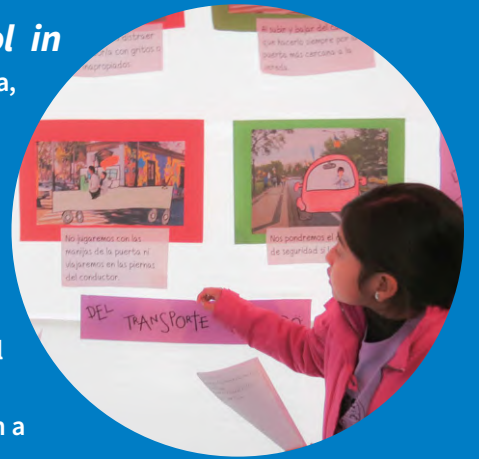


# PERU

## THINKING GLOBALLY, ACTING LOCALLY

*The José Antonio Encinas School in Magdalena del Mar, a district of Lima, Peru, has around 250 students from 5-year-old preschoolers to 16-year-old secondary students. Its motto is “aprender a aprender, aprender a convivir en democracia” (Learning to learn, Learning to live together in democracy). In 2013, when the school began to integrate human rights into its educational approach, the students were able to identify, discuss and resolve issues they faced through a human rights ‘lens.’*



Above: A Group 3 student participating in the Festival of Peru (2014)

It started with a class project by Group 8 students with their teacher, Helga Bazan, which grew into a school-wide initiative. The “Friends of Human Rights” project encouraged students to think about human rights in everyday contexts through hands-on research and interactive workshops.



“The entire project was **student-driven**. The students decided what they wanted to learn and how they wanted to **share their learning with others**. Thus each topic was very relevant to the students and they exchanged ideas and worked on solutions to the issues with their schoolmates.”

Helga Bazan, Teacher at José Antonio Encinas School

### FRIENDS OF HUMAN RIGHTS—FOR ACTION!

Students would find news events from around the world that interested them and then research how these events were linked with human rights. They would present their findings and opinions to their classmates through study groups and peer-to-peer learning. They also engaged the wider community on these issues through workshops.

Through the project, the students began to understand the concept of human rights and how global issues were related and relevant to their own lives. They also developed skills to take action and campaign for human rights—at first within the school, then more widely within their community.

### ONGOING EDUCATION

Today the students of José Antonio Encinas School continue to be involved in student-led human rights education. They use the perspective of human rights to identify and think about issues they face—both within the school and within their families and communities—and come up with practical solutions to address them.

### FESTIVAL OF PERU

The students of José Antonio Encinas School organize an annual school-wide campaign each July called the Fiesta del Peru (Festival of Peru). The festival is held in a public plaza or park, and the whole community is invited to actively participate.

Since the first human rights workshops in 2013, the Festival has focused on a different human rights topic each year. Human rights issues are brought to life through short plays, workshops, games and quizzes, art projects, discussions and debates, and other awareness-raising activities.

#### 2014 “Así no es, no te acostumbras” “It’s not like that, so don’t get used to it”

Students identified commonly accepted behaviors that were nevertheless violations of human rights, such as corporeal punishment of children, violence against women (molesting women in the streets), or corruption. Students dramatized the issues with short plays and then engaged the audience in open discussions.

#### 2015 “The Street Is Ours” Awareness raising through art

Human rights are learned through engagement with art and dialogue with artists: “We are spectators of art, we reflect critically on the quality and variety of what is offered to us, we discuss access to art—either as spectator or creator, and we investigate the legal framework that encourages the exercise of the right that we as citizens enjoy in the participation of cultural life of our community.”

#### 2016 “Eyes of the community” Civil surveillance and community monitoring

Students organized activities around civil surveillance and community monitoring of human rights and corruption. The event coincided with the presidential and congressional elections in Peru and included constructive engagement with government authorities.

“Students now see their reality through the ‘lens’ of human rights, **bringing ‘distant’ global issues ‘close’ to their personal experience**. For example, when the students studied torture, they saw similarities to bullying within the school. By making this connection, they saw **the importance of not disrespecting or harming others**.”

Helga Bazan, teacher at José Antonio Encinas School



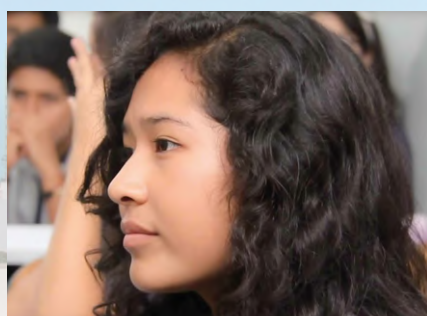
Above: A poster for a film festival about people with physical disabilities (2014)



Above: A display by primary school children on rights of pedestrians (Festival of Peru, 2014)



Above: A student displays his views on violence against women (Festival of Peru, 2014)



Above: A student participates in human rights discussion in the classroom



Above: A student ‘judge’ listening to a case on sexual harassment (Festival of Peru, 2014)



Below: Group 4 students making a presentation on human rights to parents and fellow students (Festival of Peru, 2014)