

## ESTUDIOS

The International community has expressed, with a growing consensus, that education in human rights contributes positively to their implementation. Consistent with this objective, on the 10th of December 2004, the United Nations General Assembly announced the World Programme for Human Rights Education. Higher education represents one of the two priority areas within the second phase of this global programme. Through its basic functions (research, teaching and the provision of community services), higher education institutions carry out the social responsibility of providing ethical education to citizens committed to peace building and defending human rights and democratic values. In addition, they are also committed to generating global knowledge to face the current challenges of human rights, such as eradicating poverty and discrimination, post-conflict reconstruction, sustainable development and multi-cultural understanding. However, most university institutions pay little attention to this issue and in very few cases are these objectives included in the concept of quality education.

This work is the result of a European Project TEMPUS *Approche basée sur des droits dans l'enseignement supérieur au Maghreb* (Human rights-based approach to higher education in the Maghreb - ABDEM). The project intends to contribute to enrich higher education programmes in the Maghreb region by introducing a human rights-based approach. This perspective, which is very new in all the countries, introduces considerable progress in the university institution as it intends to generate new impetus in society, that can promote democratisation and the adoption of human rights within cultural and social-political contexts in the Maghreb, from the standpoint of training, management and governance of the university institutions.

This work addresses a balance of the twelve European and Maghreb institutions that participate in the project, using a new tool that consists of the construction and selection of a group of indicators. Regarding the assessment tool, indicators are devised as an input to provide knowledge and evidence in matters such as performance and good practices for decision makers in the field of Higher Education, both at the corresponding national and individual university level. As such, the indicators should contribute, not just to assess interventions, but also to provide an aggregate value so the processes leading to decisions that contribute to improving current and future activities, projects, programmes, strategies and politics linked to the integration of the Human Rights-based Approach in Higher Education.

**DUO publication is included in the price tag, with no extra cost (Print + Digital Book).**

ESTUDIOS

A HUMAN RIGHTS-BASED APPROACH  
IN HIGHER EDUCATION

## ESTUDIOS

# A HUMAN RIGHTS-BASED APPROACH IN HIGHER EDUCATION

A COMPARATIVE STUDY OF EUROPE AND THE MAGHREB

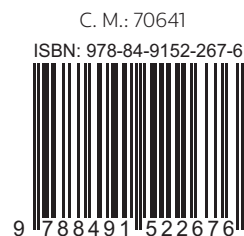
**ANA MARÍA VEGA GUTIÉRREZ**  
COORDINATOR

**THOMSON REUTERS PROVIEW™**  
eBOOK INCLUDED

eBOOK DOWNLOADS INSIDE THE FRONT  
COVER OF EVERY PRINT BOOK.



CODE TO BE USED EXCLUSIVELY BY THOMSON REUTERS



THOMSON REUTERS  
**ARANZADI**



# Summary

	<u>Page</u>
CHAPTER 1	
<b>THE ABDEM PROJECT: ESSENTIAL BACKGROUND</b> .....	25
<i>ESTHER RAYA DÍEZ</i>	
<b>1. Objectives</b> .....	25
<b>2. Project Phases</b> .....	26
<b>3. Conceptual Framework</b> .....	27
3.1. <i>An Approach to Education Based on Human Rights</i> .....	28
3.2. <i>The United Nations World Programme for Human Rights Education</i> .....	33
3.3. <i>Measuring the Commitment, the Effort and the Outcomes in Human Rights Terms: the Human Rights Indicators</i> .....	37
<b>4. Research Methodology</b> .....	39
4.1. <i>Creating Indicators</i> .....	40
4.2. <i>International Reports and Reports from Each Academic Institute</i> .....	59
4.3. <i>A Diagnostic Assessment of HRBA Implementation Using SWOT Analysis</i> .....	59
CHAPTER 2	
<b>THE LEGAL COMMITMENT OF THE ABDEM COUNTRIES TO INTERNATIONAL LAW ON HUMAN RIGHTS: THE INTERNATIONAL INDICATORS</b> .....	63
<i>ANA MARÍA VEGA GUTIÉRREZ</i>	
<b>1. Introduction</b> .....	63
	9

	Page
<b>2. The International Obligations Assumed by the States in the HRBA Consortium</b> .....	65
2.1. <i>The Volume of International Instruments Ratified Relating to Human Rights</i> .....	65
2.2. <i>Reservations and Declarations Issued on International Instruments on Human Rights</i> .....	68
2.3. <i>Cooperation with the Mechanisms for Monitoring Human Rights</i> .....	73
2.4. <i>Information on human rights education, provided by the ABDEM consortium States to the treaty bodies, the United Nations Special Procedures and the Universal Periodic Review</i> .....	78
2.4.1. Algeria .....	78
2.4.2. Morocco .....	79
2.4.3. Tunisia .....	81
2.4.4. Spain .....	82
2.4.5. Italy .....	85
2.4.6. United Kingdom .....	87
2.5. <i>Recommendations or observations made by the various monitoring mechanisms for the international treaties on human rights for each of the ABDEM consortium member states</i> .....	89
<b>3. Conditions and Procedures for the Reception of Human Rights Treaties within the National Order of the HRBA Consortium States</b> .....	93
3.1. <i>Spain</i> .....	95
3.2. <i>United Kingdom</i> .....	98
3.3. <i>Italy</i> .....	101
3.4. <i>Algeria</i> .....	103
a. Stage One (1963-1976): the primacy of international law over domestic law .....	103
b. Stage Two (1976-1989): the similarity of legal stature between international and domestic law .....	104
c. Stage Three (post 1989): the primacy of international law over domestic law .....	106
3.5. <i>Tunisia</i> .....	108
3.6. <i>Morocco</i> .....	110
<b>4. Table of International Indicators</b> .....	113

## CHAPTER 3

<b>A DIAGNOSIS OF THE IMPLEMENTATION OF THE HUMAN RIGHTS-BASED APPROACH IN THE NATIONAL LEGAL ORDER OF THE ABDEM CONSORTIUM STATES</b> .....	141
<i>ANA MARÍA VEGA GUTIÉRREZ, FERMÍN NAVARIDAS NALDA, LEONOR GONZÁLEZ MENORCA</i>	
<b>1. Introduction</b> .....	142
<b>2. Recognition, Protection and Guarantees for Human Rights in the National Judicial Order</b> .....	143
2.1. <i>Constitutional Protection of Human Rights</i> .....	143
2.2. <i>National Institutions for the Promotion and Protection of Human Rights</i> .....	146
2.2.1. Italy .....	149
2.2.2. Spain .....	149
2.2.3. United Kingdom .....	150
2.2.4. Tunisia .....	151
2.2.5. Morocco .....	153
a. The National Human Rights Council [Le Conseil national des droits de l'homme] (NHRC [CNDH]) .....	154
b. The Justice and Reconciliation Commission [L'Instance équité et réconciliation] (JRC [IER]) .	156
c. The Ombudsman .....	157
2.2.6. Algeria .....	157
<b>3. Dimension 1: the Protection of Human Rights in Higher Education</b> .....	160
3.1. <i>Line 1: Policies and Related Implementation Measures</i> .....	160
3.1.1. Structural Indicators .....	160
3.1.2. Process Indicators .....	165
3.1.3. Outcome Indicators .....	168
3.2. <i>Line 2: Teaching and Learning Processes and Tools</i> .....	171
3.2.1. Structural Indicators .....	171
3.2.2. Process Indicators .....	172
3.2.3. Outcome Indicators .....	173
3.3. <i>Line 3: Research</i> .....	174
3.3.1. Structural Indicators .....	174

	Page
3.3.2. Process Indicators . . . . .	176
3.3.3. Outcome Indicators . . . . .	177
3.4. <i>Line 4. The Learning Environment</i> . . . . .	181
3.4.1. Structural Indicators . . . . .	181
3.4.2. Process Indicators . . . . .	182
3.4.3. Outcome Indicators . . . . .	182
3.5. <i>Line 5. Education and the Professional Development of Higher Education Teaching Personnel</i> . . . . .	183
3.5.1. Structural Indicators . . . . .	183
3.5.2. Process Indicators . . . . .	183
3.5.3. Outcome Indicators . . . . .	183
3.6. <i>Table of Indicators</i> . . . . .	185
3.6.1. National indicators . . . . .	185
3.6.2. Centre indicators . . . . .	193
<b>4. Dimension 2: Human Rights Education in Higher Education .</b>	<b>207</b>
4.1. <i>Line 1: Policies and Related Implementation Measures</i> . . . . .	207
4.1.1. Structural Indicators . . . . .	207
4.1.2. Outcome Indicators . . . . .	208
4.2. <i>Line 2: Teaching and Learning Processes and Tools</i> . . . . .	208
4.2.1. Structural Indicators . . . . .	208
4.2.2. Process Indicators . . . . .	208
4.2.3. Outcome Indicators . . . . .	210
4.3. <i>Line 3: Research</i> . . . . .	211
4.3.1. Structural Indicators . . . . .	211
4.3.2. Process Indicators . . . . .	212
4.3.3. Outcome Indicators . . . . .	212
4.4. <i>Line 4. The Learning Environment</i> . . . . .	213
4.4.1. Structural Indicators . . . . .	213
4.4.2. Process Indicators . . . . .	214
4.4.3. Outcome Indicators . . . . .	214
4.5. <i>Line 5. Education and the Professional Development of Higher Education Teaching Personnel</i> . . . . .	215
4.5.1. Structural Indicators . . . . .	215
4.5.2. Process Indicators . . . . .	215
4.5.3. Outcome Indicators . . . . .	215

SUMARIO

	Page
4.6. <i>Table of Indicators</i> .....	217
4.6.1. International indicators .....	217
4.6.2. Centre Indicators .....	221
<b>5. Conclusions</b> .....	<b>229</b>

CHAPTER 4

**STATUS AND CHALLENGES FOR THE HUMAN RIGHTS-BASED APPROACH IN THE COUNTRIES OF THE MAGHREB .** 233

**1. Algeria** ..... 235

*NAOUEL ABDELLATIF MAMI, IMENE SOURROUR RYMA TOUABTI,  
NARDJESSE SAFFO, SOUMIA CHAKRI*

*1.1. National Report* ..... 235

    1.1.1. Introduction on the political and educational situation of the country with respect to human rights ... 235

        a. At constitutional level ..... 236

        b. At international level ..... 241

        c. At national level ..... 245

    1.1.2. The current state of human rights education in Algerian Higher Education ..... 250

    1.1.3. SWOT analysis based on national criteria ..... 252

    1.1.4. Results and best practices ..... 255

*1.2. Mohamed Lamine Debaghine – Sétif 2 University* ..... 257

    1.2.1. An Introduction to the University ..... 257

    1.2.2. University autonomy ..... 261

*1.3. National School of Political Sciences [École Normale Supérieure des Sciences Politiques – ENSSP]* ..... 262

    1.3.1. Presentation ..... 262

    1.3.2. Missions and Objectives of the ENSSP ..... 262

    1.3.3. Governing bodies ..... 263

        a. Board of Directors ..... 263

        b. The Scientific Council ..... 264

        c. Scientific Committees ..... 265

        d. Management of the ENSSP ..... 265

        e. The Executive Board ..... 266

        f. The Governing Board ..... 266

	Page
1.3.4. Statistics .....	266
1.4. <i>SWOT analysis of Higher Education Institutions</i> .....	266
1.4.1. Strengths .....	268
1.4.2. Weaknesses .....	270
1.4.3. Opportunities .....	271
1.4.4. The Threats .....	274
1.4.5. Relationship between the different factors considered in the analysis of Higher Education Institutions .....	275
1.5. <i>Conclusions of the Focus Group</i> .....	277
1.6. <i>Best practices</i> .....	279
1.7. <i>Conclusions</i> .....	280
<b>2. Morocco</b> .....	<b>281</b>
<i>ABDESSALAM EL OUAZZANI</i>	
2.1. <i>The Situation at the National Level</i> .....	281
2.1.1. On the Educational and Political Situation in Morocco .....	281
2.1.2. SWOT Analysis .....	285
a. Strengths .....	285
b. Weaknesses .....	285
c. Opportunities .....	286
d. Threats .....	288
2.1.3. Strategies .....	289
2.1.4. Observations on the Indicators .....	289
2.1.5. A summary of best practices in national policy relating to the teaching of human rights and the human rights-based approach in education .....	290
2.1.6. A résumé on the situation at the national level .....	291
2.2. <i>An Institutional Analysis of the Mohammed V University in Rabat</i> .....	291
2.3. <i>The Ain Sebâa Faculty of Legal, Economic and Social Sciences at the Hassan II University in Casablanca</i> .....	292
2.3.1. An introduction to the Ain Sebâa FSJES .....	292
2.3.2. The SWOT Analysis and its Repercussions .....	294
a. Analysis of the Main Strengths and Weaknesses .	295

SUMARIO

	Page
b. Analysis of the Interaction between the Internal and the External Environment . . . . .	297
2.3.3. Analysis of Indicators, Clarifications and Observations . . . . .	299
a. Purpose and Observations with Regard to Dimension 1 of the Higher Education Institution . .	299
b. Purpose and Observations with Regard to Dimension 2, "Human Rights in Education" . . . . .	300
2.3.4. Identifying the Best Practices to be Encouraged . . . . .	301
<b>3. Tunisia</b> . . . . .	302
<i>ABDESSATAR MOUELHI, FATEN BEN LAGHA, LASSAAD LABIDI, HELA BEN ALI, HATEM OUERTATANI, HIND SOUDANI, AICHA SAFI, NASSER MOKNI</i>	
3.1. <i>National Report</i> . . . . .	302
3.1.1. Placing the political and educational situation in Tunisia in context . . . . .	302
3.1.2. General Introduction to the Higher Education System . . . . .	303
a. Higher Education in Figures . . . . .	303
b. Higher Education from the Historical Perspective . . . . .	305
3.1.3. Tunisian Universities: Current Status and Urgency of Reform . . . . .	307
a. Current Status . . . . .	307
b. The Parliamentary Reform Bill to Restructure the Higher Education System . . . . .	310
3.1.4. A SWOT Analysis Based on the National Indicators . . . . .	313
a. Policies and Related Applicable Measures . . . . .	313
b. Teaching and Learning Processes and Tools . . . . .	314
c. Research . . . . .	315
d. Contextual Learning . . . . .	316
e. Education and Vocational Training of Teaching Staff in Higher Education . . . . .	317
3.1.5. Clarifications, Explanations and Notes Concerning Indicators . . . . .	318
3.1.6. Overview of Best Practices of National Policy Associated with Human Rights Education and the Human Rights Approach in Education . . . . .	320



	Page
3.2. <i>The National Employment and Social Studies Institute [Institut National du Travail et des Etudes Sociales –INTES], University of Carthage</i> .....	322
<i>ABDESSATAR MOUELHI, LASSAAD LABIDI, HATEM OUERTATANI, AICHA SAFI</i>	
3.2.1. An Introduction to INTES .....	322
a. Background and INTES' Legal Framework .....	322
b. Administrative and Teaching Organisation .....	323
c. Educational Regime .....	324
d. Teaching Programmes .....	325
e. Internal Relations and International Cooperation .....	326
3.2.2. INTES Teaching Staff Inventory .....	327
a. Distribution of teaching staff according to status ..	327
b. Distribution of teaching staff according to grade ..	327
c. Distribution of teaching staff according to subject .....	328
3.2.3. A Summary of Students Matriculated at INTES .....	328
a. Distribution of the total number of students at INTES during the academic year 2014/2015 according to gender and degree level .....	329
b. Distribution of the total number of students on programmes according to subject .....	329
3.2.4. A Summary of the Total Number of Candidates Awarded Degrees at INTES .....	330
a. Distribution of the total number of diplomas awarded at INTES according to gender and course at the end of the academic year 2014/2013 .....	331
b. Trends in the numbers of diplomas awarded at INTES over the last five years (from 2010 to 2014 in all subjects) .....	331
3.2.5. An Analysis of Indicators According to the SWOT Model .....	332
3.2.6. Clarifications, Notes and Explanations .....	341
3.2.7. Observations on Best Practices in Human Rights ...	344

SUMARIO

	Page
3.3. <i>Press and Information Sciences Institute [Institut de presse et des sciences de L'information (IPSI)]. University of Manouba . . .</i> <i>FATEN BEN LAGHA, HELA BEN ALI, HIND SOUDANI, NASSER MOKNI</i>	345
3.3.1. Background and IPSI's Legal Framework . . . . .	345
a. Administrative and Teaching Organisation . . . . .	346
b. Educational Regime . . . . .	346
c. Structure and Educational Courses at IPSI . . . . .	347
d. An Analysis of Teaching Staff . . . . .	348
e. An Analysis of Student Numbers Enrolled at IPSI . . . . .	348
f. External Relations and International Cooperation . . . . .	350
3.3.2. SWOT Analysis of Data by Line . . . . .	350
a. Policies and Actions . . . . .	351
b. Teaching and Learning Processes and Tools . . . . .	353
c. Research . . . . .	356
d. Contextual Learning . . . . .	357
e. Education and Vocational Training of Higher Education Staff . . . . .	359
3.3.3. Clarifications and Explanations with Regard to Each Line of Enquiry . . . . .	360
3.3.4. Best Institutional Practices and Human Rights . . . . .	365
3.3.5. Conclusion . . . . .	366

CHAPTER 5

**STATUS AND CHALLENGES FOR THE HUMAN RIGHTS-BASED APPROACH IN THE EUROPEAN COUNTRIES . . . . .** 369

*JUAN ANDRÉS MUÑOZ ARNAU, ESTHER RAYA DíEZ*

<b>1. Spain . . . . .</b>	<b>371</b>
1.1. <i>The external environment . . . . .</i>	371
1.2. <i>The constitutional and legal framework . . . . .</i>	376
1.2.1. <i>The Spanish Constitution of 1978 . . . . .</i>	376
1.2.2. <i>The legal development . . . . .</i>	378
1.3. <i>Education in human rights in universities . . . . .</i>	385
1.4. <i>Conclusions . . . . .</i>	387

	Page
1.5. <i>SWOT analysis</i> . . . . .	389
1.5.1. External factors . . . . .	389
1.5.2. Internal factors . . . . .	393
<b>2. Assessment of university institution indicators</b> . . . . .	<b>398</b>
2.1. <i>University of La Rioja (Spain)</i> . . . . .	398
<i>ISABEL MARTÍNEZ NAVAS, NEUS CAPARRÓS CIVEIRA</i>	
2.1.1. About the University of La Rioja . . . . .	398
2.1.2. The indicators and their application . . . . .	398
2.1.3. SWOT analysis . . . . .	399
a. Strengths . . . . .	401
b. Weaknesses . . . . .	405
c. Opportunities . . . . .	407
d. Threats . . . . .	408
2.1.4. Good practices at the University of La Rioja . . . . .	408
a. The University Ombudsman . . . . .	409
b. University Social Responsibility Office . . . . .	410
c. Collaboration with institutions that defend respect for human rights and participation in citizen initiatives to raise awareness on the subject of human rights . . . . .	410
d. Addressing diversity . . . . .	411
e. Equal opportunities . . . . .	413
f. Sustainable Development . . . . .	414
g. Development cooperation in universities . . . . .	415
h. Volunteering in the University of La Rioja . . . . .	416
i. Participation of teachers, students and Administration staff in the proposal and development of extracurricular education and cultural and university extension activities . . . . .	416
j. Policies on availability and free access to research sources that are respectful of the right to privacy . . . . .	417
k. Training of teaching and research staff and innovation in teaching . . . . .	418
l. Specific curricular activities in human rights education . . . . .	418

SUMARIO

	Page
2.2. <i>University of A Coruña (UDC)</i> .....	419
<i>JUAN FERREIRO GALGERA</i>	
2.2.1. Introduction .....	419
2.2.2. SWOT .....	422
2.2.3. Good practices .....	431
2.3. <i>University of Extremadura</i> .....	433
<i>JAIME ROSSELL GRANADOS, RAFAEL VALENCIA CANDALIJA</i>	
2.3.1. About the University .....	433
2.3.2. SWOT analysis .....	435
a. Weaknesses .....	436
b. Strengths .....	438
c. Threats .....	439
d. Opportunities .....	440
2.4. <i>University of Zaragoza</i> .....	441
<i>ZOILA COMBALÍA SOLÍS, PILAR DIAGO, ALEJANDRO GONZÁLEZ-VARAS</i>	
2.4.1. Educational regulations and policies .....	441
a. Strengths and opportunities .....	441
b. Weaknesses and threats .....	442
2.4.2. Guaranteeing the rights of members of the University community .....	442
a. Strengths and opportunities .....	442
b. Weaknesses and threats .....	443
2.4.3. Quality controls .....	443
a. Strengths and opportunities .....	443
b. Weaknesses and threats .....	444
2.4.4. Research .....	444
a. Strengths and opportunities .....	444
b. Weaknesses and threats .....	445
2.4.5. Training for teaching activities .....	445
a. Strengths and opportunities .....	445
b. Weaknesses and threats .....	446
2.4.6. Development cooperation and the promotion of human rights .....	446
a. Strengths and opportunities .....	446
b. Weaknesses and threats .....	447

	Page
2.4.7. Assessment of the study of human rights . . . . .	447
a. Strengths and Opportunities . . . . .	447
b. Weaknesses and threats . . . . .	447
2.4.8. Final assessment: summary of the main weaknesses and threats . . . . .	448
<b>3. Italy . . . . .</b>	<b>448</b>
<i>MICHELLE BRUNELLI, PAOLA GANDOLFI</i>	
3.1. <i>National Report . . . . .</i>	448
3.1.1. The higher education system in Italy . . . . .	448
3.1.2. SWOT Analysis . . . . .	453
a. Strengths . . . . .	454
b. Weaknesses . . . . .	457
c. Opportunities . . . . .	458
3.2. <i>Assessment of Indicators at Higher Education Institution Level: University of Bergamo . . . . .</i>	458
3.2.1. Presentation of the University of Bergamo . . . . .	458
3.2.2. SWOT Analysis of the University of Bergamo based on indicators . . . . .	461
3.2.2.1. Strengths among the structural indicators . . . . .	462
a. The university's autonomy: a real strength . . . . .	462
b. The right to information and guidance – The right to study . . . . .	462
c. The right to participation and govern- ance . . . . .	464
d. Transparency of actions . . . . .	464
3.2.2.2. Strengths among process indicators . . . . .	464
a. External control of the quality of educa- tion and access to information . . . . .	464
b. The Code of Ethics: an asset in itself . . . . .	465
c. The Equal Opportunities Committee (CUG): a valuable tool . . . . .	465
3.2.2.3. Strengths among the outcome indicators . . . . .	466
a. Gender and teacher-student ratios: a positive evolution . . . . .	466
b. Level of staff and student participation . . . . .	467

SUMARIO

	Page
c. Teaching and learning process tools . . . .	467
d. Agreements for internships . . . . .	467
3.2.2.4. Strengths among the indicators in the field of research . . . . .	467
a. Respect for the right to freedom of choice and research methodology . . . . .	467
b. The right to free access to reference sources and the right to privacy in re- search . . . . .	468
c. Existence of instruments and actions in the University to promote research . . . .	468
3.2.2.5. Strengths among the indicators in learning environments . . . . .	469
a. Explicit reference to human rights in the Statute and in the Code of Ethics . . . . .	469
b. No complaints regarding human rights: a strength . . . . .	470
c. Teacher training in the field of human rights . . . . .	470
d. No “human rights education” in staff re- cruitment processes: a weakness . . . . .	470
3.2.3. Case study in Best Practices: the UNESCO Chair for Human Rights at the University of Bergamo . . . . .	470
3.2.4. Conclusions . . . . .	473
<b>4. United Kingdom</b> . . . . .	<b>474</b>
<i>PARESH KATRAMI, MARGHERITA BLANDINI</i>	
4.1. <i>National report</i> . . . . .	474
4.1.1. Introduction: Higher Education in the UK . . . . .	474
4.1.2. The Legal and Non-Legal Higher Education Rules in the United Kingdom . . . . .	475
4.1.3. Higher Education Institutions (HEIs) . . . . .	477
4.1.4. Funding: HEIs in the UK . . . . .	478
4.1.5. Autonomy and Quality within HEIs in the UK . . . . .	479
4.1.6. National Dimension 1 . . . . .	480
a. Structural Indicators . . . . .	481
b. Process indicators . . . . .	484
c. Outcome indicators . . . . .	485

	Page
4.1.7. National Dimension 2 .....	485
a. Structural Indicators .....	485
b. Process indicators .....	487
c. Outcome indicators .....	488
4.2. <i>University of Westminster</i> .....	490
4.2.1. Introduction .....	490
4.2.2. The Institution: The University of Westminster ....	490
4.2.3. Institutional Dimension 1 .....	491
a. Structural Indicators .....	492
b. Process indicators .....	495
c. Outcome Indicators .....	499
4.2.4. Institutional Dimension 2 .....	500
a. Structural Indicators .....	500
b. Process Indicators .....	501
c. Outcome Indicators .....	502
4.2.5. Conclusions/Comments .....	504
CHAPTER 6	
<b>BEST PRACTICES IN HIGHER EDUCATION INSTITUTIONS .</b>	<b>505</b>
<i>ISABEL MARTÍNEZ NAVAS</i>	
<b>1. Introduction</b> .....	<b>506</b>
<b>2. Institutional Reports</b> .....	<b>506</b>
<b>3. Indicators</b> .....	<b>507</b>
3.1. <i>Line I: Policies and Related Implementation Measures</i> .....	<b>508</b>
3.1.1. Principles and values that respect human rights ...	508
3.1.2. Strategic planning for the promotion of human rights .....	509
3.1.3. Adhesion to the statements and declarations of other human rights institutions .....	510
3.1.4. Cooperative agreements with institutions and entities promoting the culture of human rights and their defence .....	510
3.1.5. Existence of standard conventions or contracts with the university that include respect for human rights ..	511
3.1.6. Acknowledgements or awards to the University for its contribution to human rights .....	511

SUMARIO

	Page
3.1.7. Mechanisms to control the degree of satisfaction of members of the university community, which include issues concerning respect for human rights . .	512
3.1.8. Access for all to higher education and gender equality [ICPI.18] . . . . .	512
3.1.9. Access for all to higher education . . . . .	512
3.1.10. Different types of projects, programmes or activities on Human Rights promoted and supported by the University . . . . .	515
3.2. <i>Line II: Teaching and Learning Processes and Tools</i> . . . . .	515
3.2.1. Presence of human rights in bachelor and postgraduate study programmes . . . . .	516
3.2.2. Consideration of diversity in the teaching-learning process . . . . .	518
3.2.3. Activities to promote the culture of human rights . .	519
3.3. <i>Line III: Research</i> . . . . .	520
3.3.1. Promotion of research on topics specifically related to Human Rights . . . . .	520
3.3.2. Research groups investigating subjects that are directly related to human rights . . . . .	521
3.3.3. Documentary and bibliographical resources . . . . .	521
3.3.4. Codes of ethics for research . . . . .	522
3.4. <i>Line IV: The Learning Environment</i> . . . . .	523
3.4.1. Specific mechanisms to safeguard the rights of members of the university community . . . . .	523
3.4.2. Student right to participation . . . . .	524
3.4.3. Social responsibility . . . . .	525
3.4.4. Associations and Voluntary Work . . . . .	526
3.5. <i>Line V: Teacher Training and Professional Development</i> . . . . .	527

CHAPTER 7

<b>ANALYSIS OF THE IMPLEMENTATION OF HRBA IN THE ABDEM CONSORTIUM COUNTRIES</b> . . . . .	531
---	-----

*NEUS CAPARRÓS CIVERA, FERMÍN NAVARIDAS NALDA*

<b>1. Opportunities</b> . . . . .	531
<b>2. Threats</b> . . . . .	533



	<u>Page</u>
<b>3. Strengths</b> .....	535
<b>4. Weaknesses</b> .....	536
<b>5. SWOT table</b> .....	538
 <b>CONCLUSIONS</b> .....	 563
<i>ANA MARÍA VEGA GUTIÉRREZ</i>	
<b>Strategic lines</b> .....	564