

BEST PRACTICE CATALOGUE

Discrimination Free Schools



INSTITUT FOR
MENESKERETTIGHEDER

Best practices catalogue for anti-discrimination education

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Whole School Development:

1) Kirkintilloch High School – Respect the Difference

Theme: Bigotry, sectarianism, anti-discrimination.

Intended Audience: Staff, pupils, and wider community.

Methods: Information based web-page with interactive exercises.

This is a program run by Learning and Teaching Scotland (LTS), which is a non-departmental public body, funded by the Scottish Government, which takes part in all major developments in Scottish education.

On their webpage you can find information about the challenges the Scottish school system faces in the areas of discrimination and secularism, examples on projects they run in order to combat these issues, and suggested resources and tools to be used.

The main aim with this specific program is to promote respect, diversity and the acceptance of others, by integrating the lessons of sectarianism in other societies into the school curriculum with the main focus on religious prejudice and the Holocaust, and various social events.

Examples of anti-sectarian education is the teaching of the causes and consequences of the Holocaust in history, the study of the causes and consequences of ethnic cleansing in the 21st century in modern studies. Upper school classes study Hotel Rwanda, studying the consequences and context of the massacres and producing functional writing.

Other activities includes the school celebration of the Chinese New Year, and the planning of a “French market square” involving the Modern Languages Department developing learner’s languages and entrepreneurial skills and challenging sectarianism by inviting French-speaking Rangers and Celtic players to participate in the events.

For more information on LTS and the projects, visit their webpage:

<http://www.ltscotland.org.uk>

2) Including Everyone in Our Schools: A Resource for Whole School Development (UK)

Theme: Religious tolerance, religious integration.

Intended Audience: Teachers and administrators.

Method: Workshop oriented.

The resource and associated staff development are intended to support inclusion through a whole school development process. A seven-stage process is outlined for policy development, beginning with the identification of an issue that needs addressing in the school environment and concluding with the ongoing review of results.

The practice was developed in Northern-Ireland schools and include;

- whole school vision
- policy and practice in religious education
- symbols and emblems
- peer mediation
- good relations policies
- integration committee
- teaching tools

Although this integration resource was tailored to the situation in Northern Ireland (with attention to the issue of religious integration) the format can be adapted to other local and national contexts.

Northern Ireland Council for Integrated Education
Aldersgate House, 13-19 University Road, Belfast BT7 1 NA
United Kingdom
www.nicie.org.uk
+44 28902362

3) Racism. no way! Whole School Anti-Racism Project (Australia)

Theme: Anti-racism, ethnic tolerance.

Intended Audience: Teachers and their pupils (age 4 to 12).

Method: Mainly informative with some interactive tools

The *Racism. No way!* project aims to assist school communities and education systems to recognize and address racism in the learning environment. The project is an initiative of the Chief Executive Officers of education systems across Australia.

The project is primarily developed by teachers for teachers to use in the classroom.

The project includes a fact sheet with information relating to racism, multicultural education and Aboriginal education, and biographies on prominent Australians with a relevance to the issue. Furthermore the project provides access to relevant articles and news clips, and a lessons guide on how to counteract racism in school. It includes a wide range of learning techniques for pupils age 4 to 12.

The initiative was called the Whole School Anti-Racism Project, and it was based on the assumption that there are a number of stakeholders in devising and practicing anti-racist school policies - pupils, teachers, parents and the local community.

Racism. No way!

Locked Bag 53

Darlinghurst NSW 2010

Australia

webkeeper@racismnoway.com.au

www.racismnoway.com.au

Adult Training:

4) Education for Social Justice: Adult Training Program (The Netherlands)

Theme: Discrimination, bias, social exclusion

Intended Audience: Teachers and other adults in the field of education.

Method: Interactive workshops

The purpose of the program is to increase people's understanding of and sensitivity to the mechanisms that perpetuate systems of exclusion, oppression and inequity. The practice promotes the concept that each person must intervene, challenge and counter person and institutional behaviors that perpetuate discrimination. This includes the need to improve cross-cultural communication among different groups, to learn how to build alliances among groups in order to work against injustice and oppression, and to acquire experience in addressing biases and injustices.

, The training emphasizes the importance of examining discriminatory practices from both institutional and interpersonal perspectives. It illustrates a psycho-social approach for educators and other adults to confront sources and consequences of prejudice.

Training consists of two, three-day workshops, with an intervening period of two months during which trainees have the opportunity to implement new practices.

Education for Social Justice training is interactive, reflective and experience based. The training promotes different groups coming together for dialogue and to learn from each other.

It uses a three-way approach:

Naming – healing from and dealing with oppression by applying language to experiences

Voicing – speaking out on issues, ideas and feelings

Building alliances

International Step by Step Association (ISSA)

Keizergracht 62-64, Amsterdam 1015 CS The Netherlands

+361 3543920

Email: issa@issa.nl

www.issa.nl

5) A Classroom of Difference: Adult Training Program (Belgium)

Theme: Combating prejudice, diversity education, multicultural diversity, inter-cultural skills.

Intended Audience: School teachers, other staff and administrators.

Method: Workshop oriented.

The program includes education on prejudices and diversity and aims for participants to recognize and respect multicultural diversity, to confront prejudice and discrimination, and to develop inter-cultural skills.

The intention is to create an environment where all members are capable of recognizing prejudices and discriminatory behavior in themselves, and where pupils are capable of exercising critical thinking and work towards an inclusive school environment.

The program is based on 12 hours' core teachers' training during which participants engage in an exploration of several issues within the context of their work in school. These include stereotypes and prejudice, intercultural relations, institutional discrimination and intervention strategies.

The webpage also include reading materials and inspiration for further studies of the subject.

CEJI – A Jewish Contribution to an Inclusive Europe

319, Avenue Brugmann, Brussels 1180 Belgium

<http://www.ceji.org/education/schoolsacod.php>

+32 23443444

Email: ceji@ceji.org

6) Center for Race and Culture (Canada)

Theme: Anti-racism, cultural diversity.

Intended Audience: Teachers

Method: Interactive teaching tools and informative articles

The CRC is working closely with teachers, administrators and post-secondary institutions to develop material that can bring racial and cultural harmony to the classroom. They also have tools and strategies to deal with the everyday situation with racism and intolerance in the schools.

They offer a Teacher Professional Development Program: Cultural Crossroad, a Peace Ambassador Program, Classroom Resources and various workshops on Migration, Race and Respect, and Cultural Crossroads Catalogues.

Online you can download samples of their comprehensive teaching tool 'Race and Respect' which is a 55 page, bilingual (English/French) compilation of interactive, drama-based activities designed to raise awareness about human rights and culture. Activities foster discussions amongst the pupils and challenges them to examine the roots of their own stereotypical beliefs, and debate around:

- The role of stereotypes and prejudice in promoting racial discrimination
- How racism manifests itself in schools and society
- Recognize inequity and the denials of rights

Center for Race and Culture (CRC)

#4, 10866-96 Street

Edmonton, AB

T5h 2K2

Canada

Phone: 7804254644

Email: info@cfrac.com

www.cfrac.com/

Toolkits for education:

7) Drama Lessons to address prejudice and discrimination (Scotland)

Theme: Discrimination, bias, anti-racism.

Intended Audience: Teachers and their pupils.

Method: Interactive, drama classes.

The Centre for Education for Racial Equality in Scotland (CERES) was set up in 1991 following consultation with minority ethnic representatives, racial equality practitioners, teachers and academics in Scotland. CERES works with the Scottish Government, the Equality and Human Rights Commission, local authorities, schools, teachers, parents and other organizations and individuals to promote race equality, and has developed various tools and programs that teachers can use as inspiration when teaching anti-discrimination in their classes.

One of their projects is Drama Lessons to address Prejudice and Discrimination. Here you can find inspiration on what to teach, how to use this tool in your anti-discrimination lessons, read about what you have to be aware of when using the tool, and what you as a teacher need to know before starting to teach anti-discrimination.

[www.education.ed.ac.uk/ceres/curriculum/Drama/htm. /](http://www.education.ed.ac.uk/ceres/curriculum/Drama/htm./)

8) Play it fair!: A Human Rights Education Toolkit for Primary School Children in Non-formal Settings (Canada)

Theme: Non-discrimination, conflict resolution, human rights promotion.

Intended Audience: Pupils (age 6 to 13) and their teachers.

Method: Interactive games and exercises

Play It Fair! is an easy to use educational Toolkit developed to promote human rights, non-discrimination and peaceful conflict resolution within non-formal education programs for children, such as summer camps or after school activities.

The method of this toolkit is to teach the pupils tolerance and human rights through games and exercises that can be used in a broad variety of settings.

The toolkit includes two sections;

- A reference section
- An Activities section, which contains;
 - An Index of Activities by Age
 - An Index of Activities by Value
 - An Index of Activities by Issue
 - 63 Activities

Equitas; International centre for Human Rights

666 Sherbrooke West, Suite 1100

Montreal, Québec, Canada

Phone: (1-514) 954-0382

Fax: (1-514) 954-0659

E-mail: Info@equitas.org

<http://www.equitas.org/toolkit/download.php>

9) Human Rights Friendly School (Amnesty)

Theme: Non-discrimination, equality, democratic participation.

Target Audience: Pupils of primary and secondary schools.

Method: Both interactive and information based.

This project has a holistic, rights based approach and focus is the school as a whole. A Human Rights Friendly School ensures that equality, dignity, respect, non-discrimination and participation are at the heart of the learning experience and present in all major areas of school life; it is a school that is friendly to human rights.

It ensures:

- An overall school-wide atmosphere of equality, dignity, respect, non-discrimination and participation
- A fully democratic, participatory approach to school governance where all members of the school community are involved in the decisions that affect them.
- Empowerment of pupils, teachers and staff to meaningfully and equally participate in the creation and implementation of school policies.
- Student involvement in debates about change.
- An increased sense of inclusiveness and interconnectedness that fosters mutual responsibility and local and global solidarity.
- Rich learning experiences about human rights inside and outside of the classroom.

The webpage provides a multitude of toolkits and other resources to use in the education.

For more information please contact the International HRE team.

Email: hreteam@amnesty.org

Phone: (+44) 20 74135500

Fax: (+44) 20 79561157

www.amnesty.org or www.friendlyschoools.tiged.org

10) Facing History: What do we do with a difference? (USA, England, Canada)

Theme: Anti-discrimination, genocide, tolerance, integration, cultural diversity.

Intended Audience: Primary and Secondary School pupils

Method: Information based.

This project is part of a larger campaign which is called “Facing history”, and focuses on teaching pupils lessons from history in order to avoid genocide and discrimination.

“What do we do with a difference?” is a compendium that uses the French headscarf debate as a foundation to facilitate group discussions in the classroom. By using a national dilemma it develops an educational framework for integration, tolerance, and cultural acceptance, furthermore the webpage provides a series of related videos, audio programs, and more Facing History Resources linked to the project.

Facing History and Ourselves

This project has offices in USA, England, and Canada

To locate the address, go to the webpage; www.facinghistory.org

11) “I live in the Camp”: Stories of Roma children in Milan (Italy)

Theme: Roma, anti-discrimination, ethnic tolerance.

Intended Audience: This exercise is aimed at pupils aged 6 to 11, but the materials could easily be adjusted to different age groups.

Method: Interactive, artistic.

The exercise intends to raise the awareness of Roma and non-Roma children about discrimination faced by Roma people. *I Live in the Camp* art activities take place within the Schools of Peace program. This program assists Roma children in the expression of their needs through drawings and provides them with opportunities to explore their own experiences through working with other vulnerable groups.

Children from Roma camps produce drawings depicting the lives of Roma families, the process of integration and the reality of discrimination. In viewing the drawings non-Roma pupils are invited to reflect upon the injustice of discrimination against Roma.

Community of Sant’Egido

Via Lanzzone 13,

Milano 20123

Italy

www.santegidio.org

+39 3491617035

Roma *I Live in the Camp* artwork can be obtained on CD-ROM in Italian by contacting Ms. Elisa Giunipero, at elisaguinipero@hotmail.com

12) Methodology and Resources for Integrating Roma Culture in Education (EURROM) (Rumania)

Theme: Roma, anti-racism, anti-prejudice, inter-cultural competence.

Intended Audience: Primary school pupils/lower secondary level.

Method: Primarily interactive tools.

The exercise aims to improve relations between Roma and non-Roma children, and to reduce racism and prejudice against Roma in general. EURROM is intended for mixed classes with Roma children in primary school. It can also be adapted for lower secondary level.

The exercise encourages teachers to develop and implement educational activities that relate to existing curriculum learning goals, and also to develop inter-cultural competences of Roma and non-Roma pupils. EURROM provides teachers with concrete examples of structured educational activities that can be implemented in mixed classes.

The methodology is normally only used, where teachers have received training, but can be used as inspiration for other teachers working with similar issues.

Intercultural Institute of Timisoara

Boulevard 16 Decembrie 1989, no 8, Timisoara 300173 Romania

+40 25649845

www.intercultural.ro

Email: iit@intercultural.ro

13) Confronting Injustice: Investigating and Addressing Youth-Related Injustices in the School and Community (The Netherlands)

Theme: Cross-cultural understanding, anti-bias.

Intended Audience: Secondary school pupils (ages 14-17)

Method: Interactive web-based tools, and teacher's manual.

The program aims to promote a cross-cultural understanding of injustices that youth perpetrate upon their peers (such as bullying), focusing on experiences at school and within their local communities.

It is a web-based technology that enables participating pupils in different countries to compare their experiences.

A teacher's manual supports educators in guiding pupils through 4 project stages;

- Reflection on personal experiences
- Investigation into injustices
- Presentation of results
- Development of interventions for youth-to-youth injustice

The on-line exhibition focuses on what pupils think is the most appropriate response to injustices perpetrated by their peers, and recommend steps for making their school and/or community a safer and better environment. With the assistance of co-operating NGOs, classrooms of pupils participating in the practice are "twinned" with another class. A goal could be to develop strategies with the advice and recommendations of a partner school abroad.

Anne Frank House

Westmarkt 10, Amsterdam 1016DK The Netherlands

www.annefrank.org

+31 205567100

14) Czechkid: An Online Resource for Multicultural Education (Czech Republic)

Theme: Multicultural education, anti-bias, anti-prejudice, anti-discrimination, anti-homophobia.

Intended Audience: Pupils (ages 12-15) and their teachers

Method: Interactive web based, with a teacher's manual.

Czechkid is an on-line resource intended to assist teachers in addressing multicultural education. The site features animated children's characters from diverse backgrounds who discuss difficult topics. There are 43 dialogues dealing with: bilingualism, the Czech Republic and multiculturalism, homosexuality, racism and racial prejudice, marriage and family in Islam, the residency of foreigners, xenophobia, myths and stereotypes of Romani people, amongst other topics.

This resource is an adapted, national version of "Eurokid", which was originally developed in Great Britain.

The practice uses realistic youth dialogue to promote discussions on contemporary issues of multiculturalism, and includes a teachers manual with ideas and tools to use in connection with the online dialogue.

Department of Civil Society Studies, Faculty of the Humanities

Charles University in Prague

U Krize 8, Praha 5 – Jinonice the Czech Republic

www.czechkid.eu

+420 728979852

15) The Big Myth: An Animated CD_ROM and Website on World Religions and Ancient Cultures (Belgium)

Theme: Religious tolerance, Cultural tolerance.

Intended Audience: Teachers of primary and lower secondary school pupils (age 7-14).

Method: Interactive storytelling.

The project directly addresses a common lack of awareness of the cultural and religious traditions of minority peoples. The Big Myth combines an interactive, community-building website and CD-ROM, which present a collection of 25 creation myths from around the world using Flash animation storytelling, sound and music. Myths are the central focus of the site, but the entire environment is made up of six sections, including a teacher's guide, discussion forum, "Write your own creation myth" area and library.

The learning methodology draws upon complex instruction, which can be found online, that recognizes the multiple intelligences of pupils and co-operative ways of learning.

The Big Myth creates an atmosphere of mutual respect for the traditions of other cultures, and acts as a building block to assist youth in becoming better citizens on the national and international level.

Distant Train
Square Marie Louise 41, Brussels 1000
Belgium
www.distanttrain.com
+32 22803280

16) United Nations Cyber School bus: Lessons based on Ethnic Discrimination (UN)

Theme: Anti-discrimination, ethnic tolerance.

Intended Audience: Lower secondary school pupils

Method: Provides background materials for discussions and provides information and tools to be used by the teachers.

The material is focusing on teaching about ethnicity and includes curriculum, teaching tools and exercises. It is estimated to take about 2 to 2½ hours.

This lesson explores discrimination based on ethnicity. The lesson is in three sections, each framed by guiding questions on ethnic identity and ethnic discrimination.

The lesson begins by having pupils examine their own ethnic backgrounds. Pupils interview family members to learn about their family histories and cultures. This information is shared with the class with optional extension projects.

In Section B, pupils examine the causes and impacts of ethnic conflict around the world. First, pupils review current events stories to gain a broad overview of the issue.

Next, pupils deepen their understanding of the economic, cultural, and political aspects of discrimination by analyzing a case study on Eritrea. Questions, concept mapping, and other analysis strategies are used.

Section C presents ways to combat ethnic discrimination at the international, local, and individual levels. A variety of activities and project ideas are provided.

United Nations

<http://cyberschoolbus.un.org/>

17) United Nations Cyber School bus: Lessons based on Racial Discrimination (UN)

Theme: Anti-discrimination, racial tolerance.

Intended Audience: Lower secondary school pupils

Method: Provides background materials for discussions and provides information and tools to be used by the teachers.

The material is focusing on teaching about ethnicity and includes curriculum, teaching tools and exercises. It is estimated to take about 2½ to 4 hours.

This lesson explores discrimination based on race. The lesson is in three sections, each framed by guiding questions on racial identity and racial discrimination.

The material first introduce an experiential activity to help pupils reach a common definition of race. Pupils then reflect on their beliefs about racial differences and the sources of these beliefs. These activities reinforce the concepts of stereotypes and biases presented in Lesson 1. In the next section pupils explore some of the causes and impacts of racial discrimination. First, pupils examine the historical use of stereotypes to support racist beliefs. Next, pupils investigate institutional racism by creating an illustrated timeline of apartheid in South Africa and/or an illustrated timeline of the Holocaust in Europe. The last section presents ways to combat racial discrimination at the international, local, and individual levels. A variety of activities and project ideas are provided.

United Nations

<http://cyberschoolbus.un.org/>

18) Diversity and Tolerance education in Schools (Circle of Respect) (USA)

Theme: Anti-discrimination, racial tolerance, hate crime, anti-bias, bullying prevention.

Intended Audience: Primary School Pupils

Method: Interactive classroom exercises and role-playing exercises.

Teaching tolerance in elementary schools reduces the incidence of hate crimes, racism, discrimination, and bigotry. A part of the curriculum includes classroom exercises from newsletters and newspaper sections directed toward younger audiences. Additional methods include short theatrical productions and role-playing exercises.

In 1992, the American Bar Association's Young Lawyers Division (YLD) launched four Tolerance Education pilot projects in elementary schools, middle schools, high schools, and colleges throughout the country. The programs featured education about the law, open discussions, and mock trials. The South Carolina Bar YLD operates a tolerance education program for third and fourth graders in which attorneys go into the classroom and teach the pupils. At the conclusion of the program, it is evident that the pupils have a greater understanding of discrimination and prejudice.

Involved Partners in NCPC (National Crime Prevention Council):

American Bar Association, Young Lawyers Division
750 North Lake Shore Drive
Chicago, Illinois 60611
312-988-5000

Green Circle Program
1300 Spruce Street
Philadelphia, Pennsylvania 19107
215-893-8400

South Carolina Bar YLD
205 North Irby Street
P.O. Box 107
Florence, South Carolina 29503
803-662-6301

www.ncpc.org

19) A World of Difference – The Anti-Defamation league (USA)

Theme: Diversity, anti-bias.

Intended Audience: Primary School Pupils

Method: Interactive activities and teacher's manual.

A CLASSROOM OF DIFFERENCE™ is designed to address diversity issues from pre-kindergarten through 12th grade school communities. More than 375,000 elementary and secondary school teachers - responsible for nearly 12 million pupils - have participated in A CLASSROOM OF DIFFERENCE.

At the center of A CLASSROOM OF DIFFERENCE is the anti-bias curriculum that provides teachers with lessons to help pupils:

- Explore prejudice and bigotry
- Improve critical thinking skills
- Examine diverse viewpoints
- Take leadership roles

For contact information, go to;

www.adl.org

20) This is Where I Need to Be: Oral Histories of Muslim Youth in New York City (USA)

Theme: Religious tolerance, anti-discrimination.

Intended Audience: Grade 6 to 12 pupils and their teachers.

Method: Reading material and online curriculum guides with lesson plans.

“*This is Where I Need to Be*” is the first ever book containing oral history narratives told by Muslim American teenagers. Via oral history readings this material focuses on telling the story of 12 Muslim youths living and studying in New York City. These youngsters tell about their experiences of prejudice against them based on their religious beliefs and how that makes them feel. They also tell about the moments that situates individual Muslim identities and about their everyday lives that does not differentiate a lot from all other High School students. Through a companion website teachers can gain access to curriculum guide featuring 5 lesson plans, teaching materials, questions for class debates and homework assignments in addition to the 12 oral histories. Furthermore there is a subpage for pupils where they can explore the 12 stories and read about Islam.

Columbia University

Teachers College

www.thisiswhereineedtobe.com

Further inspirational material:

A diversity toolkit developed by the University of Calgary. Holds multiple links to journals, projects and other resources regarding diversity:

<http://people.ucalgary.ca/~dtoolkit/internationalwebbasedresources.htm>

Energy of a Nation is the online immigration resource center of The Advocates for Human Rights, providing accurate, up-to-date information and resources for educators, advocates, and community members through fact sheets, curricula, quizzes, action alerts, policy updates, and immigration-related news and events:

www.energyofanation.org

The Teaching Diverse Students Initiative (TDSi) is a project created by the American Southern Poverty Law Center and helps educators meet the challenge of teaching diverse classes. It provides research-based resources for improving the teaching of racially and ethnically diverse students, by providing tools and cases for inspiration:

www.tolerance.org/tdsi

Litterature:

Canadian Education Trend Report: Anti-racism and Multicultural Education. Description of Some Current Activities in Canada:

www.safehealthyschools.org/whatsnew/racism.htm

An online bookstore that specializes in professional books and journals with a subsection on Social Justice and Inclusion. Has a broad selection of books and articles on education and inclusion:

www.trentham-books.co.uk

Knowledge banks:

I Care's Crosspoint Anti Racism is a webportal that connects over 2000 organization working against racism in 114 countries:

www.magenta.nl/crosspoint

Tandis (Tolerance and Non-Discrimination Information System) was developed by the Polish ODIHR's Tolerance and Non-Discrimination department.

www.tandis.odihr.pl

“Human Rights Education in the School Systems of Europe, Central Asia and North America: A Compendium of Good Practice” is a compilation of 101 examples of good practice in human rights education in primary schools, secondary schools and teacher training institutions in the Organization for Security and Co-operation in Europe (OSCE) area, which is also covered by the United Nations Educational, Scientific and Cultural Organization (UNESCO), the Office of the United Nations High Commissioner for Human Rights (OHCHR) and, partially, the geographical mandate of the Council of Europe (CoE).

<http://www.ohchr.org/Documents/Publications/CompendiumHRE.pdf>

Other:

Project Implicit: The project uses a series of “implicit association tests,” to help gauge hidden biases within your own subconscious. Identifying and dealing with own personal biases might allow people to better serve as a role model for others.

www.implicit.harvard.edu