

**COURSE DATA****DATA SUBJECT****Code:** 33713**Name:** Human rights and education**Cycle:** Undergraduate Studies**ECTS Credits:** 6**Academic year:** 2026-27**STUDY (S)**

Degree	Center	Acad. year	Period
1307 - Degree in Pedagogy	Facultat de Filosofia i Ciències de l'Educació	3	First quarter

SUBJECT-MATTER

Degree	Subject-matter	Character
1307 - Degree in Pedagogy	Comparative education	COMPULSORY

COORDINATION

ANCHETA ARRABAL ANA

LAZARO LORENTE LUIS MIGUEL

SUMMARY

In order to achieve the goals set out in the Degree in Pedagogy, the necessary training to attain the abilities defined as basic, general and specific is provided. To reach the proposed objectives in the approved guidelines for the recognition of this degree, it is made explicit that we shall work in a framework that pays attention to the following general principles: "1. Respect for fundamental rights and equality between men and women. 2. Respect for and promotion of Human Rights and the principles of universal accessibility and design for all 3. The values of a culture of peace and democratic values. 4. The values of care and sustainability of the earth. 5. Support to the economic development of peoples, poverty reduction and social equity policies." They are all principles that come together in a fairly straightforward, clear and precise manner with the general universe of thought and training that is raised in the contents of *Human Rights and Education*. Specifically, the introduction of this subject, for the first time as basic in the Curriculum of the educational area in Spain, attempts to train professionals in the field of Pedagogy who will be familiar with a focus on Human Rights -this approach has been recently adopted by all international organizations and NGOs when it comes to designing, planning and developing policies and interventions in the field of education, both in developing and in developed countries. Professionals who know the instruments used to assess the adequacy and enforcement of this



strategic objective. Professionals who identify and are familiar with the Conventions, Covenants, Protocols, Resolutions, Agreements and Declarations that frame, in legal terms, the potential enforceability of Human Rights concerning the children's right to education. And finally, professionals who will, critically, embark on the knowledge of the realities and problems that, especially in developing countries, hinder the true realization of Human Rights in the field of education: underdevelopment, poverty, illiteracy, lack of education, discrimination by gender, class, ethnicity culture, child labor in all its forms, child soldiers, etc. In short, to attend to the right to the protection of children and adolescents (NNA, in Spanish) enshrined in the 1989 Convention on the Rights of the Child which, in our country, establishes the Organic Law on Comprehensive Protection of Children and Adolescents against Violence, approved in 2021, in its article 36 the clear and inescapable obligation of universities to include in their training programs specific content on the protection and rights of children.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

Those to have access to Bachelor studies.

COMPETENCES / LEARNING OUTCOMES

1307 - Degree in Pedagogy

Capacidad crítica y autocrítica.

Capacidad de gestión de la información.

Capacidad de resolución de problemas y toma de decisiones.

Capacidad de trabajar en equipos multi e interdisciplinarios.

Capacidad de utilización de las TIC en el ámbito de estudio y contexto profesional.

Capacidad para realizar investigación educativa en diferentes contextos.

Compromiso ético activo con los derechos humanos y la sostenibilidad.

Conduct prospective and evaluative studies on educational characteristics, needs and demands.

Conocer y comprender los Sistemas Educativos y formativos actuales en el contexto internacional.

Develop the capacity for organisation and planning.



Know the principles and fundamentals of attention to diversity in education and implement and coordinate educational interventions with persons or groups with special educational needs or in situations of risk, inequality or discrimination based on gender, class, ethnicity, age, disability and/or religion.

Prepare and interpret technical, research and evaluation reports on educational actions, processes and results.

Reconocimiento y respeto a la diversidad y fomento de la interculturalidad.

Skills in analysis and synthesis.

Understand the theoretical references that constitute the human being as an active player in education.

DESCRIPTION OF CONTENTS

1. Human Rights. Historical perspective.

This introductory topic presents and analyses some of the declarations of the 18th century and the constitutions of the 19th century, focusing on their meaning, orientation, and impact, in order to subsequently study in greater detail and context the 1948 Universal Declaration of Human Rights within the framework of the generation of social, economic, and cultural rights.

2. Legal instruments for Human Rights protection. Study of the elements referred to education as a right.

Here we present and analyse some of the different types of basic documents and pronouncements in the field of human rights that have been produced in recent decades in the international arena and which are most closely and specifically related to education, the guarantee of access to it as a right, and the mechanisms provided to prevent any type of discrimination in its potential use and enjoyment.

3. Human Rights, right to education and educational practice.

This topic examines the human rights approach applied to educational policy and intervention, introducing the conceptual tools and instruments that enable the educational situation in different regions and countries to be analysed from this perspective using the means designed



by international organizations—the United Nations, UNESCO—and NGOs. This will provide a foundation for potential practice in real contexts when establishing compliance or non-compliance with the rights most directly related to the sphere of education.

4. The performance of international organizations and NGOs on Human Rights, Human Development and education.

From the perspective of Human Development as a generic conceptual framework, it is at this point interesting to examine the approaches and basis of the intervention strategies that, from the recent past to the present, have been developed by the most prominent international organizations within the United Nations—FAO, ILO, UNESCO, WHO, UNDP, UNICEF—and the non-governmental organizations that civil society supports in the area of human rights in their relations with the educational sphere.

5. The «Convention on the Rights of the Child» (1989). Ideals and realities.

After reviewing the historical background of previous international documents dealing with child protection, we undertook a detailed study of one of the most relevant legal instruments in relation to the regulation of the protection of all types of children's rights and access to education, understood as an inalienable right. From there, we seek to establish the true dimension and reality of these rights by delving into the contexts and problems that, especially in the developing world, hinder the true realization of human rights in the field of education: underdevelopment; poverty; illiteracy; out-of-school children; discrimination based on gender, class, ethnicity, or culture; child labour in all its forms; child soldiers; etc.

6. The «Education for All» program (1990; 2000). Lights and shadows of a global commitment.

In order to understand and analyse what is the oldest and best-known of the international programs that, among other objectives, seeks to achieve universal quality education without discrimination in access and the eradication of illiteracy, we will study the two major milestones that define and delimit it. Its entry onto the international scene in Jomtien (Thailand) in March 1990 with the World Declaration on Education for All, and its ratification, on the horizon of 2015,



with the six goals approved in the Dakar Framework for Action during the "World Education Forum" held in the capital of Senegal in April 2000. We will do so with the necessary contrast between the defined goals and their current status in the different regions of the developing world.

7. The United Nations «Millennium Declaration» (2000) and the «Millennium Development Goals» program. Successes and failures. The new Agenda for Sustainable Development: Goals and Sustainable Development Goals by 2030.

This topic addresses the study of the meaning and nature of the eight Millennium Development Goals resulting from the 2000 Millennium Summit. Although their interrelationship is clear, insofar as the goals most directly related to education can serve as catalysts in achieving almost all of them, we will devote special attention to those linked to achievements in the field of education. Specifically, Goal 2 seeks to establish universal primary education, ensuring that by 2015 all children in the world complete a full cycle of primary education. Goal 3 aims to promote true gender equality by empowering women and eliminating gender inequalities at all levels of education before the end of 2015. As in topic six, we will seek to establish a balance of achievements and failures of the MDGs across the globe within the time frame for which they were set.

8. Civil society, Human Rights and education. The Latin American case.

Latin America is an excellent example of the desirable organized dynamism of the most committed sectors of civil society in demanding education as an inalienable human right. One of the most consistent and influential manifestations of this in the last decade has been the theoretical and practical work carried out by the Latin American Campaign for the Right to Education (CLADE, in Spanish). We address the theoretical and practical underpinnings that nurture this work by analysing its various pronouncements and positions, from the Latin American Pronouncement for Education for All (2000), prior to its establishment as an organized movement, through the Declaration for Quality Education for All (Santa Cruz, December 2003), the Call to Action, the Panama Declaration (March 2007), the Valparaíso Declaration (July 2007), and the Guatemala Charter (October 2008), to the Panama Declaration (March 2007), the Valparaíso Declaration (July 2007), and the Guatemala Charter (October 2008). Panama Declaration (March 2007), the Valparaíso Declaration (July 2007), and the Guatemala Charter (October 2008), up to the São Paulo Charter approved at the VI CLADE Assembly, "Education is a human right: For non-discrimination in Latin America and the Caribbean," held in that Brazilian city in May 2010.

**WORKLOAD****PRESENCIAL ACTIVITIES**

Activity	Hours
Theoretical and practical classes	60,00
Total hours	60,00

NON PRESENCIAL ACTIVITIES

Activity	Hours
Attendance at other activities	4,00
Individual or group project	0,00
Independent study and work	45,00
Preparation of lessons	7,00
Preparation for assessment activities	28,00
Resolution of case studies	6,00
Total hours	90,00

TEACHING METHODOLOGY

Depending on the size and volume of enrolment, as well as the academic profile of the students, teaching methodologies will be defined and developed each academic year, selecting from the following options: Face-to-face theory classes (lectures). Face-to-face practical classes (text commentary; case studies; practical exercises; searching for information and educational documentation in databases and on the Internet; evaluation of online resources). Seminars and workshops (reading, study, and discussion of topics guided by the teacher. Group work; debates; report writing, case studies). Independent study and work (student study related to theory classes and portfolio creation). Group work (cooperative learning). Face-to-face and virtual tutorials (personalized advice on study and work topics). Complementary activities. Visits from foreign professors and specialists (other activities related to the subject matter). Preparation and completion of exams (written tests; oral tests; interviews; essays; attendance and participation in practical activities).

EVALUATION

To ensure the acquisition and development of the skills (knowledge, procedural, and attitudinal) associated with the subject, and taking into account both the size and volume of enrolment and the academic profile of the students, various assessment procedures will be defined and developed in each academic year, taking into account the activities carried out by the students and the different options chosen, selecting and using, among other possible options, some of the following procedures that are now presented:

1. Short-answer tests: Understanding of basic concepts of the subject.
2. Long-answer tests: Writing an essay to assess (a) the acquisition of knowledge, (b) its adequate understanding, (c) the ability to present and argue, and (d) the ability to apply that knowledge to



topics and problems associated with the subject.

3. Oral tests: Ability to express a paper or reading orally.

4. Objective short-answer tests at the end of each thematic block, where knowledge acquisition will be assessed.

5. Group study and work: (initial assessment of basic cooperative skills through a short questionnaire; continuous assessment of skills acquisition through short questionnaires; final assessment of group work and interaction skills).

6. Reports/Memoirs: Demonstrate the ability to synthesize information in the presentation of reports and memoirs.

7. Individual written work: (independent or guided), taking into consideration (a) bibliographic and information search skills, (b) the temporal organization of the work carried out, (c) the organization of the ideas and arguments expressed, (d) adequate writing and presentation, (e) the originality, topicality, and interest of the topic.

8. Self-assessment systems: autonomy and self-critical ability to judge one's own achievements will be assessed.

9. Portfolio: Collection of information to derive the grade (based on class attendance, seminar attendance, presentation of work, reports, practical exercises, and, in general, student output throughout the learning process).

10. Attitudes: Degree of participation and involvement in the development of learning tasks.

- Both the continuous assessment and the final assessment will be assigned a percentage of 50% of the final grade.

- To calculate the average between the continuous assessment and the final assessment, it will be necessary to pass both parts (obtaining 5 out of 10 possible points in each part).

- To pass the course, it will be necessary to obtain a grade of 5 points.

REFERENCES

- ALBERT GÓMEZ, María José et al.: Derechos Humanos, educación y sociedad. Madrid. Editorial Centro de Estudios Ramón Areces, 2010.
- ANCHETA ARRABAL, Ana y LÁZARO LORENTE Luís Miguel: ¿El derecho a la Educación y Atención de la Primera Infancia en América Latina?, Revista Educación XXI, UNED, 16 (1), 2013, pp. 105-122.
- ANCHETA ARRABAL, Ana: ¿Hacia una nueva concepción de la educación de la primera infancia como derecho. Avances y desafíos Globales?. Revista Iberoamericana de Educación Versión Digital, 47 (5), 2008 pp. 1-15 <http://www.rieoei.org/deloslectores/2661Ancheta.pdf>.
- ANCHETA ARRABAL, Ana: ¿El Derecho a la Educación y Atención de la Primera Infancia en la Europa Actual?. Educatio Siglo XXI, vol. 30, (2), 2012, pp. 129-148. BEITER, Klaus Dieter: The Protection of the Right to Education by International Law. Leiden. Martinus Nijhoff Publishers, 2006.
- BROWNLIE, Ian y GOODWIN-GILL, Guy S.: Basic Documents on Human Rights. Oxford. Oxford University Press, 5ª ed., 2006.
- CARMONA LUQUE, Rosario: La Convención sobre los Derechos del Niño: instrumento de progresividad en el derecho internacional de los Derechos Humanos. Madrid. Dykinson, 2010.
- COLE, Mike (ed.): Education, Equality and Human Rights. Issues of Gender, Race, Sexuality and



Social Class. London, Routledge, 2006.

- FERNÁNDEZ ALLER, Celia (coord.): Marco teórico para la aplicación del enfoque basado en Derechos Humanos en la cooperación para el desarrollo. Madrid. Libros Catarata.
- JAFFÉ, Philip D. (Ed.): Challenging Mentalities. Implementing the United Nations Convention on the Rights of the Child. Ghent Papers on Children's Rights, N° 4. Geneva. University of Geneva, 1998.
- KABUNDA BADI, Mbuyi: Derechos Humanos en África: teorías y prácticas. Universidad de Deusto. Departamento de Publicaciones, 2008.
- KHAN, Irene: La verdad no escuchada: pobreza y Derechos Humanos. Madrid. Editorial Fundamentos, 2010.
- LASAGABASTER HERRARTE, Iñaki: Convenio europeo de derechos humanos: comentario sistemático. Madrid. Civitas Ediciones, 2ª ed. 2009.
- LÁZARO LORENTE, Luis Miguel: ¿Entre la esperanza, el desencanto y la incertidumbre: la educación en América Latina, 1960-2002¿. En LÁZARO LORENTE, Luis Miguel y MARTINEZ USARRALDE, María Jesús (eds): Estudios de Educación Comparada. Studies in Comparative Education. Valencia. Universidad de Valencia, 2003. pp. 161-225.
- LÁZARO LORENTE, Luis Miguel: ¿Derechos del Niño, educación preescolar y equidad en América Latina¿, en DÁVILA, Pauli y NAYA, Luis Mª. (Coords.): Infancia, derechos y educación en América Latina. San Sebastián. EREIN, 2010. pp. 249-
- 268. LÁZARO LORENTE, Luis Miguel: ¿La educación inicial en América Latina y los derechos del niño¿, en DÁVILA, Pauli y NAYA, Luis M. (eds): Derechos de la infancia y educación inclusiva en América Latina. Buenos Aires, Ediciones Granica/UNESCO/OEI, 2011. pp. 227-260.
- LÁZARO, Luis Miguel, ÁLVAREZ FERNÁNDEZ, Violeta y Martín de la Rosa, Victoria: ¿European Policies on the Education of Roma Children. The case of Spain¿, en Napier, Diane Brook (Ed.). International Perspectives on Race (and Racism). Historical and Contemporary Considerations in Education and Society. Hauppauge, New York. NOVA Scientia Publishers. pp. 177-197.
- LÁZARO LORENTE, L.M., Y ANCHETA ARRABAL, A. (Editores) (2021). La educación en América Latina en la perspectiva de 2030. Editorial Tirant Lo Blanc. Colección Humanidades.
- LÁZARO, Luis Miguel: ¿La educación en América Latina hoy en el horizonte de la agenda educativa post 2015¿. Revista Española de Educación Comparada 27, 2016, pp. 17-35.
- MÁRQUEZ CARRASCO, María del Carmen: Logros y desafíos en el 60 Aniversario de la Declaración Universal de Derechos Humanos. Universidad de Deusto. Departamento de Publicaciones, 2009.
- MARQUIEIRA, Virginia et al.: Mujeres, globalización y Derechos Humanos. Madrid. Ediciones Cátedra, 2ª ed., 2010.
- MARTÍNEZ DE BRINGAS, Asier: Globalización y Derechos Humanos. Universidad de Deusto. Departamento de Publicaciones, 2008.
- MENKE, Christoph y POLLAND, Arnd: Filosofía de los Derechos Humanos. Barcelona. Herder, 2010.
- NEWMAN, Kate et al.: Derechos de Educación: Una guía para practicantes y activistas. Johannesburg. Global Campaign for Education, 2010.
- ORAÁ ORAÁ, Jaime y GÓMEZ ISA, Felipe: La Declaración Universal de Derechos Humanos. Universidad de Deusto. Dpto. de Publicaciones, 2009.
- PÉREZ TREMPES, Pablo y Gómez Fernández, María Itziar (eds.): El Convenio europeo de derechos humanos. Madrid. Tecnos, 2010.
- PILON, Marc; MARTIN, Jean-Yves; CARRY, Alain: Le droit à l'éducation. Quelle universalité? Paris. Éditions des archives contemporaines, 2010.
- PÒUTIAINEN, Pirkko; PESTEK, Edisa; Sarah Hemingway et al.: Methodology and Tools for Human



- Rights-based Assessment and Analysis. Geneva/New York, OHCHR/UNDP, 2004.
- ROBERTSON, David: A Dictionary of Human Rights. London. Europa Publications Limited, 1997.
 - RODRÍGUEZ PALOP, María Eugenia: La nueva generación de Derechos Humanos: origen y justificación. Madrid. Dykinson/Universidad Carlos, 2010.
 - UNESCO/UNICEF: Un enfoque de la Educación para Todos basado en los Derechos Humanos, New York, UNICEF, 2008.
 - VARGAS TRUJILLO, Elvia y GAMBARA D'ERRICO, Hilda (coords.): Guía para la evaluación de iniciativas para el desarrollo: Derechos Humanos y género. Madrid. Los Libros de la Catarata, 2010.
 - WEYTS, Arabella (Ed.): Understanding Children's Rights. Ghent Papers on Children's Rights, N° 8. Ghent. Children's Rights Centre, Ghent University, 2005.