Learning

Reflections on history learning are even older than the existence of history as a school subject. They came into vogue in the age of historicism in the 19th century and have gone through a phase of transformation due to post-structuralist ideas and the dominance of the need for empirical research in the last two decades. Although history is a very old and distinguished school subject, you will find little consensus on definitions for history learning, besides the idea that dealing with the past might be the core.

From an international perspective in particular, the ideas of history learning have been differentiated in recent years. Reynolds defines history education as “the study of events of the past through the development of specific historical concepts and skills” (Burrige 2014:19). Marsh and Hart point to warning that, “through a process of historical memory and historical amnesia, a particular version of the past, one that is posited as the ‘truth’, is transmitted to members of the public” (ibid.). Burrige concludes that “historical analysis is necessarily inferential in nature, and it is selective, privileging some histories over others” (ibid.). According to Pickford et al. the skills and experiences that learners gain through history learning include “making probabilistic inferences, supporting opinions with arguments and accepting that differing interpretations may be valid” (ibid.). Tudball complements this by pointing to the capacity of history learning to support the learners in developing empathy and the ability to adopt multiple perspectives (ibid.).

As Burrige et al. emphasise the multi-perspective character of history as the object of learning, Magendzo and Toledo stress that the current nature of the societal circumstances of the learners also has to be considered. They point out that “the contribution of history teaching is to help in the understanding of a complex and constantly changing social environment, providing the skills and competencies needed to perform in it” (Magendzo/Toledo 2009:449). They add that history learning “allows for the development of meta-cognitions in order to act reflexively and critically” (ibid.). This refers to a discussion of history learning in German language spheres, in which the aspect of multiperspectivity is differentiated on the dimensions of historical sources, on historiography and on debates in our politically embossed presence (Bergmann 2002).

When focusing on the question of the outcome of history learning, the concept of the German history philosopher Jörn Rüsen might be helpful. He conceptualises history learning as “the making of sense by experiencing time in the mode of historical narration” (Rüsen 1997:58). History shall be learned by enabling the learners to narrate histories by themselves – a demanding challenge. In addition, a German group of history educators led by Waltraud Schreiber and Andreas Körber focuses on the competence of being able to deconstruct existing historiography, in order to



enable learners to uncover the perspectives, modes of narration and intentions of historical texts.

These two approaches (being able to tell history by oneself and being able to deconstruct the histories told by others) will be leading ideas of this handbook – as you will see in the following chapter. This of course is due in part to the ‘German’ background of most of the members of the team, but is also connected to the fact that the outcome orientation of these two ideas (looking at constructions of own histories and at deconstructions of existing narratives) connects very well with the approach of a competence-orientated learning process. And beside this, such a focus on narrative competences allows us to conceptualise historical narrations as a constitutive part of historical identity.

For an insight into history learning and how it is used and understood in this handbook we recommend that you read the chapters on the theory [→ Change Approach p. 39] and practice of history learning [→ Core HL Elements p. 55].

Human Rights Education

In recent decades, educators, scholars and activists in international and non-governmental organisations (NGOs) have discussed and developed different definitions of human rights education.¹ Their diverse definitions relate to the varying international developments and efforts in the promotion of human rights and human rights education and their historical and political contexts.

For instance, in Europe the work of international, regional and governmental bodies – such as the United Nations (UN) and the Council of Europe (CoE) – has played a major role in promoting human rights education. In contrast, human rights education in Latin America was introduced by emancipatory and social movements from below (Magendzo 2005:137).

Nancy Flowers (Flowers 2004:106-7) distinguishes the attempts to define human rights education with regard to the actors and recipients and their stated goals and principles. She names three distinct groupings:

- **Governmental bodies** including intergovernmental organisations and UN agencies tend to focus on legal documents and stress learning about international and regional instruments. They see the role of human rights education contributing to social order, peace and continuity.
- **NGOs and emancipatory and social movements** tend to focus on the educational approach and empowerment of learners. They see the role of human rights education as contributing to social justice, transformation and the limitation of state power. Thus, they emphasise violations and stress the potential of human

¹ Among others: Andreopoulos/Claude 1997; Amnesty International 2012; Flowers 2004; Gerber 2011 and 2013; Keet 2010; Naseema 2008; Magendzo 2002; Mosca/Pérez Aguirre 1985; Reardon 1995; Reitz/Rudolf 2014; Tibbitts 2002 and 2008; Waldron/Ruane 2010.

rights education to enable vulnerable groups to protect themselves and challenge their oppressors.

- **Academics and educational thinkers** tend to shift the emphasis from outcomes to the values that inform and create those outcomes.

Flowers (2004) acknowledges that these definitions and actors overlap but stresses that “the differences in their perspectives illustrate critical differences in the way human rights education is conceived” (Flowers 2004:107). According to Al-Daraweesh and Snauwaert (2013) there is a need for an inclusive and authentic cosmopolitan consensus on universal human rights which can only be developed through a dialogue based on human rights principles, such as equality and respect (Al-Daraweesh/Snauwaert 2013:392).

We also need to remember that human rights education is a human right itself (cf. Lohrenscheit 2004). It has been part of the UN human rights system from the beginning and is included in numerous international instruments. The International Covenant on Economic, Social and Cultural Rights from 1966 states that the right of everyone to education shall be “directed to the full development of the human personality and the sense of its dignity, and that shall strengthen the respect for human rights and fundamental freedoms” (Article 13). The efforts of the UN Decade for Human Rights Education (1995-2004) and the World Programme for Human Rights Education (Phase I 2004-2009 and II 2010-2014) have culminated in the UN Declaration of Human Rights Education and Training in 2011, where the right to human rights education was specified:

“**Article 1 (1)** Everyone has the right to know, seek and receive information about all human rights and fundamental freedoms and should have access to human rights education and training.

Article 3 (2) Human rights education and training concerns all parts of society, at all levels, including preschool, primary, secondary and higher education, taking into account academic freedom where applicable (...).

Article 7 (4) States (...) should (...) promote adequate training in human rights for teachers, trainers and other educators and private personnel acting on behalf of the State.” (UNDHRET 2011)

Regional instruments, such as the African Charter on Human and Peoples’ Rights (OAU 1981: Art. 25) and the CoE Charter on Education for Democratic Citizenship and Human Rights Education (CoE 2010) also emphasise the importance of human rights education. The implementation of these laws and normative standards is, however, lagging far behind (Fritzsche 2012:444).

Because of its status as a human right, human rights education must be offered and accessible to every human being, to private individuals (rights holder) as well as



those acting on behalf of the state (duty bearer). Human rights education strives for a society in which the dignity and human rights of all human beings are acknowledged and respected. It is therefore necessary to go beyond an examination of the contents of human rights documents. Human rights education examines mind-sets, values, behaviours and actions, challenges existing injustices and works towards tangible change.

To learn more about human rights education and how it is understood in this handbook, we recommend that you read the chapters on the practical basics [→ Core HRE Elements p. 61] of the approach and on the Change approach for combining history learning and human rights education [→ The Change Approach p. 39].

2.2 Concepts for Combining History Learning and Human Rights Education

Concepts of Combined Approaches

There is no single model for how the combination of history learning and human rights education is conceptualised. Instead there are many strands of concepts. Some concepts focus on including issues which are perceived to belong to one approach into the other discipline, for example human rights and human rights issues as learning content for history learning programmes or vice versa. Other combined concepts focus on the history of human rights. And a few approach both history learning and human rights education from a pedagogical or didactic perspective and develop combined approaches on that level.

The two educational approaches are regarded as neighbouring subjects (von Borries 2011:52). National Socialism and the Holocaust are frequently referred to when arguing for the combination of human rights education and history learning [practice examples presented in → Part II p. 91]. The atrocities committed under National Socialism as well as the subsequent establishment of the United Nations and the adoption of the Universal Declaration of Human Rights on 10 December 1948 are presented as a connecting point for history and human rights. The Declaration is regarded as a response to the Holocaust and Nazi crimes which should never be repeated and thus as an expression of remembrance itself (Schwendemann 2011:49-50).

A more differentiated view is guided by the human rights education dimensions of educating about, for and through (or within) human rights (UNDHRET Article 2.2 [→ Objectives of HRE p. 63]). It can be argued that one combination of history learning and human rights education is the 'subject' of Holocaust education. Here, as for example René Mounajed mentions (Mounajed 2012:264), the reflection on the historical event of the Holocaust is the initial point not just for a pure historical analysis, but of the violations of human rights in general. History learn-