

2021

## PROGRAMME DELIVERY AND IMPACT

Naved Siddiqi



**1,031** hrs  
of expert human  
rights education  
reaching  
**6,485**  
learners



**17**  
schools received  
human rights  
teacher training



**50%**  
drop in violence  
and fighting in  
one secondary  
school



**1,614**  
learners  
engaging with  
creative arts  
learning of HR



**16**  
Partner Schools  
in Greater  
Manchester



**86%**  
teachers highly  
recommend the  
training

# EXECUTIVE SUMMARY

1. Robert F. Kennedy Human Rights UK (RFKHRUK) has introduced an ambitious and unique Speak Truth To Power (STTP) programme, to enhance human rights education in schools, with an initial focus on Greater Manchester.
2. It is free of cost to schools, who commit a minimum of 3 years to delivering lessons. By December 2021, there were 16 Partner Schools under the programme.
3. Teachers are supported with free training online covering current themes in human rights, creating safe spaces in classrooms, resource familiarisation, and, leadership. 73 teachers from 17 schools joined online training workshops.
4. Over half the teachers in training had qualified experience of 5 years or more. 87% would highly recommend the training.
5. Comprehensive classroom resources were updated, with new material written with the help of field specialists. The resources are designed to be adaptable and provide a creative experiential journey, helping learners realise their own personal agency in a complex world.
6. 1,031 hours of lessons were delivered reaching 6,485 learners, where learners had received 6+ hours of lesson time. 15% of planned lessons were curtailed due to pandemic-related "bubble" closures.
7. 1,614 learners also learned about human rights through creative arts. Photography, poetry and filmmaking were used to bring colour and life to human rights learning.
8. School classrooms in England were closed from March 2020 until June 2021. Schools faced many obstacles delivering lessons, yet most continued. Lead Educators reported that learners of all ages took to the lessons naturally.
9. The most significant impact reported was in cases where learners met with 'living-breathing' local inspirations of human rights, whose stories and efforts learners could resonate with.
10. 6 teachers were interviewed and praised the greater confidence with which learners could hold conversations around difficult issues concerning human rights.

# Impact.

*We have seen a 50% reduction in youth violence and fighting, both in and out of school, and a 25% reduction in mental health issues in our children.*

Janice Allen  
Headteacher  
Falinge Park High School

## WHAT TEACHERS HAVE SAID

*“Every pupil made origami boats with messages of hope after the first lockdown had ended. These boats were recently delivered around the community in local shops by Year 7 learners.”*

*“I would say this programme has had a huge impact across all of the years that had received lessons.”*

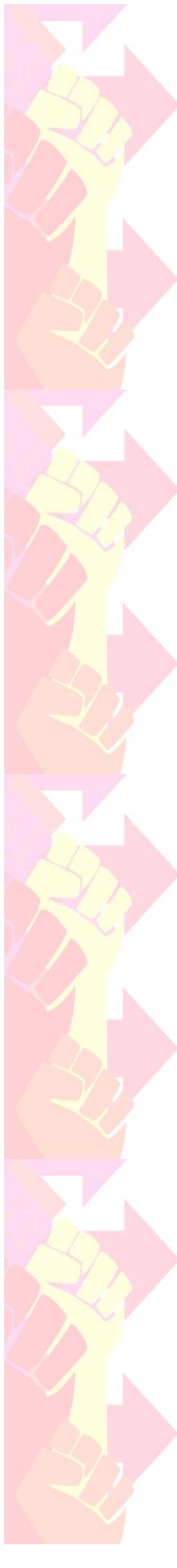
*“Inspired by the lessons, a new scheme of work was developed this year for Year 10/11, where 25 worked on 3 hours of ‘rebuilding’ lessons. We looked at rebuilding after conflicts in Rwanda, South Africa and in the UK after World War II, but also post Covid.”*

*“We teach the vocabulary of human rights explicitly, so that children can have a dialogue and a safe space to discuss the many human rights issues that are part of the programme.”*

*“We have utilised the RFK programme and have designed, planned and built upon the school’s programme on its values.”*

*“Two girls came to me with a poem that had written in their lunch time.”*

*“The RFK programme is dependent on creating safe spaces for students in tutor time, and several sessions were spent understanding and establishing these. We planned the sessions using the resources and materials to promote dialogue and critical thinking.”*



## Contents

Introduction

About this Report

Impact of Covid-19 on STTP

In the Classroom

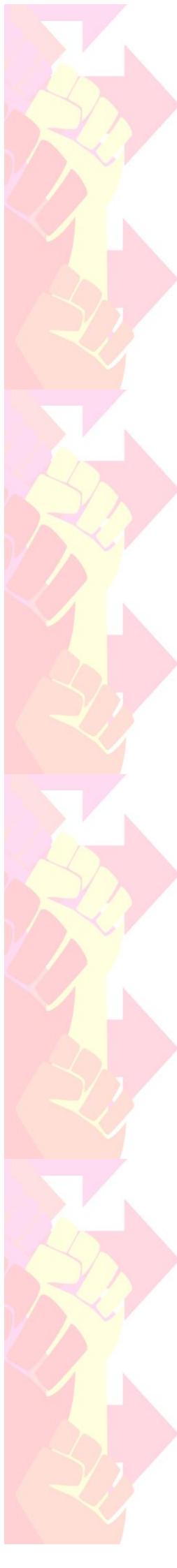
Supporting Classroom Learning

Impact: Learner Development

Fostering a Human Rights School Culture

What Have We Learned?

Outlook



## Introduction

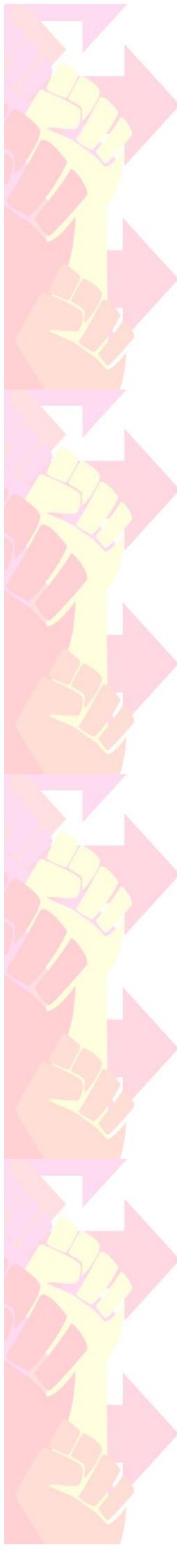
The Speak Truth to Power (STTP) education programme by Robert F. Kennedy Human Rights UK **combines powerful storytelling and creative learning** to educate learners and teachers to bring knowledge and agency to human rights concerns. Through lesson plans, teacher training, materials, inspirational stories - local and from around the world - human rights are given meaning and relevance, providing young people with a unique entry point to rich human rights education.

In a digitally connected world where access to injustice and violence arrives 24/7 in the palm of young hands, STTP aims to help developing minds navigate their way to a realisation that they can **become agents of change in their own unique way**. By showcasing individual human rights inspirations or activists and bringing their stories to life, the lessons help make the actions taken by activists more relatable, to help recognise that each person can have a role to play in defence, protection or change; each person can be a champion of justice in everyday life.

*“This programme has given our learners a voice and helped our school as an organisation to grow.“*

Robert F. Kennedy Human Rights UK (RFKHRUK) has introduced an ambitious and unique Speak Truth To Power programme for enhancing human rights education. The programme consists of a **comprehensive framework for learning outcomes**, classroom resources, support and training for teachers and schools, monitoring and evaluation of delivery and feedback, and, resourcing examples of human rights inspirations from the past and present.

In 2017, a pilot study was conducted by the Association for Citizenship Teaching to test and evaluate the way teachers could implement programme resources and assess lesson experiences across 10 English schools. It found that **96% of**



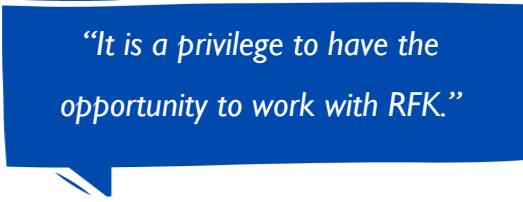
learners enjoyed the learning and 65% thought the lessons were better than regular lessons. After the success of the pilot, work to attract new Partner Schools to the project commenced in 2019.

There is no fee for a school to undertake the human rights education programme, Speak Truth To Power, instead, schools commit to delivering the programme for a minimum of 3 years, set out in a Memorandum of Understanding which confirms their status as a Partner School. At the end of the academic year 2019-2020, STTP was present in 8 Partner Schools. However, 6 of these schools (based in London and Greater Manchester) were part of the pilot study and did not renew a commitment to the programme. The 2 remaining schools in Greater Manchester (Falinge Park High School and Abraham Moss Community School) chose to remain STTP schools - they became pioneering schools of the project, laying the ground for planned growth.

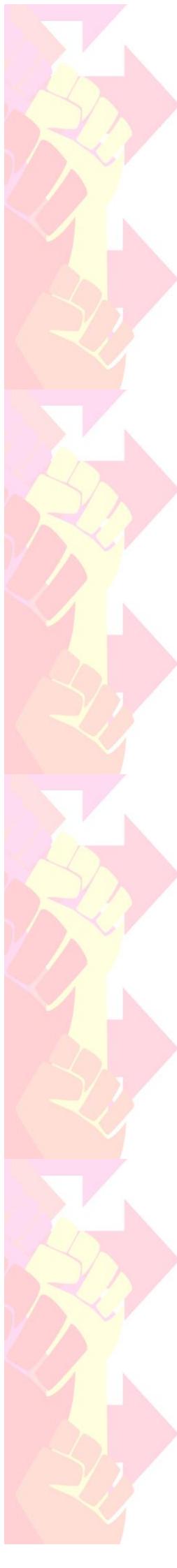
With a strategic focus on schools in Greater Manchester, the programme was offered to selected secondary (Key Stage 3) and later, primary (Key Stage 2) schools. By December 2021, a further 14 schools from Greater Manchester joined the programme, totalling 16 Partner Schools.



**16** Partner Schools  
**7** in the process of becoming partners



*"It is a privilege to have the opportunity to work with RFK."*



## About this Report

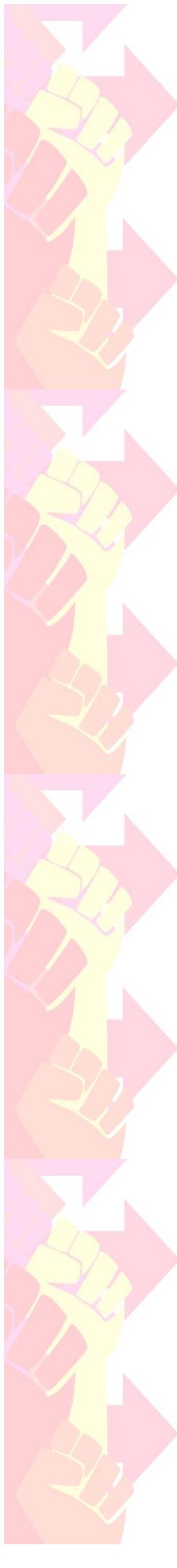
This report explores the growth and delivery of Speak Truth To Power across the region of schools in Greater Manchester from September 2020 to December 2021. It is based on 6 interviews with Lead Educators (Dec 2021), notes from conversations with teachers during training, comments provided through feedback forms, update reports and analysis of surveys submitted after training workshops.

The report looks at a school's experience of lesson delivery, programme resources, human rights inspirations and professional development training. This report seeks to capture the **cumulative impact upon the character development** of learners as schools gradually embed a human rights learning culture within their curriculum and the educational experiences they offer to learners. Selected comments made by teachers appear in blue speech bubbles across the report.

While the programme is rich in resources and attractive to many schools, Speak Truth To Power can be quite an undertaking for a school, whose leadership team will need to consider a range of factors (internal issues such as capacity within, and external issues such as social issues surrounding the school etc.) before reaching a point of readiness. **Schools need reassurance, time and training.**

Schools agree to a Memorandum of Understanding which brings them into partnership for human rights educational programmes over 3+ years. Each school is invited to select a senior teacher as Lead Educator to support the facilitation and delivery of the programme within the school. The Lead Educator is often selected by the Headteacher, which is important to ensure the programme's longevity and impact within the school. Schools need initial support, particularly in the areas of guiding the Lead Educator, the continuous professional development of teachers, and advice on human rights related issues that could surface, such as dealing with strongly-minded parents or competing priorities within the school.

How many schools? In the academic year 2019-20, before the start of this evaluation, the number of schools delivering STTP had dropped from 8 to 2 (these were associated with the pilot study). This report focussed on the period September 2020 - December 2021. An interim report of July 2021 reported that by the end of the academic year 2020-2021, 18 schools were in conversation with the provider, either having joined or giving serious consideration to joining the programme. By December 2021, this number of schools has increased to 23. Of these, 16 had formally become



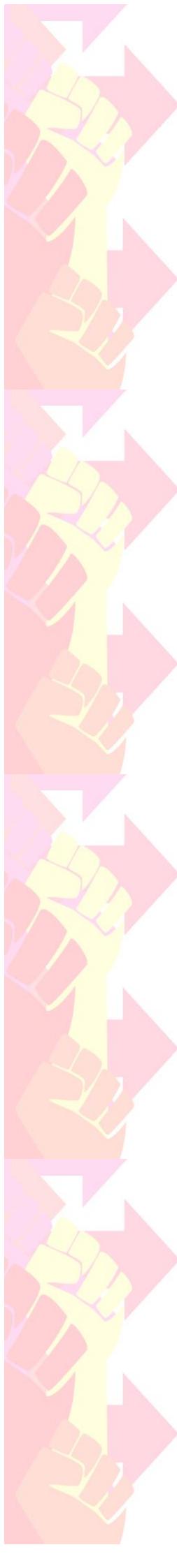
Partner Schools of the programme, and 7 were in the process of becoming partners. All schools are located in the Greater Manchester region.

Once schools join STTP, the focus of the relationship shifts to classroom lessons and delivery. Commencing STTP lessons often hinges on the confidence and knowledge base of Lead Educators and Headteachers. 17 schools had undertaken a half-day STTP teacher training workshop to educate teachers about human rights and related issues. It covered contemporary subjects teachers were unlikely to have taken any training in, and likely to come across in classroom discussions when delivering the programme, such as, critique about human rights personalities or creating **safe spaces to explore sensitive topics**. By December 2021, 10 schools had delivered STTP lessons (5 secondary; 5 primary). A further 6 had scheduled lessons to commence from the school term beginning in Spring 2022. The list of Partner Schools is attached as Appendix 1.

This report covers the reach of lessons delivered across Partner Schools and feedback provided by teachers concerning the support they have received and the resources they have used. It provides information on the choice of topics schools used in lessons, the importance of teacher training in expanding the knowledge base and leadership capabilities of teachers, and what we learn for areas of improvement.

STTP seeks to develop human rights champions and advocates in both young people and teachers; it **aims to achieve this in layers or stages of understanding complex issues and the importance of personal agency** as "Movements for Change". It seeks to change school cultures and instil in young people an individual capacity to take action, to make a difference in their school, communities or wider society.

STTP's lessons are cross-curricular, and can be adapted and incorporated across different subjects, including English, PSHE, Citizenship, History, Politics, Art, Drama etc. This flexibility is important given that there is no express national curriculum requirement or subject specification governing human rights, in schools .The topics addressed through classroom resources cannot be seen as subject material to be "covered", instead Headteachers and senior leaders are asked to make time for STTP as an additional subject or instead of. It follows then that traditional evaluation



methods used by teachers for curriculum subjects do not suit/fit this programme of education.

To this end, this report is looking for indications of learning, understanding and impact as it deepens over the three year partnership. It seeks to support an evolving human rights centred approach to education being embraced and embedded within a school's ethos and culture as much as it is within the developing individual learners. STTP seeks to create a learning experience where **the classroom becomes a space for learners to conceptualise human rights as a relationship of personal engagement** and where the lives of human rights inspirations, some of whom will have a local and relatable resonance with the school or its learners, help create a personal sense of agency and empowerment. This report seeks to capture the journey of learners emerging from the programme feeling they have their unique capacity to be human rights activists, and the confidence to be a voice championing the lived reality of human rights in their schools, local communities and country. This spirit, and the variety of outputs of these lessons, underline the belief that human rights education resulting in action is the best defence against human rights violations.

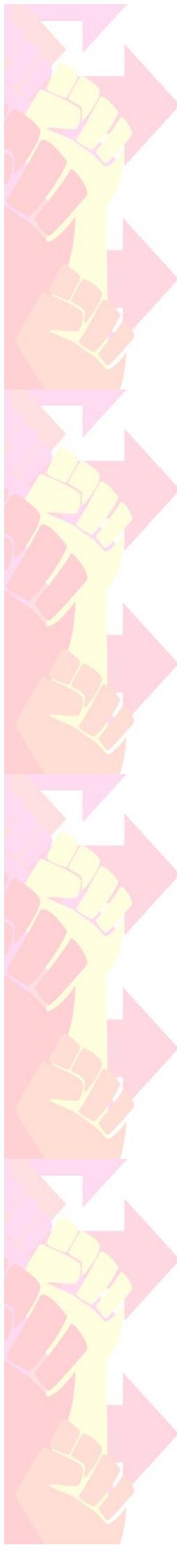
## Impact of Covid-19 on STTP

In March 2020, schools in England were closed as the country went into lockdown to help fight the COVID-19 pandemic and did not return to classroom teaching until June 2021. The impact and disruption to schools were undoubtedly overwhelming, and the circumstances unprecedented for a generation of teachers.

Schools that had commenced lessons under the STTP programme faced a range of challenges in delivering lessons designed to be engaging and based on group discussion and activities. Classroom lessons will typically involve debate, discussion, hearing from local human rights inspirations, and diverse viewpoints. Because Partner Schools are located in areas of deprivation, there were also concerns of "digital poverty" schools needed to consider – schools could not assume or expect all learners had adequate access to learning online.



15%  
lessons curtailed  
by Covid-19  
"bubble  
closures"



*“During lockdown, the STTP programme continued as a priority... which evidenced the value placed on its importance, especially at a time of uncertainty and rapid unprecedented change.”*

*“We incorporated strategic yearly, termly and weekly planning of the programme, utilising STTP but developing our own so that it was meaningful to our context and aims.”*

*“During online lessons during Covid, we adapted the materials and had a day of learning about the challenge and impact of food poverty, where learners of Key Stage 3 presented their learning online.”*

In spite of these unusually difficult challenges, many schools remained determined to deliver the STTP programme by overcoming the constraints and maintaining a focus on the central importance of the education of human rights. An estimated 15% of lessons, based on interviews and reports, were curtailed or impacted by Covid safety measures (“bubble closures”). The tenacity and focus of schools commencing lessons in these circumstances are to be applauded.

*“During lockdown, the STTP programme continued as a priority, which evidenced the value placed on its importance, especially at a time of uncertainty and rapid unprecedented change. The programme was used as a stimulus for imagining a new world. We focused on human rights, our shared values and learning behaviours as a way to offer hope, to make sense of the world and re-imagine a better world from it.”*

## In the Classroom

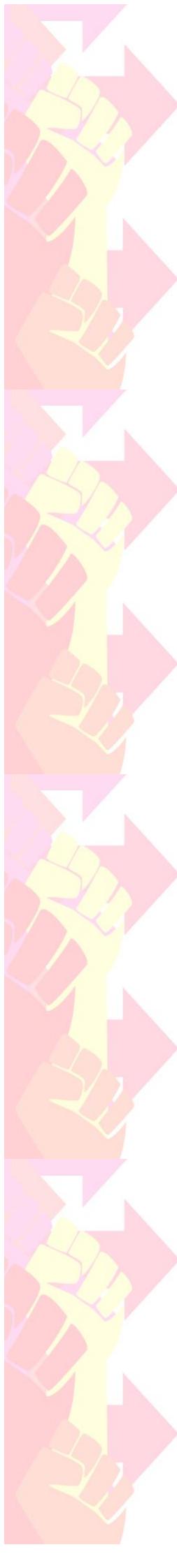
Speak Truth To Power	
Lessons delivered (min 6+ hours)	
Sep 2020 – Dec 2021	
Primary	<b>286 LESSON hours</b>
Yrs 4 to 6	<b>1,180 learners</b>
Secondary	<b>745 LESSON hours</b>
Yrs 7 to 9	<b>5,305 learners</b>
<b>TOTAL REACH</b>	<b>1,031 LESSON hours</b>
	<b>6,485 learners</b>

10 schools (5 secondary, 5 primary) delivered STTP lessons during the school year. In total, **1,031 hours of lessons were delivered to reach 6,485 learners** across multiple years in Key Stages 2 and 3, where learners received 6+ hours of focussed human rights education. STTP is a cross-curricular programme providing lessons that can be incorporated into a range of subjects, such as history or art, and these are naturally more difficult to quantify. In addition (and as noted above), interviews with teachers tell us an estimated 15% of lessons planned also had to be curtailed due to “bubble closures” arising from viral risks.

*“Learners were engrossed in the conversations so much so that after the meetings stopped they went on to do further research at home.”*

*“I’m a history and politics teacher and we don’t truly get a chance to explore these issues properly within the curriculum, and this programme really allows us to do that much more.”*

Through these lessons, learners were encouraged to consider what individual agency could mean for them, what role they could provide. Teachers reported emphasising the need for



clarity around the vocabulary of human rights education, and applying their meaning to case studies. Present day human rights inspirations were used to create an STTP story for all educational levels. One teacher remarked how he found the lessons and materials would enrich his own specialist subjects of history and politics by bringing a much broader classroom exploration of those subjects. Teachers demonstrated skill and flexibility in adapting the STTP lesson ideas provided to develop engaging classroom sessions. Much of this was centred around restrictions relating to the pandemic. Some primary school teachers adopted softer lessons they felt were more appropriate for pupil ability. Teachers frequently stated they had confidence in the quality and depth of lesson plans, and many merged the messages with other parts of the curriculum they were also teaching, including a senior history and politics teacher.

*“The intertwining of vocabulary and STTP sessions helped ensure students were equipped with the language that empowered them to understand, discuss and enact the issues raised in the programme.”*

### **Lessons delivered encompassed:**

- Future Visions: Re-imagining a new world and a new future
- This Place: An exploration of who we are and what we can become
- Movements for Change: Social action that changed our world
- This Is Us: Values and experiences that make us who we are
- Human Rights History: Complexities, limits and agency
- Celebrating Human Rights Inspirations: Untold Stories
- Change starts with us: How everyday actions protect the human
- Women's Human Rights: Historical & contemporary agency in gender equity
- Structure and rights: How is systemic oppression camouflaged
- Systemic racism: Exploring the Black Lives Matter movement
- Local stories: Championing local human rights inspirations
- Human rights in society: Designing our community

*“Great to see them [learners] engage with something so enthusiastically that wasn’t really part of the curriculum.”*

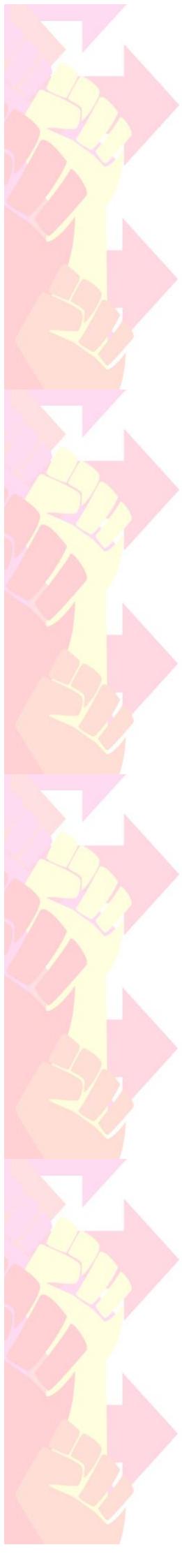
In addition to classroom lessons, 1,614 learners were also engaged with human rights education through creative arts in primary and secondary schools. This included the use of poetry and photography offering learners a creative opportunity to express themselves on the theme of What Does it Mean to be Human? Additionally, an innovative film making project on this theme, engaged a new age demographic, learners at The Manchester College. Poems, photos and films created by learners were then shared at the Ripples of Hope Festival which was a highlight for a great many learners and teachers alike. It provided an exciting focus for some of the more practical activities suggested in the STTP lesson plans, and clearly was a source of tremendous pride for the whole school ‘family’.

# **Speak Truth To Power**

## **CREATIVE PROGRAMMES**

<b>Photography and Poetry</b>	<b>250</b> learners
<b>Film making: This is Us</b>	<b>750</b> learners
<b>The Manchester College human rights films</b>	<b>250</b> learners
<b>Dance Motif</b>	<b>200</b> learners
<b>Ripples of Hope</b>	<b>164</b> learners
<b>ALL</b>	<b>1,614</b> learners





## Supporting Classroom Learning

The STTP programme comes out of Mindsets for Change, a framework created with artists, educationalists, child psychologists, activists and teachers. This rich collaboration of expertise led to educational outcomes built around 4 human qualities and skills which underpin every resource:

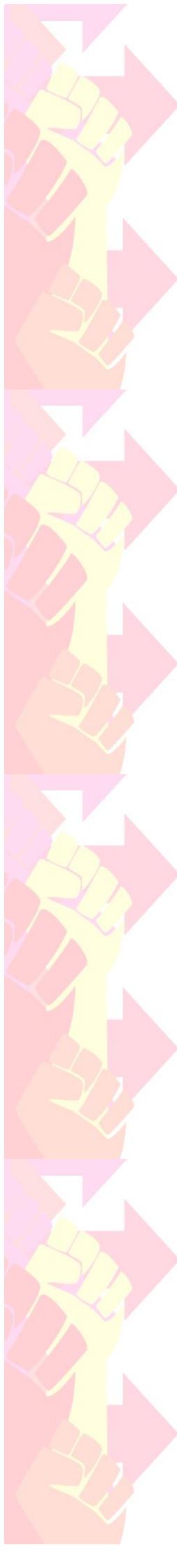
1. Purpose – knowing oneself
2. Compassion – relationships with others
3. Complexity – sees a big picture, uncertain world
4. Hope – one's vision for the future

Mindsets for Change enables young people equipped with skills, understanding and qualities to engage effectively in human rights concerns and progress to a call for action.

STTP offers rich resources comprising lessons, case studies, worksheets and other materials that can be adapted to different local contexts and learner capabilities. They have been carefully designed in consultation with specialist advisers and are crafted as experiential journeys in education. Learners progress by moving from gaining a sense of self, empathy for the 'shoes' of others, and move towards envisioning new futures and acquiring a personal sense of agency to take action suited to them. By exploring stories of human rights inspirations, some of whom are living and even local people, learners understand that they have something to contribute as individuals, together with others, to bring about change.

Classroom materials are strengthened by other resources supporting the learning outcomes, this includes inviting a local human rights activist into school so that learners can interrogate and explore key ideas on how human rights change can be created in their local communities. Movements for Change provides an expansive experience to enable learners to understand that change comes over a period of time and through the hard work of many people, which leads to a turning point in law, society and cultures. It reinforces the idea that it takes many people and long periods of time to create lasting change and therefore, sustained teamwork and collaboration is essential in building change.

This Place is a resource focussing on one's social environments and asks learners to consider the relationship between social action, where decisions are made, and the reality of their community or living environment. It takes learners on a journey from how past actions have shaped today's reality. It helps learners think through how their actions can also bring about change.



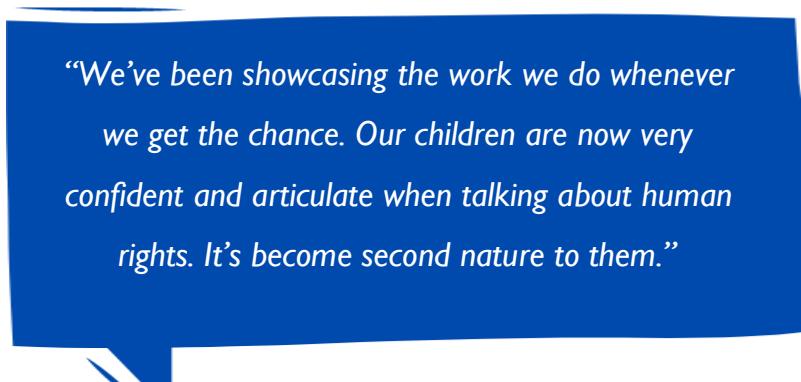
Future Visions is an educational resource that helps learners apply blue sky thinking where the world is reimagined with human rights principles at its heart. Learners engage in creative, compelling experiences that focus on a human rights centred vision of the world.

Breakthrough Conversations, created with the former Archbishop Rowan Williams, teaches learners how to engage in dialogue, disagree without enmity, and see humanity in other people and their perspectives.

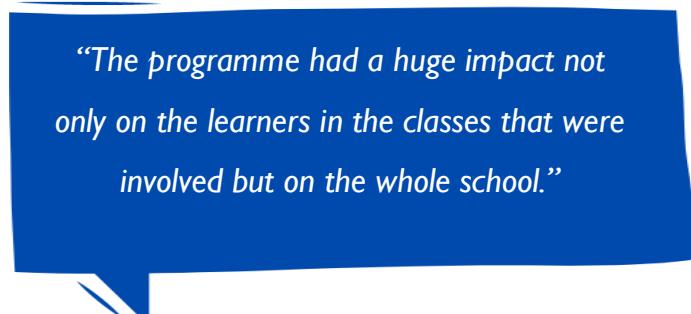
The materials also help foster a healthy and safe learning environment by providing suggested mindfulness exercises. These are important for the wellbeing of learners and help teachers root learners into their time and space which is especially useful where emotive or difficult topics have been explored and can feel overwhelming.



Artists, activists, educationalists, child psychologists and teachers collaborated to create Mindsets for Change



*“We’ve been showcasing the work we do whenever we get the chance. Our children are now very confident and articulate when talking about human rights. It’s become second nature to them.”*



*“The programme had a huge impact not only on the learners in the classes that were involved but on the whole school.”*

**SPEAK TRUTH TO POWER**

HUMAN RIGHTS EDUCATION PROGRAMME

MOVEMENTS FOR CHANGE

ROBERT F. KENNEDY HUMAN RIGHTS

**MOVEMENTS ACROSS TIME: LOST RIGHTS**

**First UK Pride March, 1st July 1972**

The first official Gay Pride rally took place in London on 1st July 1972, organised by the Gay Liberation Front. It was attended by around 2000 people. The march ended at the Royal Albert Hall, where a rally was held. In 2010, it is estimated by the Human Rights Commission that there were over 100,000 people at the march. The march has since become one of the largest annual events in the UK.

**What is this important?**

It was during the 1970s that many countries began to take steps towards equality for LGBT+ people. This included laws that made it easier to marry and have children, and policies that encouraged visibility from the public.

**Bombing of gay pub, May 1999**

The Admiral Gurkha pub in London, owned by the Admiral Gurkha and West India Dock Management Committee, was targeted by a bomb. The爆炸 caused major damage to the building, which was later demolished. The pub reopened under new ownership in 2004, known as The Admiral Gurkha. The bombing was carried out by the London-based organisation People's Resistance Network, which was part of the far-right National Alliance.

**Why is this important?**

This bombing shocked the gay community and the wider public. It was the first time that the community had been targeted by a terrorist attack. The event highlighted the continued discrimination faced by the LGBT+ community.

**Legalisation of same-sex civil partnerships, 2004**

The Civil Partnership Act 2004 allowed same-sex couples to enter into a civil partnership. This gave them the same legal rights as opposite-sex couples. The act was passed by the Labour government in 2004, despite opposition from the Conservative Party.

**What is this important?**

The legalisation of same-sex civil partnerships was a significant step forward in the fight against discrimination. It provided equal rights and protections for all couples, regardless of their sexual orientation.

**MOVEMENTS ACROSS TIME: RACE**

**Bristol Bus Boycott, 1963**

The Bristol Bus Boycott was led by the Bristol and West Credit Union and the Bristol Community Movement, with support from the Bristol City Council. It was triggered by the introduction of bus fares, which were set to rise from 10p to 12p. The boycott lasted for 11 weeks, until April in 1963. It was organized by the Bristol Community Movement, which was founded by Robert F. Kennedy Human Rights.

**Why is this important?**

The boycott showed that the bus community and the wider public were united in their opposition to the fare increase. It highlighted the power of collective action and the importance of challenging systemic racism.

**Southall Youth Movements, 1970s-1980s**

The Southall Youth Movement was created in the wake of the Notting Hill Carnival. It grew out of a group of young people in Southall who were angry about levels of racial discrimination. They organized an anti-racist protest in the streets of Southall, which was met with police violence. This protest highlighted the threat of racism and inspired other young people to take action.

**Why is this important?**

The Southall Youth Movement was a key moment in the Black Lives Matter movement. It showed that young people can stand up to racism and make a difference.

**MOVEMENTS ACROSS TIME: CLASS**

**Charles Dickens, 1812 - 1870**

Charles Dickens was a British novelist and successful writer of the Victorian era. He wrote many novels such as 'Oliver Twist' and 'A Christmas Carol'. Oliver Twist is a classic novel that explores the experience of poverty. Dickens left school at a young age and worked in a factory before becoming a writer. His family's experiences of poverty heavily influenced his writing.

**What did they do?**

Dickens exposed the evils of the poverty and class system of Victorian society. His novel 'Oliver Twist' shocked the public and proved that the poor deserved better treatment. When Britain was the major economic and political power of the time, Dickens used his writing to expose the suffering of the poor and disadvantaged working class. Through his journalism he wrote on specific issues facing the poor, such as child labour and homelessness. He also spoke publicly in regard to class inequality. He often wrote articles for newspapers and magazines, and gave speeches and explanations to those with little power, rather than helping the rich.

**Ellen Wilkinson, 1891 - 1947**

Ellen Wilkinson was a British Labour politician who served as Minister of Education from 1945 to 1946. She was a socialist who believed in equality and justice for all. She was a member of the Communist Party and a trade unionist. She was a champion for women's rights and helped to found the Women's Social and Political Union.

**What did they do?**

Ellen Wilkinson came from a poor working-class family and she endorsed socialism on an early age. After her mother died, she became a teacher and later joined the Labour Party. She was a member of the Communist Party and a trade unionist. She was a champion for women's rights and helped to found the Women's Social and Political Union.

**Twigsy, b. 1949**

Twiggy was an English model, actress, and singer widely known by the nickname Twiggy. She is often described as the world's first supermodel. She was a cultural icon and a prominent teenage model in the swinging sixties London. Dubbed 'The Face of '66' by the Daily Express, she became a global icon. Her look inspired a generation of young women. She was known as the first 'working class supermodel'.

**What did they do?**

Twiggy went on to become a successful actress in film, stage and television, beginning her acting career in 1967. She also had a successful music career, encompassing a variety of styles, which earned her a Grammy Award in 1990.

Movements For Change Project Objectives

Robert F. Kennedy Human Rights UK  
Speak Truth to Power

**GROUP AGREEMENT SHEET**

**NAMES:**

**WHAT ARE THE STRENGTHS WE HAVE IN THIS GROUP:**

**WHAT DO WE WANT TO ACHIEVE TOGETHER:**

**HOW WILL WE TREAT EACH OTHER:**

**Signatures:**

ROBERT F. KENNEDY HUMAN RIGHTS

*"In our school, the programme was designed to identify movements for change throughout and incorporate social action as a final outcome."*

*“I now feel equipped to encourage the children to develop their understanding of themselves and their own sense of agency in the world.”*

## What Lies Within Me & What Role Can I Play in Making Change?

### OBJECTIVES

For students to reflect on their own strengths and personalities.

For students to consider their role in making human rights a reality in the future.

### BREATHING

**CLOSE YOUR EYES AND LISTEN CAREFULLY TO YOUR SURROUNDINGS.**  
**Follow your breath as you breath in and out.**  
**Now take 3 deep breaths before you open your eyes.**  
**One for yourself.**  
**One for the group and one for the world.**

## PROJECT 3 MOVEMENTS FOR CHANGE

Objectives	Mindsets For Change	End Product
<ul style="list-style-type: none"> <li>To understand that it takes many different people working together to create the changes we learn about not just the single 'heroes'</li> <li>To make well known human rights advocates more relatable and understand that even human rights 'heroes' are complex individuals like the rest of us</li> <li>To deepen their knowledge of different movements for change such as: working class and women's rights in the UK; the LGBTI movement; resistance against systemic racism in the UK</li> </ul>	<b>PURPOSE</b> <i>Knowing myself</i> Value myself Self aware Responsible Inspired Courage  <b>COMPLEXITY</b> <i>How I see the world</i> Open minded Sit with uncertainty Multiple truths Big picture Compromise / Make hard choices	<b>LEADER</b> <i>A person that guides or acts as a head of a movement, organisation or group. They are often the public face for the movement.</i>  <b>SUPPORTER</b> <i>An advocate, someone who speaks or writes in support or defence of a person, group or cause. This may or may not be their main job.</i>  <b>ORGANISER</b> <i>A person that brings people together, who can form or organise people into a group. This maybe for a one off occasion, like a protest or long term like isolating people into a group.</i>  <b>COMMUNICATOR</b> <i>Someone who is interested in the power of words and ideas. They are often writing or speaking.</i>  <b>ARTIST</b> <i>A natural storyteller. They look to use their creativity to help bring emotion and feeling to a situation. Their art may shock, reveal, comfort and inspire.</i>  <b>ESISTER</b> <i>status quo. They are ice opposition to spread person</i>  <b>ANALYSER / RESEARCHER</b> <i>A deep and considered thinker. They are people who will both speak about the world as they see it, as well as present alternatives for the future. Their work is often the foundation that others use to build on.</i>
	<b>COMPASSION</b> <i>My relationship to others</i> Humanise Empathy Communicate Solidarity Connection	<b>STRATEGIST</b> <i>A deep thinker with a plan of action. They decide what happens to who and why for the best result possible. They are central to a project and work closely with leaders, but are often behind the scenes.</i>  <b>NETWORKE</b> <i>A matchmaker who is very often sociable and may know many different types of people. They are able to identify and connect people that could work well together, putting them somewhere between a strategist and organiser.</i>
	<b>HOP</b> <i>Being Positive Reimagining</i>	<b>PROJECT</b> <i>Students bring together their different visions to create a sine about their visions for the future.</i>  <b>PROSES</b> <i>This could include different examples of their work and also interviews with people they know about the future e.g. teachers, parents, their family, their friends, interviews organised by Roger F Kennedy Human Rights UK with different human rights advocates and changemakers.</i>
		<b>Objectives</b> <b>Mindsets For Change</b> <b>End Product</b>
<ul style="list-style-type: none"> <li>To feel positive about the future</li> <li>To consider what should and shouldn't motivate our choices</li> <li>To develop creativity and provide space and inspiration for students to reimagine the world</li> <li>To look at and use different methods for communicating your vision and inspiring others</li> </ul>	<b>PURPOSE</b> <i>Valuing myself Inspired</i>  <b>COMPASSION</b> <i>Communication Interdependence</i>  <b>COMPLEXITY</b> <i>Big picture thinking</i>  <b>HOP</b> <i>Being Positive Reimagining</i>	Students bring together their different visions to create a sine about their visions for the future.  This could include different examples of their work and also interviews with people they know about the future e.g. teachers, parents, their family, their friends, interviews organised by Roger F Kennedy Human Rights UK with different human rights advocates and changemakers.

### FUTURE VISIONS

*"I'm very excited about our school's involvement in the project, from an organisational and personal level."*

## Supporting Teachers

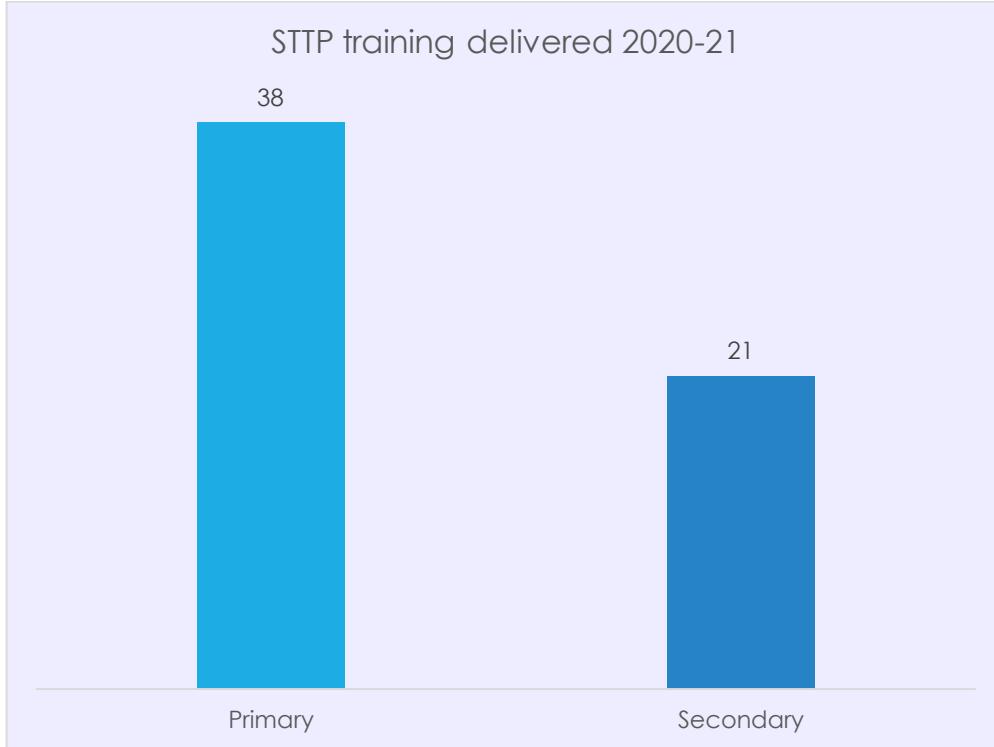
Teachers and Lead Educators receive training which includes an introduction to Robert F. Kennedy Human Rights UK, resource content, how to deliver in your classrooms, creating a safe space for learning, emergent issues in human rights, and leadership skills. Continued professional development training was provided to 73 teachers from 17 schools during the school year. Teachers are offered an opportunity to assess the training they receive and offer feedback anonymously. The results below are from 59 respondents who received training.

*"The [teacher training] sessions were informative and interesting and on a subject that I have only been taught briefly during Citizenship lessons in college."*

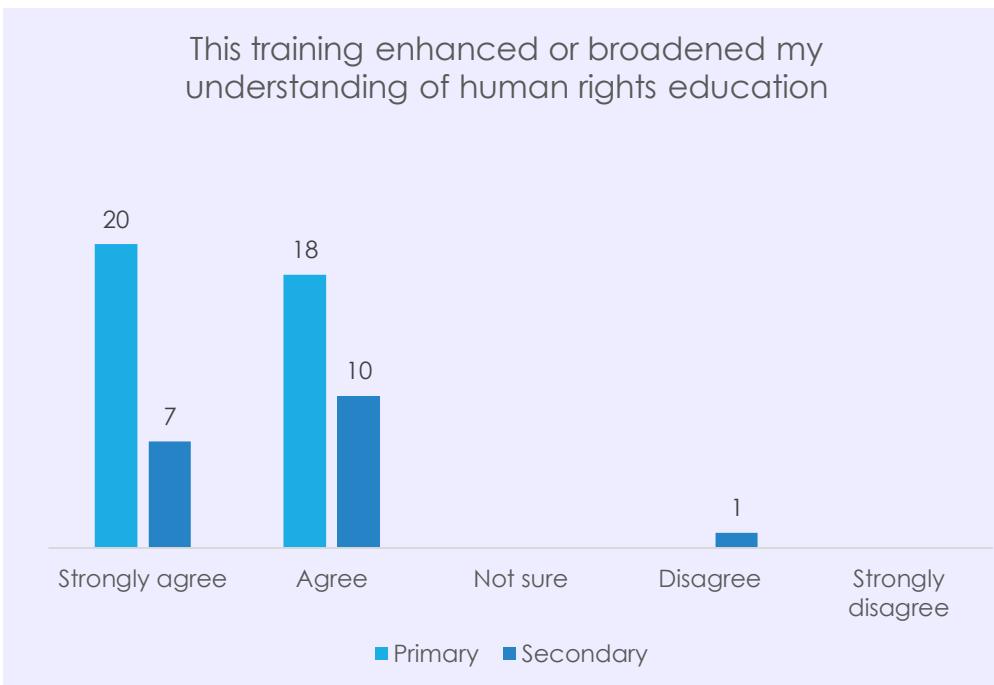
**86%**  
of teachers would highly recommend  
the training



Teacher training under the programme plays a key role, aiming to cultivate and help teachers grow into leaders in their schools, enhancing professional skills, knowledge and capacity. Broader training included a guide on how to move through resources in a classroom, understanding how to create safe spaces and working through powerful ideas such as power and privilege.

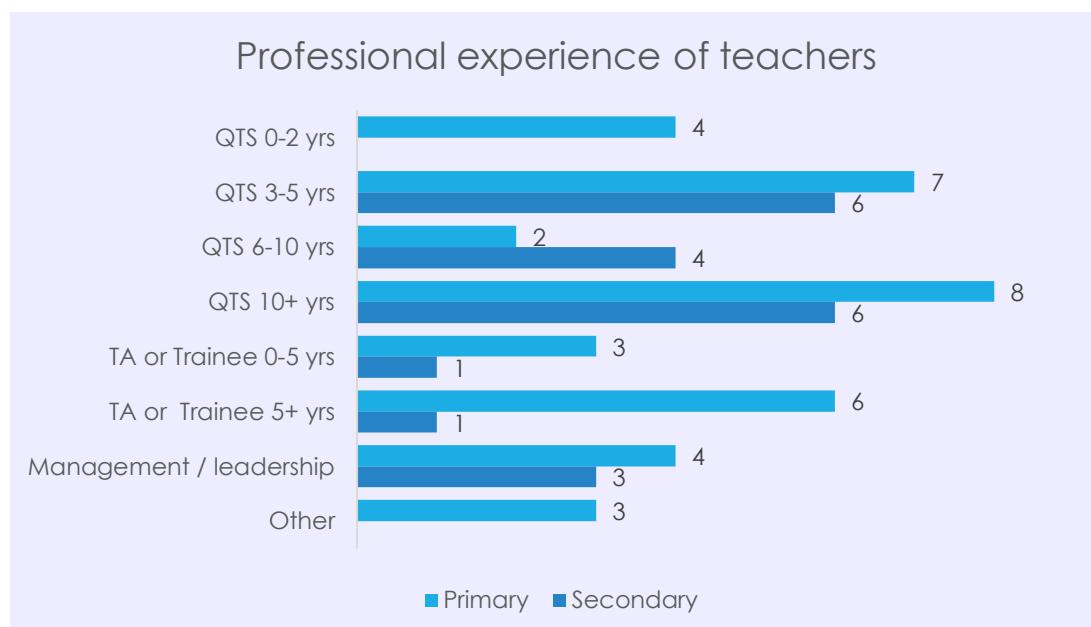
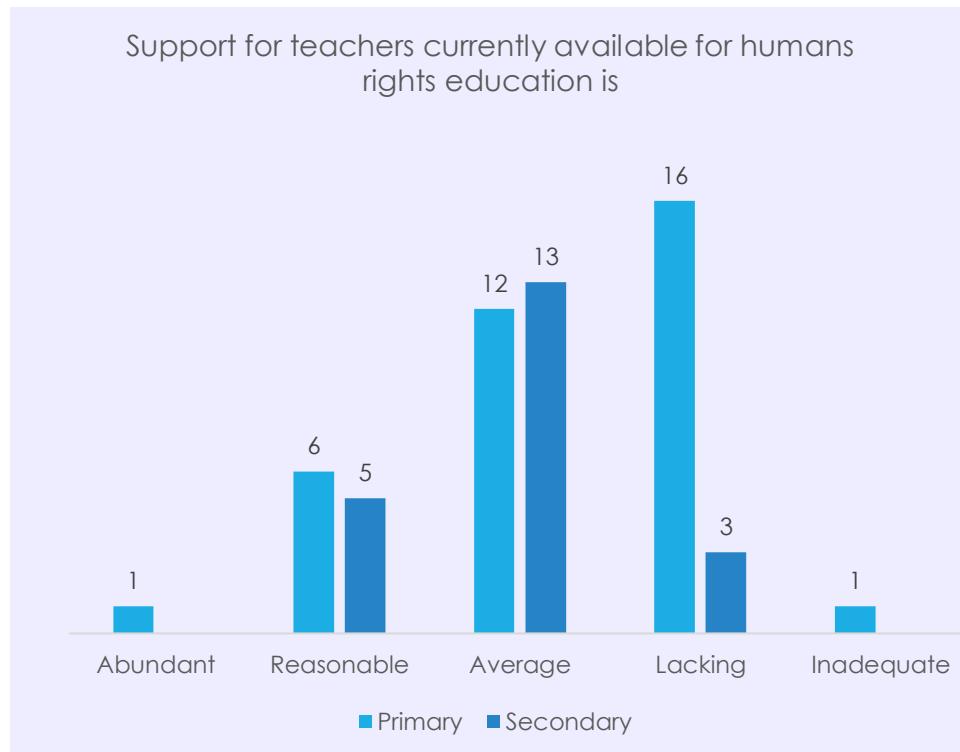


38 teachers (64.4%) were from primary schools and 21 (35.6%) were from secondary schools. In all, 26 hours of training, bi-monthly group meetings with Lead Educators and optional drop-in zoom sessions, were delivered in this period. Detailed feedback forms were completed for all the training workshops.



Lead Educators commented on the benefit of spending classroom time on the power of words within lessons, considering not only their meaning but how meanings adapt and are given certain applications within society, and how the understanding of terms impacted education concerning agency and instilling a personal capacity for change.

Teachers and Lead Educators welcomed the relevance of contemporary issues that surround narratives in human rights and shape the application of specific terms commonly used. Most teachers felt professional support for human rights was lacking or, where available, average – this was felt more strongly by primary school teachers who felt material that was accessible was too advanced.



Over half the teachers trained had over 5 years of qualified teaching experience and/or were in senior leadership positions. This demonstrates the commitment and importance schools attach to STTP.



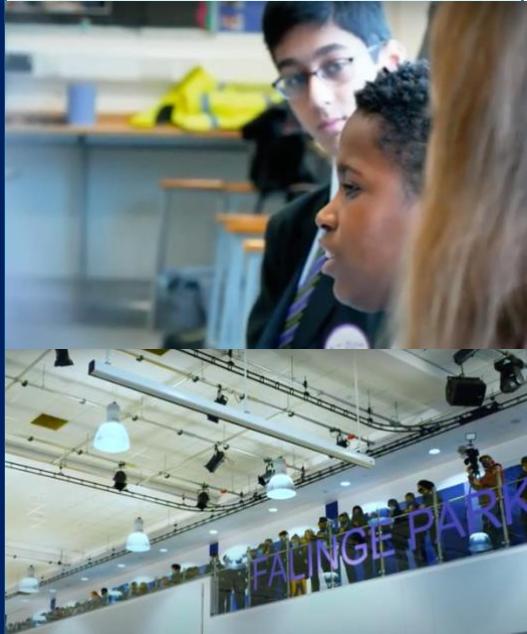
# Impact...

## SCHOOL CULTURE TURNAROUND

Falinge Park school struggled to deal with violence in school, and the culture and language that accompanied it. Simply using tough measures and deterrence tactics were not working, possibly making things worse. Case by case responsive action was not addressing the impact violence was having on others.

The school turned to STTP, which was shaped for the context of the school and the programme embedded. In the words of the Headteacher, “*1,300 learners would be learning about human rights and how their small actions could make a difference to our school and the wider community.*” It took time and perseverance. Teaching STTP’s vocabulary for addressing controversial topics was a central plank of the school’s turnaround.

The school has seen a 50% reduction in youth violence and fighting, both in and out of school, and a 25% reduction in mental health issues. Today, the youngest Deputy Member of Youth Parliament, aged 12, comes from Falinge Park School.



# Impact...

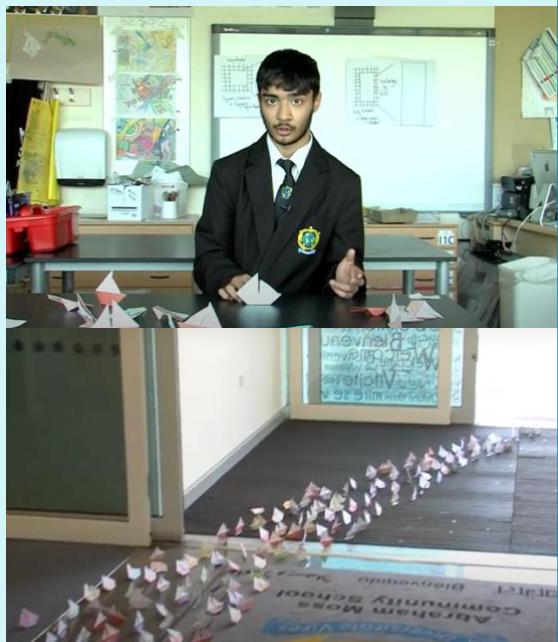
## COMMUNITY SOCIAL ACTION

On returning to Abraham Moss Community School after lockdown, fellow learners had experienced varied and contrasting times. Inspired by STTP’s messages of personal agency in social action, everyone created boats of hope based on themes from the Ripples of Hope festival. A learner at the school explained,

*“The idea of these boats is to sail out Abraham Moss Community School in ripples of hope spreading messages of love, support and positivity in our community.”*

Groups from the school went out to distribute the boats across various points in local neighbourhoods.

A video was posted on YouTube (“Ripples of Hope 10 Jun 2021”).



## Impact: Learner Development

Feedback from and interviews with Lead Educators of STTP emphasised the impact lessons made upon learners. As an example, a learner from Year 7 was able to identify and challenge the use of 'disablist' language as a direct result of the STTP programme. Teachers remarked on the positive and high level of learner engagement, which they found most reassuring as professionals. Despite the year's challenges, learners of all ages that received lessons took to them naturally, finding the content and issues under discussion engaging and relatable, equally.

*"I must admit I was little bit nervous delivering a school wide project, but, to see the enthusiasm for something like human rights, something that can be quite controversial - there was a politician in the House of Commons speaking about ripping it up. To see the empathy, from a lot of the students; we spoke about disablist language and what we could do to challenge that and one of the [Year 7] students came up with the idea of putting yourself in their shoes and being empathetic and how that can challenge discrimination, which as a teacher is lovely to see."*

*"We have seen a 50% reduction in behavioural incidents and a 50% in violence and fighting. Speak Truth To Power plays a very big part [in that], because once you give children a voice and a dialogue, and any space in which to be able to share their experiences, then you can achieve almost anything."*

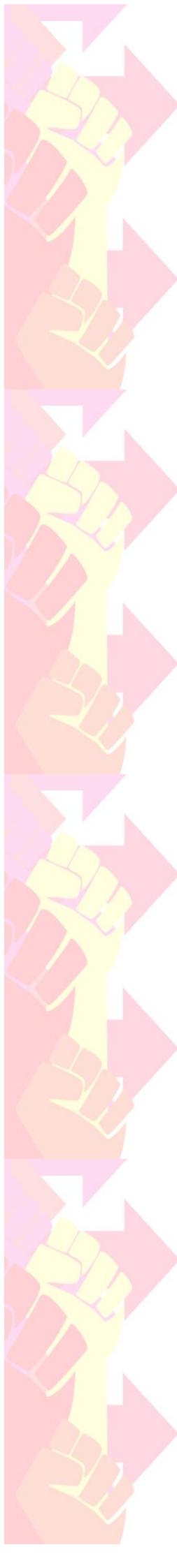
A commonly expressed comment was the retention of lessons beyond the classroom, as a mark of impact and engagement. The zeal demonstrated by taking part in activities and contributing to group discussions was testimony to this impact. One subject teacher expressed their delight that learners had opportunities to explore the very subject they taught from new dimensions.

Teachers commented on the greater confidence with which learners could hold conversations around difficult issues concerning human rights, with one Lead Educator describing it as having become “second nature” for learners under the programme. In particular, one experienced teacher from a primary school reported how a “human rights poem” was written during the lunch interval, attributing the experience directly to the impact of lessons across the term.

Learners demonstrated greater compassion and empathy. One Lead Educator relayed his professional pride in seeing how learners would view their world with greater complexity. He cited an example where a learner was now able to apply a more empathetic approach to “disabilist” language by suggesting the idea of ‘wearing’ another’s shoes. Learners were demonstrating a greater awareness of themselves and their moral responsibilities in relation to others they shared their community with.

The most significant impact was reported in cases where learners met with 'living-breathing' local inspirations of human rights whose stories and efforts learners could resonate with, whom learners could ask questions of. This was most evident at the Ripples of Hope Festival Schools Day, an exhilarating experience for 164 learners, across 15 schools, who attended and participated in the festival. The professional pride that teachers felt at witnessing the transformative impact was evident in the interviews. One teacher spoke of how the young people on stage were such powerful role models that learners sought selfies with them and spoke to their peers and other teachers about the event, full of inspiration. Another felt the impact was life changing and a real credit to the programme. This shows how central bringing some local or relatable context to human rights education is.



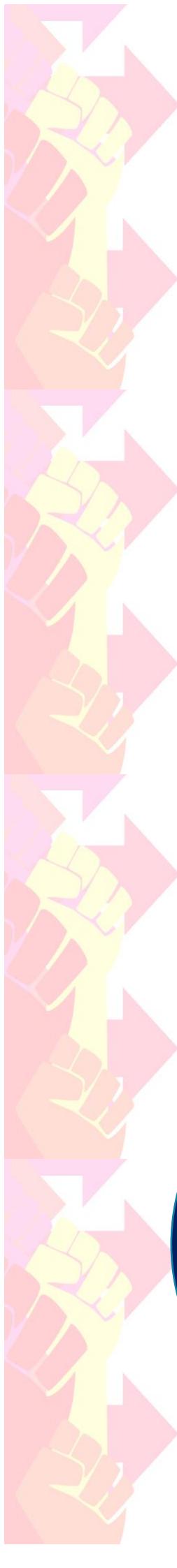


School Leads reported on the creative element of human rights education intertwined with the core lessons of STTP and how they could be made to work to enhance learner development, foster a more rights-conscious school ethos and culture, and create a more supportive environment for all. For example, a city secondary school challenged by a culture of threatening and abusive language found that instilling the vocabulary of STTP had a dramatic effect on their school's culture. Learners also expressed how the lessons made an impact on channelling perspectives and uniting fellow learners as they came together again after having contrasting experiences during lockdown. The programme helped instil values of solidarity and connection within learners, resulting in small forms of action to help reconnect local communities when the restrictions of lockdown had eased. The origami boats project by Abraham Moss Community School is an example of such action.

*"The parts of the project where we feel the project had the biggest impact was where the learners met with their Human Rights inspirations. Learners in Year 4 met with Rachel Lilley-Ward - a women's rights activist. In Year 5 they met with Shirley May and Neequaye Drephe, BLM activists. Year 6 learners met with Karl Austin Bevan an, LGBTQ+ activist."*

## Fostering a Human Rights School Culture

*"We wrote a shared Vision and Mission Statement collaboratively, offering a sense of moral purpose linked to our values and culture as a school. We have utilised the STTP programme and have designed, planned and built upon the school's programme on the values of: Communication, Community, Equity and Diversity."*



The Lead Educators and Headteachers spoken to were confident STTP was already having a real and positive impact upon the school ethos, and beyond the classroom. This - the purposive aims of a school and STTP being in harmony - is promising. It does, however, take some time to flourish. The conversations revealed that it takes schools around 2 years from commencing lessons for talk of a culture or ethos to take hold. Some catalysts were identified, however. Opportunities to celebrate human rights and bring school pride, or, a blended approach to learning combining classroom and creative experiences, would accelerate the development of a new culture.

Partner Schools that had completed two years of STTP had the time and programme experience to consider how STTP would be integrated within their school cultures. Once integrated in this way, teachers would report a human rights based approach to developing an outlook as being “second nature”. Secondary schools noted a corresponding decrease in physical incidents which, they believed, was due in a large part to STTP.

This integration with the school’s identity and educational offering of human rights education was commented on in a report by the Challenge Fund for Youth Employment, which observed: *“the moral purpose of a universal strategy of human rights: empathy, compassion, kindness’ is evidenced as a successful strategy for reducing youth violence alongside ‘a strong shared culture that emphasised the importance of learners’ lives outside of school as well as their academic engagement.”* This is an encouraging example of how a school benefits from embracing and embedding Speak Truth To Power, within its identity.

Schools have shown great pride in becoming STTP partners, which is evident in write ups added as

## Professional Satisfaction

Teachers spoke of their pride seeing the impact of STTP



# 2 years

The time it took for a human rights culture to start taking hold within a school

content to their websites, and in the energy they bring to celebratory events like the Ripple of Hope festival, Schools Day and Human Rights Day. Teachers speak of their professional pride in seeing the character development of learners bringing maturity to some of the most complex issues of our times. It is important that emerging Partner Schools are encouraged and supported, so they possess both the confidence and the tools in addition to the development of their own teaching capacity, the result of which will be evident in the impact upon learners' character development and actions.

## A GREAT TEACHER

**Keiso**  
*Ladybridge High School*  
Year 8

She is kind and helpful.  
Like a flower, she is wonderful.  
She's never wrong, she's always right,  
she is kind-hearted, putting  
students before herself.

She is a great teacher  
and she loves working with me.  
She is kind and helpful.  
Like a flower, she is wonderful.

## THE LOVE OF YOUR CLOSE ONES

**Emmie**  
*Ladybridge High School*  
Year 8

The love of your close ones helps you through it all.  
They pick you up if you're going to fall,  
making you stand back tall.

'Family over everything' they say.  
They help you get through every day.  
Everyone goes through things.  
It's only human.

Friends are the people who show they care;  
even at your lowest, they'll be there.  
People might laugh and stare but push through the  
comments. Find the right people for you.



*"It would be great to reward our Year Group with a local human rights hero coming and doing a workshop with our learners. If you can set something like that up, from my side, that would be great."*



*"We've had a lot of other headteachers saying how brave we have been in what we have done."*



## What Have We Learned?



Schools invest a great deal of time and energy in a programme that may seem radically different to curriculum subjects, including many PSHE models. The demands upon teachers has shown that whilst some see the potential, they can also feel weighed down by the time needed to implement the programme. **Reassuring support from the provider is essential** in helping schools move to a point of readiness. Regional champions, especially schools with similar cohorts of learners, become useful exemplars, and can offer advice at workshops where potential Partner Schools can meet. A regional roll out of the plan, phased and expanding sensibly, is therefore part of a sensible strategy.



Primary schools can find it more difficult to bring some of the topics into the classroom. Whilst the majority of teachers found the training very helpful, some felt less sure of the direct and practical relevance of the content and the resources, when compared to secondary schools. This may be explained, in part, by primary Partner Schools being in their first year of delivering STTP lessons. However, a clearer differentiation in both the presentation of the materials and in the depth of capacity building training would be helpful to primary schools, some feedback suggests.

A sensible expansion of schools by region has been shown to produce fruits

*“What started out as a small pocket in our school curriculum, has touched upon human rights across the whole year in our school. The whole school from October through to Christmas had a human rights curriculum.”*



Bringing a local context to materials is key. Local human rights inspirations and stories help accelerate the central lesson that each person possesses the capacity and capability of using one's personal agency towards human rights aims. Bringing local



inspirations to school visits or via online sessions is an attractive reward for a school, one Lead Educator has suggested. Human rights shift from being theoretical concepts to becoming alive when local inspirations come ‘onto the scene’, it has been observed. Materials can be reviewed to reflect this observation and incorporate more examples of local inspirations and projects. The ‘visibility’ of local human rights based projects is important.

 Creative opportunities rooted in the arts, like the use of poetry or film-making, are a powerful means of creating compelling human rights education and experiences. They allow learners to ‘dig deep’ and offer their own expressions of human rights and how they see their own world. STTP materials are cross-curricular that can be integrated across a range of subjects by schools.

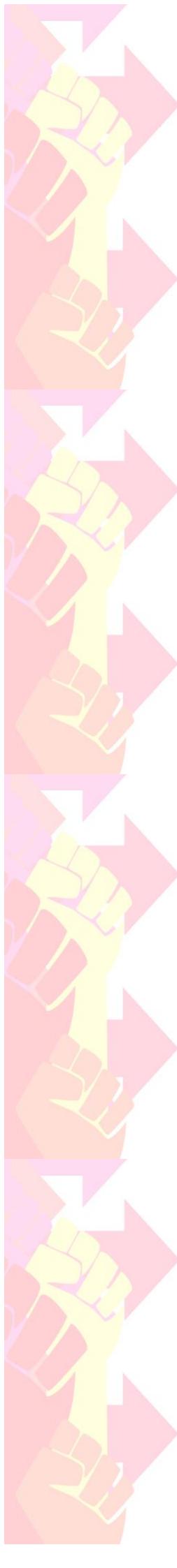
 Schools that have demonstrated greater agility and flexibility, demonstrated at times during lockdown, are more likely to use arts in a meaningful way. Such schools will find they can accelerate the embedding of human rights principles within their school culture.

 The UK story of STTP is an unfolding and developing process of feedback, contextualisation and lessons. We do not have all of the answers yet, but all indications point strongly to schools being hungry for this education programme for its completeness, expertise and relevance.

 Growth and expansion of STTP requires nurturing and healthy working relationships. This suggests strongly that the pace of expansion must be measured and regional, so that resources and materials can be consolidated, and schools can become ambassadors through the process.



**Local**  
Reward schools  
by bringing in  
local, relatable  
activists



## Outlook

Speak Truth To Power is a human rights education programme that is firmly located in the lives and realities of learners, and speaks to the human skills that underpin human rights, which empower us to overcome our divisions; reject hatred for compassion; move from despair to hope; and, take actions that can make human rights a reality for all in society.

In what has been a very difficult teaching environment for STTP schools, the first group of schools to become partners have shown a strong determination to give human rights education a high level of importance. Schools that commenced lessons have shown tremendous tenacity and flexibility, and their experiences have paved a way for others to follow.

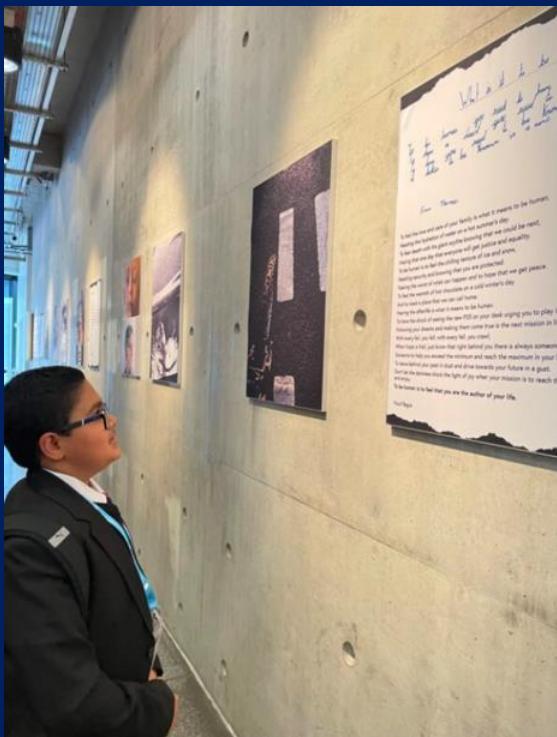
Schools require ongoing assurance and support, and there is a need to ensure the lesson materials offered have a clearer separation of ages and abilities to be of greater practical worth for teachers, particularly Key Stage 2. Teachers have demonstrated skill in taking resources such as Movements for Change and adapting them to local contexts. The use of local and relatable inspirations brings the subject to life, and we can already see the inspirational impact this has on developing a sense of agency in learners.

New resources and teacher training that bring a human rights based focus to emergent issues and concerns need to be created. There are plans to develop classroom resources and leadership training exploring human rights concerns and climate change, and issues of power and privilege.

The use of arts sees a creative and holistic approach to human rights education. Photography, poetry and filmmaking have been used with zeal to bring both colour and life to expressions of human rights.

Schools have appointed some of their most experienced personnel to lead this area of education, demonstrating its importance and centrality to the entire school experience they offer. Some schools have positioned arts specialists teachers at the heart of their educational programmes, whereas others have positioned it under the remit of social and religious education.

Schools are in no doubt as to the need for a comprehensive, flexible and supportive educational programme that brings complex world issues into the safety of a classroom. Schools entering their third year have shown they can be ambassadors for STTP and its aims, and there is every reason to believe this pattern will continue with the right support.



Appendix 1:

## STTP Partner Schools - December 2021

SCHOOL	TYPE	CURRENT STATUS	TEACHING
Abraham Moss Community - Secondary	KS3 11-14 Secondary	Partner	Yes
Altrincham Girls Grammar School	KS3 11-14 Secondary	Partner	Yes
Falinge Park High	KS3 11-14 Secondary	Partner	Yes
Manchester Islamic Grammar School for Girls	KS3 11-14 Secondary	Partner	Yes
Wellington High School	KS3 11-14 Secondary	Partner	Yes
Christ the King RC Primary	KS2 7-11 Primary	Partner	Yes
Our Lady Rosary Primary	KS2 7-11 Primary	Partner	Yes
Our Lady's RC Aspull Primary Aspull	KS2 7-11 Primary	Partner	Yes
Sacred Heart RC Primary	KS2 7-11 Primary	Partner	Yes
St Margaret Mary's RC Primary	KS2 7-11 Primary	Partner	Yes
The Derby	KS3 11-14 Secondary	Partner	Scheduled
Fred Longworth High	KS3 11-14 Secondary	Partner	Scheduled
Ladybridge High	KS3 11-14 Secondary	Partner	Scheduled
Valley Leadership Academy	KS3 11-14 Secondary	Partner	Scheduled
Abraham Moss Community - Primary	KS2 7-11 Primary	Partner	Scheduled
St Gregory's RC Primary	KS2 7-11 Primary	Partner	Scheduled

## What is it to be human?

To be human you need to have a heart.  
To have a heart you need to love.  
To love you need to be known and all  
it takes to be known is a name.

From Thomas

To feel the love and care of your family is what it means to be human,  
Needing the hydration of water on a hot summer's day.  
To fear death with his giant scythe knowing that we could be next,  
Hoping that one day that everyone will get justice and equality.  
To be human is to feel the chilling texture of ice and snow,  
Needing security and knowing that you are protected.  
Fearing the worst of what can happen and to hope that we get peace.  
To feel the warmth of hot chocolate on a cold winter's day  
And to need a place that we can call home.  
Fearing the afterlife is what it means to be human.  
To have the shock of seeing the new PS5 on your desk urging you to play it.  
Following your dreams and making them come true is the next mission in life.  
With every fail, you fall; with every fall, you crawl;  
When hope is frail, just know that right behind you there is always someone,  
Someone to help you exceed the minimum and reach the maximum in your life.  
To leave behind your past in dust and drive towards your future in a gust.  
Don't let the darkness block the light of joy when your mission is to reach the end  
and enjoy.  
To be human is to feel that you are the author of your life.

Yusuf