

Human Rights Education for Teenagers: A critical reflection on methodological approaches

Educação em Direitos Humanos para Adolescentes: uma reflexão crítica sobre abordagens metodológicas

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ABSTRACT

This article proposes a critical reflection on the approaches to pedagogical practices for Human Rights Education (HRE) aimed at high school teenagers, considering that, in the current political context, there is a great need to guide this audience. It aims to ensure the consolidation of educational practices based on equity, social justice, and a commitment to human dignity and the defense of fundamental rights, in effectively and critically addressing social inequalities. The article is based on field research conducted in a Federal Public Network school in 2025, in which the challenge of sparking genuine interest in Human Rights among teenagers was identified. This theme is widely discussed and explored in academic circles, where the effectiveness of HRE is debated, along with the need for the information from these teachings to be put into practice. In addition to a bibliographic and documentary research, the study uses the Problematicization Methodology with Magueres's Arc. It concludes that HRE should be integrated across the curriculum and teaching practices, helping to build a democratic, inclusive, and socially transformative culture.

RESUMO

Este artigo propõe uma reflexão crítica sobre as abordagens de práticas pedagógicas para a Educação em Direitos Humanos (EDH) direcionadas a adolescentes do ensino médio, tendo em vista que, no atual contexto político, há uma grande necessidade de orientar esse público. Tem o objetivo de garantir a consolidação de práticas educativas pautadas na equidade, justiça social e compromisso com a dignidade humana e defesa dos direitos fundamentais, no enfrentamento das desigualdades sociais de forma eficaz e crítica. O artigo tem como base uma pesquisa de campo realizada em um colégio da Rede Pública Federal, no ano de 2025, na qual foi identificada a problemática de despertar o interesse efetivo sobre o tema Direitos Humanos em adolescentes. Esse mote é amplamente discutido e trabalhado nos meios acadêmicos, onde se debate a eficácia da EDH e a necessidade de que as informações desses ensinamentos sejam colocadas em prática. Além de uma pesquisa bibliográfica e documental, o estudo adota a Metodologia da Problematicização com o Arco de Magueres. Conclui-se que a EDH deve ser integrada de forma transversal ao currículo e às práticas pedagógicas, contribuindo para a construção de uma cultura democrática, inclusiva e socialmente transformadora.

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Introduction

Human Rights are recognized as a set of individual and collective privileges that must be respected, promoted, and guaranteed. Since the adoption of the Universal Declaration of Human Rights (UDHR) in 1948, various legal instruments, both internationally and nationally, have ensured the implementation of these rights in different countries (Brasil, 2013).

In 1988, with the enactment of the Federal Constitution, a legal framework aimed at protecting and promoting Human Rights in Brazil was established. In this recent period of political openness, social movements like the MST, MTST, LGBTQIA+, feminist, indigenous, and environmental movements carried out actions aimed at shaping people who are aware of their rights and responsibilities.

These initiatives were organized in defense of human dignity, through the fight against the violation of Human Rights in the context of the military dictatorship that the country went through. This scenario made it possible to build a practical field called Human Rights Education - HRE (Silva et al., 2021).

Education should take a central role in the process of building a culture for Human Rights, since it plays a key part in shaping citizenship and forming rights-bearing individuals. Through a critical approach, education helps develop awareness about individual duties and collective responsibility in promoting and defending Human Rights (Brasil, 2012).

In the article “Education in Human Rights in Facing an Authoritarian Government”, by Aida Maria Monteiro Silva and Lívio Paulino Francisco da Silva, the school, as a learning environment, fights against the large advance of conservatism and right-wing political extremism. Even so, there are efforts to consolidate it as a fundamental space for socialization and development for the human being in formation. In the article Education after Auschwitz, by Theodor W. Adorno, the author states:

[...] All of this relates in one way or another to the old structure tied to authority, to ways of acting, I might almost say, of the good old authoritarian character. But what produced Auschwitz, the types characteristic of the world of Auschwitz, presumably constitute something new. The brutality of habits like hazing of any kind, or any other deeply rooted customs of this type, is an immediate precursor to Nazi violence. It wasn't by chance that the Nazis praised and cultivated such barbarities under the name of 'customs.' Here is a very relevant area for science. It could decisively reverse this trend of ethnology eagerly embraced by the Nazis, to curb this simultaneously brutal and ghostly survival of these popular amusements.

This reflection helps to understand the complexities and contradictions inherent in Human Rights, showing that their fulfillment isn't automatic, but rather a process that involves struggles and social transformations.

Besides being a meeting place for people with a common goal, access to knowledge, school should be seen as a place that supports building ethical values. In this sense, it's essential that these spaces help shape citizens who value mutual respect, diversity, and acceptance of differences (Brasil, 2012).

In Brazil, the debate around Human Rights Education (HRE) gained more visibility and consistency from the late 1980s, driven by the country's redemocratization. During this time, pioneering experiences emerged, developed by professionals, universities, and grassroots organizations, all working together to promote and defend Human Rights (Brasil, 2013).

Starting in the late 1980s, Human Rights Education (HRE) began to be gradually incorporated into formal teaching spaces, a process that picked up in the 1990s. By the 2000s, this approach had been established as a state public policy, with key milestones such as the creation and approval of the National Human Rights Education Plan (*Plano Nacional de Educação em Direitos Humanos* - PNEDH) (MEC/SNDH, 2003) and the National Guidelines for Human Rights Education (*Diretrizes Nacionais para a Educação em Direitos Humanos* - DNEDH) (MEC/CNE, 2012), among other regulatory instruments (Silva, 2021).

The approval of the National Guidelines for Human Rights Education (*Diretrizes Nacionais para a Educação em Direitos Humanos* - DNEDH) in 2012 by the Ministry of Education marked a significant step forward in establishing this field. The document aligns with the 1988 Federal Constitution and the Law of Guidelines and Bases of National Education (*Lei de Diretrizes e Bases da Educação Nacional* - LDB) (Law No. 9,394/1996), and is based on core principles such as human dignity; equality of rights; recognition and appreciation of differences and diversity; state secularism; democracy in education; the cross-cutting, lived, and comprehensive approach to Human Rights; as well as social and environmental sustainability (Brasil, 2013).

According to Article 22 of the Law of Guidelines and Bases of National Education - 9.394/96, basic education aims at the full development of the student, ensuring they have the necessary means for their civic formation and for the conscious exercise of citizenship, as well as preparing them for the world of work and for continuing their studies, according to their interests and aspirations. The LDB also establishes that basic education consists of three distinct stages: Early Childhood Education, Elementary School, and High School (Brasil, 2013). This premise reinforces the importance of carrying out Human Rights Education in basic education, especially in High School.

DNEDH (*Diretrizes Nacionais para a Educação em Direitos Humanos*) argues that developing a teaching plan focused on Human Rights requires incorporating assessment as an integral part of the educational planning. This assessment should take a broad perspective,

covering various components of the educational process, such as the work of teachers, the curriculum, school management, student participation, and the real challenges faced in everyday school life (Brasil, 2013).

Starting from this recommendation, a question arises: How are HRE actions developed in High School? This reflection will not focus on the multiple aspects related to school teaching, but rather on the methodological strategies used to carry out these actions.

Methodology

This research is based on a case study, bibliographic and documentary research, grounded in a literature review covering the main conceptual aspects and the regulatory frameworks related to Human Rights Education (HRE), basic education for high school, and education in general. The goal is to develop a theoretical-critical reflection on strategies to promote human rights education for teenage youth, aiming to contribute to strengthening civic education in high school.

The discussion was based on a socio-educational action for high school students at a public school, documented in a photo taken during the event, in online searches, in national and international databases, and in official data from the Ministry of Education, WHO, and the Federal Government, focusing on the topic in question.

The construction and presentation of this article followed the proposal of the Problematicization Methodology with Maguerez's Arc, which was developed by the Frenchman Charles Maguerez in 1966 and is considered the first version of the problematicization methodology used for analyzing and solving problems in various areas, especially in education. Problematicization consists of five steps, namely:

Observation of reality

Critical observation of social reality with an emphasis on identifying phenomena related to the field of study, without overlooking interconnected dimensions such as economic, cultural, and ethical spheres. This initial stage aims to encourage the formulation of questions and the systematic recording of perceptions, allowing the shift from a common-sense view to a more grounded and reflective analysis.

From this observation, positive and negative aspects of social practice are identified, giving rise to multiple problems that reflect the existing contradictions. One of these problems is chosen as the focus of investigation, based on its relevance and potential for change.

To problematize, in our understanding, consists of formulating a problem, whether through a question, statement, or denial, based on the observation of concrete facts (this fact happened with the behavioral observation of the high school students of the said school regarding the event). They reveal themselves as truly problematic, troubling, intriguing, or inappropriate in light of the reality analyzed.

The consensual choice of the problem to be studied guides the whole process, which aims both to achieve transformative results and to develop ethical, scientific, and political attitudes towards reality (Berbel, 1995).

Key points

The aim is to identify the possible causes and the broader social determinants related to the problem being investigated. For this analysis, the group relies both on their prior knowledge and on obtaining additional information right away, broadening their critical understanding of the reality observed (Berbel, 1995).

Theorization

At this stage, the goal is to come up with more consistent and well-grounded answers to the research problem. It critically examines the reasons, mechanisms, contexts, occurrences, and interrelationships related to the study object. The aspects previously identified as key points start to guide the search for data and evidence that support the proposed analysis more directly (Berbel, 1995).

Solution hypotheses

The theorizing provides the necessary support to analyze the viability and feasibility of the proposed solution hypotheses, promoting the comparison between these theoretical propositions and the concrete data of reality, including their specific characteristics, constraints, potential, and limitations (Berbel, 1995).

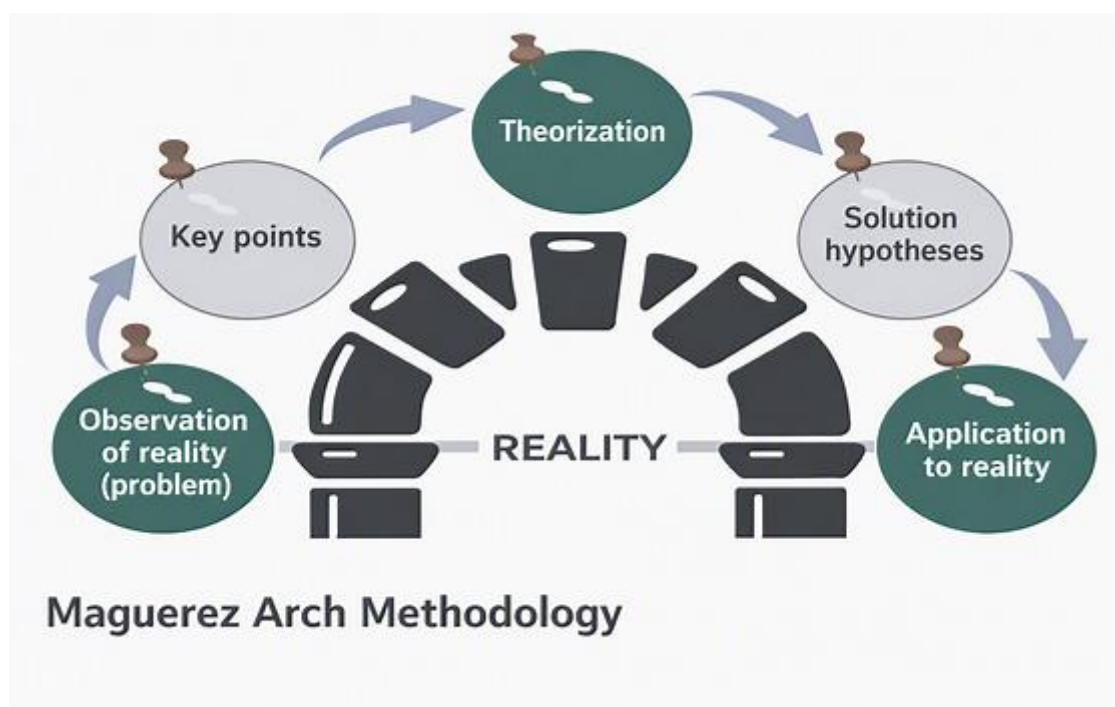
Application to reality

When coming up with solution hypotheses, ideas and proposals are compared with the data and information available at that time. In the application stage, this comparison happens with reality in motion, in a practical, dynamic, and interactive situation, where thinking turns into action.

It is in this context that the relationship between theory and practice is adjusted, enabling and exercising the action-reflection dialectic. This way, the “Maguerez Arc” is completed, whose developments can trigger the start of new investigative cycles (Berbel, 1995).

Table 1.

Maguerez Arc used by Berbel, based on Bordenave and Pereira (Berbel, Gamboa, 2012).



Note: Adapted from Garcia and Martins (2021).

Results and Discussion

The reality observed was an educational activity developed by a public educational institution, aimed at high school students (HS), about Human Rights. The strategy used by the school was to hold a lecture with well-known professionals on the topic, where a roundtable discussion took place among them.

The lecture covered various topics related to Human Rights, such as Culture of Peace, Bullying, and Femicide, and took place in the institution's auditorium on a school Saturday, with families invited to participate. Despite the presentations being extremely rich in content for reflection, what could be observed was the audience's passivity, leading to a gradual emptying of the venue.

1. **Problem**

Human Rights Education (HRE) for high school teenagers was developed through strategies that weren't very interactive and didn't take into account the audience it was aimed at, leading to little engagement from the young people in the activities.

2. **Key points**

After reflecting on the observed reality, we sought to establish the main points that should guide the literature review in order to better support the solution hypotheses for the identified problem. In this way, the following key points were raised for this study:

2.1 Recognize the characteristics and educational needs of young teenagers during high school in relation to the teaching practices developed in schools.

2.2 Identify in the literature relevant to the National Common Curricular Base (*Base Nacional Comum Curricular* - BNCC) its educational objectives and recommendations.

2.3 Understand Human Rights Education, its bases, foundations, objectives, and strategies appropriate for its implementation in high school.

3. **Theorization**

3.1 Adolescence and High School in Basic Education.

The growing complexity of various areas of life, at global, national, and local levels, requires the development of human capabilities that involve thinking, feeling, and acting in a broad and deep way, committed to social and environmental issues. In this sense, it is up to schools to help promote this overall development. National education legislation points out this responsibility in different ways, depending on the level of schooling (Berbel, 2011).

It's essential to recognize adolescence as a socio-historical-cultural condition of a group of individuals that needs to be considered in its multiple dimensions, with its own specificities that aren't limited to biological and age aspects, but are connected with a variety of social and cultural factors, creating multiple youth cultures or many adolescences. For this reason, adolescence should be seen as diverse, dynamic, and an active part of the development process that should ensure their autonomous and critical involvement in the world (Brasil, 2018b).

The choice to use the term 'youth' is due to the fact that, in the singular, the concept only takes on a generational meaning, ignoring the complexity of the multiple ways of being young in different social contexts. In the realm of capitalist social relations, class division is the main form of inequality. According to the IBGE website, for the Black population, which makes up more than half of Brazil's population, class inequalities are worsened by racial inequalities. These imbalances also show up in other dimensions, such as gender, territory (urban or rural), and the country's geographic region, highlighting the need to understand youth from an intersectional perspective that takes into account their different conditions and social experiences (Martins Boeira, 2024).

The role of school goes far beyond just passing on knowledge. It's a key space for the overall development of students, covering academic, social, and emotional aspects. Schools should also embrace diversity and have conversations with young people about curriculum, teaching, and learning. They need to create an inclusive environment that values differences and promotes respect, while fighting prejudice, discrimination, and social injustices, as well as

preparing students for the challenges they'll face in life. To do this, teaching should aim to help young people develop the ability to critically analyze the world. This goes beyond subject content, encouraging socio-emotional growth, like self-awareness, empathy, responsibility, resilience, and making decisions in an ethical and responsible way (Brasil, 2018b).

The content of the high school curriculum components, according to the BNCC (Languages and their Technologies, Mathematics and its Technologies, Natural Sciences and their Technologies, and Human and Social Applied Sciences), needs to be contextualized, figuring out ways to present, represent, give examples of, connect, and make it meaningful, based on the reality of the place and time in which the learning takes place.

The interdisciplinary organization of high school components strengthens the teaching skills of school teams to adopt more dynamic, interactive, and collaborative strategies for carrying it out (Brasil, 2018b).

In line with constitutional principles, Brazilian education has as its core goals the full development of the individual and their personality, preparation for exercising citizenship, expression of political rights, and qualification for work, linked to social rights (Federal Constitution, 1988). These goals highlight the intrinsic connection between education and Human Rights, reinforcing the humanizing and empowering nature of educational action (Silva et al., 2021).

In this sense, educational processes make it possible for individuals and groups to assert themselves based on their contexts, developing a critical view of the world. At the same time, they contribute to their role as agents of social change, capable of intervening in reality in a conscious, ethical way, and committed to promoting Human Rights (Brasil, 2013).

Considering that we are all human beings and are born with fundamental rights, in addition to those we have already historically achieved, we strive to preserve them and prepare individuals, through the educational process, to live in society with full awareness of their own rights and respect for the rights of others. This premise is an essential condition and mandatory content for an education committed to human dignity and social justice (Silva et al., 2021).

Human Rights Education (HRE) is an essential interdisciplinary field for building fairer, more equal, and peaceful societies, especially when applied to the education of young people and teenagers. Based on ethical principles and internationally recognized standards, HRE goes beyond simply teaching about rights. Its focus is on promoting a culture of respect for human dignity (UNESCO, 1995; Brasil, 2007).

The Law of Guidelines and Bases of National Education (*Lei de Diretrizes e Bases da Educação Nacional* - LDB - Law No. 9,394/96), in Article 2, states that education should aim at the full development of the student, preparing them for citizenship and qualifying them for work. More specifically, the National Guidelines for Human Rights Education (*Diretrizes Nacionais para a Educação em Direitos Humanos* - DNEHD) establish that human rights education should be a guiding principle throughout the entire basic education curriculum

(Brasil, 1996; Brasil, 2013). These guidelines, published by the National Education Council, not only recognize the importance of the topic but also provide a legal framework for its implementation, indicating that human rights education is not just desirable, but a legal and pedagogical imperative for high school.

Human Rights Education in Brazilian High School is a complex process, far from being just an isolated subject. Its inclusion should mainly happen through a cross-curricular approach, where the principles and values of human rights permeate all areas of knowledge. This means that topics like equality, social justice, respect for diversity, and combating discrimination and violence should be addressed both in subjects like History, Geography, Philosophy, Sociology, and Portuguese, as well as in subjects like Mathematics, Physics, and Chemistry.

Reflecting on HRE means understanding education as a practice committed to developing people who are able to stand up and act in the fight for their rights. It's a process aimed at overcoming the oppression imposed by a culture of domination and exclusion, allowing individuals to become full holders of human rights (Marreiro, 2021).

It is not possible to separate methodological strategies for Human Rights Education from a political-philosophical vision, from a specific conception. Pedagogical strategies are not an end in themselves; they are always in the service of specific purposes and goals that are intended to be achieved (Candau, 2010).

Every educational action with a focus on Human Rights should aim at raising critical awareness of social reality, identifying the structural causes of problems, transforming attitudes and values, and addressing situations of conflict and rights violations. These processes should be guided by solidarity, respect for human dignity, and a commitment to life (Brasil, 2013).

In basic education, HRE plays a strategic role by helping empower teenagers, raising their awareness of their rights and duties. However, this process requires methods that break away from traditional teaching, which is often demotivating and focused on memorization.

Given the concept of HRE presented, it is essential to reflect on the educational framework to which it is aligned. Considering the main pedagogical trends discussed in the field, it can be said that HRE is mainly based on the so-called critical pedagogies. In this area, Freirean Pedagogy and the Critical-Social Pedagogy of Content, also known as Historical-Critical Pedagogy, stand out, with the main author being teacher Dermeval Saviani (Candau, 2010). These pedagogical approaches share an emphasis on critical awareness, the historicity of educational processes, and social transformation, aligning with the foundations of HRE, since they value critical reflection and transformative action in the formation of individuals.

Critical pedagogy, with one of its main proponents being the educator Paulo Freire, underpins numerous educational experiences, both in professional training and education in general. For Freire, the learner should take the lead in their own learning process, while the

educator's role is to spark epistemological curiosity and encourage critical thinking (Prado, 2012).

The Freirean approach (Freire, 2011) highlights the importance of a dialogical education that values students' knowledge and encourages critical thinking. For Paulo Freire, "(...) teaching is creating possibilities for the construction of knowledge through dialogue and action," as stated in his book *Pedagogy of Autonomy*, specifically in the chapter "Teaching Requires Research."

In this sense, human rights education needs to connect with the real-life experiences of young people. It's not enough to present universal norms in an abstract way, they need to be related to daily life, lived inequalities, and real conflicts. Participatory methods that involve languages like art, theater, and media are more effective in engaging students (Brasil, 2013).

It should also be guided by respect for differences and a commitment to the social transformation of reality. Its purpose is to raise awareness among individuals for active participation in solving concrete problems, situated in specific contexts and marked by inequalities. Additionally, it should encourage initiative, a sense of responsibility, and engagement in building a fairer, more supportive, and equal future (Brasil, 2013).

The school, then, turns into a space for civic education, where teenagers are encouraged to question, debate, and act in defense of human rights. In this context, HRE stops being just content and becomes a transformative practice, essential for strengthening the Democratic Rule of Law and fostering a culture of peace and respect for differences.

Solution Hypotheses

1. Encouragement of Active Methodologies

Active methodologies are based on approaches that promote the development of the learning process through real or simulated experiences, aiming to engage students as the main characters of their learning instead of just passive recipients of information. They aim to prepare individuals to successfully face and solve the challenges that come from essential activities in social practice across different contexts (Berbel, 2011).

The teacher's role turns into that of a guide and facilitator of the learning process, providing support and challenges so that the student can build their knowledge.

The use of active and participatory methodologies, the employment of multiple languages, and the promotion of dialogue between different areas of knowledge are essential elements throughout the entire educational process. These components should have the social reality and the participants' experiences as their central reference, ensuring a contextualized, critical, and engaged approach (Candau, 2010).

However, using it requires more than just technical mastery of how to apply it; it mainly requires understanding and commitment to the pedagogical principles that support it, principles based on critical pedagogy. It's an approach that values autonomy, dialogue, questioning reality, and ethical and political engagement in the educational process.

During the conversation circles, called “Cultural Circles” by Paulo Freire, there are rich and meaningful moments of listening and speaking among the participants. This dynamic is established based on the understanding that, when listening, a person takes the position of a learner, and when engaging in dialogue, they activate their imagination about their own context and the context of others. It is a dialogical process that does not assume the cancellation of any voices, nor their passivity, competition, or full agreement. On the contrary, dialogue is built precisely from the diversity of experiences and perspectives, allowing for the collective construction of knowledge (Jackiw, 2021).

2. School Management Committed to HRE

A school truly committed to citizenship should present itself to society as a space for creating and carrying out projects aimed at transforming realities marked by the denial of rights. It should also maintain an active relationship with a constantly changing society, taking on a proactive role in facing contemporary challenges.

Educating in and for Human Rights means preparing people to build a more just, democratic, and equal society by strengthening political autonomy and encouraging citizens to actively, critically, and responsibly participate in their communities (Brasil, 2013).

For this, the school should include contemporary topics in its curricula and teaching proposals in a cross-cutting and integrative way, focusing on Human Rights Education (HRE), such as: Children's and teenager's rights, traffic education, food/nutrition education, rights of the elderly, education for ethnic-racial relations and teaching Afro-Brazilian, African, and Indigenous history and culture (BNCC), education for gender and diversity relations, sexual and reproductive education, mental health and bullying, ethical and responsible use of media and social networks, among others.

Incorporating the National Guidelines for Human Rights Education (*Diretrizes Nacionais para a Educação em Direitos Humanos - DNEDH*) into the political-pedagogical projects of educational institutions helps to move beyond the rigidity of traditional education. This approach values the life experiences of the people involved in the educational process, promoting recognition and awareness of their rights. It's one of the main goals of HRE: To shape individuals who are critical, committed to social justice, and able to work on transforming reality through the experience and practice of Human Rights (Brasil, 2013).

It's also important to consider school infrastructure that supports learning and ensures basic human rights for students, teachers, and other education workers. Structural aspects like access to water, clean bathrooms, proper meals, public safety, respect for diversity, and

welcoming differences with accessibility are essential to keep consistency between what is taught and what is done.

No educator is immune to the critical perception of those who are learning. That's why it's essential that teaching practices, as well as school management, are guided by clarity, ethical commitment, and active involvement in defending their rights, as well as in demanding proper conditions to fulfill their duties. For that, it's necessary to have environments that support educational practice. Disrespecting the educational space is an affront not only to educators and learners but also to the very legitimacy of the teaching process (Freire, 2011).

The political and economic devaluation of education in our society is a persistent challenge for everyone committed to teaching. Facing the precarious working conditions requires constant effort to overcome the obstacles imposed on the profession. In this context, educators are challenged to swim against the tide, engaging creatively and resiliently in the political and educational fight for recognition, both of the formative and transformative role of education in people's lives and in society, and of the professional appreciation that this work demands and deserves (Berbel, 1995).

In this way, it's impossible to win new rights or ensure the effectiveness of those already recognized without social mobilization and active struggle for their acknowledgment. Claiming these rights requires an anti-hegemonic stance from individuals, who need to take a critical and resistant position against any form of violation, reaffirming the importance of social participation in building a culture of human rights (Silva et al., 2021).

Educating for Human Rights means preparing individuals for the full exercise of citizenship, aiming to build a fairer, more democratic, and inclusive society, making interdisciplinarity a goal to develop an analytical and critical sense of the arbitrariness that the society a person lives in might have on them. This educational process should prioritize developing political awareness and active, responsible participation in their community, promoting social engagement and strengthening democratic values (Brasil, 2013).

Within the scope of educational projects in schools and universities, it is possible to experience a democratic approach to education through strengthening interpersonal relationships in the classroom and in the school environment as a whole. This involves promoting teaching practices based on dialogue, mutual respect, and active listening among teachers, students, and other members of the school community. Building a democratic culture also requires reducing the hierarchical barriers traditionally established between different segments of the institution (administration, coordination, teachers, and students), as well as encouraging the active participation of the school community, not just teachers, in the creation and execution of collective projects and activities (Brasil, 2013).

School management can support this practice by promoting the connection of young people through the formation of student councils, since Law No. 7,398, of November 4th, 1985, guarantees the free organization of high school students as autonomous entities representing

their interests, known as the “Free Student Council Law.” This initiative can provide more space for Human Rights Education in schools.

A school committed to Human Rights Education is one that, in its teaching plan, goes beyond just transmitting content, encouraging the practice of investigative, critical, and ethical attitudes, and promoting an environment where teachers and students share and experience fundamental human values, such as truth, responsibility, respect, and love for life. This idea of a school shapes it as a formative space aimed at building a culture of rights, based on human dignity and democratic coexistence (Brasil, 2013).

3. Sharing Knowledge on Human Rights Education

HRE can be integrated into teaching through mandatory and elective courses, research lines, areas of concentration, and, above all, by being mainstreamed in the Political-Pedagogical Projects of the programs. In the research field, the demand for studies focused on Human Rights requires the creation of support policies that recognize this topic as an area of knowledge with an interdisciplinary and transdisciplinary nature.

The inclusion of this thematic axis in extension programs and projects can cover training activities, consultancy, academic events, and community actions, in connection with teaching and research, covering a wide range of topics. Thus, HRE should serve as an ethical-political principle guiding the formulation, implementation, and critique of practices developed in higher education institutions (Brasil, 2018).

Application to Reality

This stage, in the Problem-Posing Methodology, corresponds to the practice phase, where the solution hypotheses considered most viable and feasible are implemented. It's the moment of intervention, aimed at transformative social action (Berbel, 1995).

In this text, a significant part of the practical experiences has already been presented in the previous sections. So, all that remains is for us to wrap up with some final reflections built up to this point.

Spreading ideas is a crucial action because it allows them to be subjected to debate, criticism, and collective evaluation, helping them gain acceptance, be revised, or improved (Berbel, 1995). By making the methodological and reflective process public, it reaffirms the commitment to a critical and transformative teaching practice, based on dialogue and collective knowledge building. So, more than just presenting results, this research aims to inspire new processes of questioning and learning, in a continuous cycle of action-reflection-action.

This research can be used as a written communication tool when advising elementary and middle school teachers, as well as in meetings with teachers from other educational levels.

In addition, the dissemination of the ideas presented here can be promoted at national events focused on teaching, with a special emphasis on high school education.

In this way, we can contribute to reflecting on the most suitable educational practices for human rights education in high school, aiming to promote processes that support the development of autonomous and supportive individuals, who can see themselves as rights-holders, both individually and collectively, and engage in actions aimed at transforming reality and achieving social empowerment (Candau, 2010).

Final Considerations

Human Rights Education (HRE) in basic education is a key foundation for shaping young people who are aware, critical, and socially engaged. Introduced early in the learning process, HRE has the potential to help students understand their own rights and respect the rights of others.

In basic education, teenagers should be encouraged not just to know their rights, but also to exercise them consciously and actively, becoming key players in promoting justice, fairness, and respect in their communities and society as a whole. The main idea is that students not only learn “about” human rights, but actually live human rights in the school environment.

However, the approaches adopted in schools often stick to the theoretical presentation of rules and legal concepts, which can make the topic feel abstract and not very connected to students' reality. This limitation, typical of a traditional and passive teaching practice, weakens the transformative impact that Human Rights Education can have in basic education.

That's why it's necessary to rethink the methods we use, looking for ways to connect the content to students' everyday lives. More participatory and dialogue-based strategies should be included, valuing listening, hands-on experience, and critical thinking. This is encouraged by participatory methods that promote debate, critical reflection, and peaceful conflict resolution.

Interdisciplinary projects, discussion circles, and simulations are common tools to engage teachers and students. Using resources like art, music, digital media, and debates about real-life situations helps make HRE more lively and meaningful.

For this, ongoing teacher training is crucial, providing the necessary reflection to address sensitive topics and to create a more democratic and inclusive school environment. The school curriculum should also be constantly reviewed to include diverse perspectives, such as Afro-Brazilian and Indigenous history and culture, and discussions about gender and sexuality, promoting respect for differences.

Partnerships with civil society organizations and engaging with the community expand the reach of HRE, turning the school into a place where human rights are lived and promoted for everyone.

HRE shows itself as a field of practice and critical reflection, focused on civic education and the building of a democratic and inclusive culture, contributing to the consolidation of a culture of peace and democratic coexistence.

It encourages student protagonism along with their consequent awareness of possible human rights violations, aiming at a social practice that transforms this reality.

This research resulted in an analysis of how to promote more suitable teaching approaches for carrying out HRE education in high school, based on the observation of a single strategy carried out in a school.

So, to better understand this issue, it's necessary to have a continuous evaluation process that allows critical reflection on teaching practices and how they align with the principles of Human Rights, taking into account the curricular, managerial, and political aspects involved in that context.

The use of mixed methods, like combining quantitative and qualitative approaches, can give a more complete understanding of the impact of educational programs and interventions. Involving stakeholders, including teachers, students, administrators, and communities, is crucial to help make sure the evaluation is thorough.

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