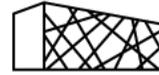




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CURRICULUM REFORM AND TRANSITIONAL JUSTICE

Written by Museo Memoria y Derechos Humanos, Authors: Enrique Azua and Claudio Rammsy¹

Title: Challenges to Reforming the School Curriculum to Teach Memory, Truth and Justice in Chile

This work has been prepared as part of a consultation requested by the International Coalition of Sites of Conscience, through the program *Global Initiative for Justice, Truth & Reconciliation*, aimed at studying educational initiatives in Chile, from both the government and civil society, aimed at promoting the collective memory of human rights violations in recent history, social cohesion and a culture of human rights among young people. The structure of the topics contained in the consultation's reference terms has been taken into account to prepare this report.

The first part of the report is an introduction to the case study methodology, followed by an explanation of the national historical context, which addresses political conflicts and the recent past of state violence, followed by the history of curricular reforms to incorporate human rights. The second chapter analyzes the content of human rights-related educational reforms, particularly related to transitional justice. The chapter contains a review of the main initiatives and innovations in the field of informal education, generated by both Sites of Conscience, other NGOs and public institutions. The report concludes with a series of proposals originating from the same study. An Annex is included with a list of informal education initiatives referring to memory, truth and justice. Given the relevance of the report's subject matter, the Diagnosis of the inclusion of human rights education in the Chilean school curriculum (INDH, 2015) was also included as Annex 2.

Section 1: Introduction and Background

A. Work Methodology

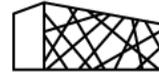
This investigation refers to the current state of integrating human rights in education in Chile, with special attention to issues directly linked to transitional memory and justice, starting in the 1990s, after the dictatorship led by Augusto Pinochet (1973-1989). The research related to curricular changes, primarily of a bibliographic nature, is the result of a review and synthesis of studies about the integration of human rights education in the main national education curriculum that the Education Unit of the National Human Rights Institute of Chile (*Instituto*

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Nacional de Derechos Humanos de Chile, INDH) conducted, starting in 2015, based on international human rights standards. These studies were selected because they are the only ones of this type available in the country. Given that curricular changes were carried out at the last levels of secondary education (third and fourth years of middle school) after the aforementioned studies were published, we carried out an analysis of the curriculum framework and the study programs at these levels, using the same analysis and methodology matrix as the studies carried out by the INDH. Similar INDH studies on initial teacher training were also considered, given their direct relationship with the effective implementation of the required curriculum. In addition, in reviewing sources, regulations were considered that gave rise to the current institutionalization of human rights, as well as certain articles and works by the authors themselves.

In relation to the experiences related to justice and memory education carried out by memorial sites, given their large number and diversity, we prepared a register of them, appearing in the Table of Informal Transitional Justice Education Initiatives.² It contains a summary that briefly describes what they consist of and their main characteristics, adding links to digital sites where detailed information can be found. Research on these experiences was obtained by reviewing institutional websites and through interviews with the heads of each institution or organization and is also based on the institutional registers themselves.

B. Brief History

Several of the current community conflicts that Chile faces originate from long-standing historical processes. One of them is the recognition of indigenous peoples.

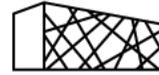
The current territory of Chile was occupied about 14,000 years ago by a range of peoples of different levels of organization and social development, who did not form a single political unit. In the 15th century, current territory was under the influence of the Inca Empire. From the middle of the 16th century to the beginning of the 19th century, the central part of the territory was subject to the rule of the Spanish Empire and underwent an intense miscegenation process. Following independence, during the 19th century, the new national State advanced towards the North, incorporating the current regions of Arica Parinacota, Tarapacá and Antofagasta through the so-called Pacific War, inhabited by people of Aimara and Quechua origin. It also advanced toward the south, invading and taking possession of the territories of the Mapuche People. It also advanced to the austral zone, inhabited by the Selk'nam, Aonikenk, Kaweskar and Yámana people, causing their near complete extermination and the disappearance of their cultures. It also annexed Rapa Nui Island (renamed Easter Island), suppressing the population and turning the island into a leper colony. In all cases during its advance toward the southern and austral zones, the State promoted the arrival of European immigrants, giving out the lands taken from indigenous people. In addition, the educational system was used throughout the territory in an intense cultural assimilation process to make the population more "Chilean". Currently, the surviving indigenous peoples continue a struggle for their survival and development, with varying degrees of conflict with the State, ranging from recognition and demands for reparation to rupture and separation. The conflict between the State and the Mapuche nation is certainly

² See Annex I



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the most intense and long-lasting, but conflictive situations exist throughout national territory and its peoples, whose historical demands have been made more contemporary by the environmental problems created through the expansion of extraction, production and infrastructure projects, the vast majority of which are private.

At the same time, since its independence, Chile has been consolidating a democratic institutionality characterized by relative stability and a progressively expanding recognition of the political and social rights of various groups of the population. This has happened through waves of mobilization, repression, setbacks and ruptures in peaceful coexistence. During the 19th century, under the Constitution of 1833, an oligarchic and authoritarian regime prevailed, with strong electoral intervention by the executive branch. During the 20th century, the Constitution of 1925 established a presidential system. This brought about the expansion and promotion of the middle class. A system of political parties was formed and union and social organizations greatly expanded, whose mobilizations reached their highest point with the victory of Allende in 1970—abruptly interrupted by the coup d'état of 1973. After the end of the dictatorship in 1989, a referendum contemplated in the Constitution of Pinochet itself from 1980 initiated a process of democratic transition. According to some analysts, this culminated in the October 2019 social outbreak that tipped the scales for an agreement to draft a new Constitution. The investigation presented here focuses on the post-dictatorship period, which began on March 11, 1990, and which overlaps with a new period beginning with the social outbreak, which also left new victims of human rights violations.

According to official figures, the dictatorship detained 3,195 people, who were disappeared, executed or died from terrorism actions. There were 27,255 victims of torture and an undetermined number (estimated at 200,000) of people in exile for political or economic reasons or who were demoted, dismissed and whose income was affected, including teachers. The 2019 social crisis claimed 8,827 victims, of 413 of which correspond to eye injuries caused by the impact of firearms. In both cases, survivors, victims' relatives and human rights organizations and institutions have considered the reparation measures and non-repetition guarantees insufficient.

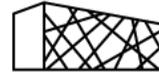
In addition, various social movements have denounced ongoing situations of discrimination against vulnerable populations. Without a doubt, the feminist movement and sexual diversity movements have played a leading role in the greatest mobilizations. They have managed to implement a multi-dimensional approach to gender by denouncing situations of discrimination in societal norms, institutions and daily practices. Other particularly relevant movements include student mobilizations for the right to education; workers for social security rights; local communities caused by environmental conflicts; and different groups for the right to health, among others.

Thus, the current conflict of the post-dictatorship period, in addition to the demands arising from human rights violations during that period and those committed during the social outbreak, can be added to the historical claims of indigenous peoples, the struggle of women and the demands of various social movements. In this sense, any attempt to promote a culture that is respectful of human rights implies addressing this entire set of situations.



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C. The education system and the school curriculum before the reconciliation-oriented reforms.

Despite the fact that the main transformations of the educational system carried out during the dictatorship were carried out during the Transition period, for practical reasons here, details of the main characteristics of the educational system will be given for changes between one period and another.

The educational coverage of the basic and middle-school levels (eight years of elementary education and four years of secondary education) began an accelerated expansion starting in the 1960s, reaching its highest levels in 1973, at the time of the coup d'état. During the dictatorship, this expansive trend continues, as a general average over the period, but its speed decreased, as a result of certain setbacks. Basic education reached a coverage in 1970 of 93.3%. In 1982, it increased to 95.2% and decreased to 91.3% in 1990. Meanwhile, middle school education maintained its upward trend throughout the three periods, but growth slowed in the last period: it reached 49.7% in 1970, 65.0% in 1982 and 77.0% in 1990 (Cox: 2003).

Another relevant feature of the educational system up to 1973 was the freedom of teaching, materialized in a mixed-provision system, consisting of predominantly public education along with private education and a subsidized private education sector. In 1980, the administration of technical schools was transferred to private industrial corporations (Decree Law 3166 of 1980) and in 1982, all educational establishments and all of their assets and teachers came to belong to the corresponding territorial municipalities. This generated four categories educational provision and administration: municipal education, paid private, subsidized private and delegated administration.

Municipalities, as controllers of municipal schools, along with owners of subsidized private schools, would receive a grant for each student, based on attendance. Unlike the latter, municipalities had less flexibility to hire and fire teachers. In addition, rural municipalities with a scarce and scattered population, as well as those in poor communes with low-school families, did not receive additional resources. This set of changes and conditions made public education precarious and, in the medium term, caused a large portion of municipal school registration to change to subsidized private schools.

The Ministry of Education retained control over curriculum and the regulation and supervision of the establishments. As for the curriculum, at first, the government confined itself to suppressing all content considered political and to introducing nationalist content, doctrine on national security and military exaltation through courses such as history, geography and ceremonial and extracurricular activities. However, it made no modifications to the latest educational reform of 1965. In 1980 (Decree Law 4002 of 1980), it modified Basic Education, making the requirements of establishments extremely flexible by setting very minimal objectives for the entire basic education cycle. This enabled municipal school principals to modify the distribution of course hours, except for Spanish and mathematics, to the point that all of the hours were allocated only to these two subjects (Núñez: 1984). The curriculum was also made more flexible for secondary education (Decree 300, Exempt from 1981). However,

unlike basic education, requirements were established to ensure compliance with the entire Plan, with objectives aimed toward higher quality.

The last modification made under the dictatorship was to approve a Constitutional Organic Law on Teaching (*Ley Orgánica Constitucional de Enseñanza*, LOCE) one day before the beginning of the transition. This law established the creation of a curricular frameworks to define the fundamental objectives and the minimum mandatory contents of each of the courses and teaching levels of the school system. It also created a new oversight body called the National Education Council (*Consejo Nacional de la Educación*, CNED), responsible for its approval. Until that time, this function corresponded to the Ministry of Education. Thereafter, the Ministry of Education would be responsible for developing the curriculum and study programs and submit them for the CNED's approval. In addition, educational establishments could choose between developing their own study programs, according to approved curricular frameworks, or using educational programs prepared by the Ministry of Education. The implementation of these changes was the responsibility of the transitional governments. Thus, they will be reviewed in the next section.

D. Reconciliation Paths and Processes

In Chile, even though initiatives have been launched aimed at the traditional pillars of transitional justice processes (Truth, Justice, Reparation and Guarantee of Non-Repetition), it is not possible to clearly identify reconciliation paths and processes.

Section 2: Reforms and innovations

A. Transitional Curricular Justice Reforms

In accordance with the Constitutional Organic Law on Teaching (LOCE), approved on March 10, 1990, the transitional government that began the following day had to begin the developing curricular frameworks and new study programs for all levels and courses of the educational system, including pre-school and adult education.

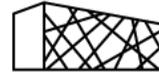
As shown in the following table, the LOCE governed for 20 years, which corresponds to the period in which the entire curricular architecture of the school system was built. In other words, the transition's curricular reform took that entire time. The first stage, corresponding to the discussion and establishment of the agreements for the definition of the minimum objectives and contents, took 6 years. This shows the difficulties of making the changes to the guidelines established during the dictatorship.

Before this reform was finished, in 2002, student mobilizations against the LOCE began, reaching massive numbers in 2006. *"The great criticism of schoolchildren about the law is that it gives prevalence to the freedom of teaching over the right to education." The students assert that in the law, the right to education was subordinate to the freedom of teaching. This allowed, according to them, any individual to create schools inorganically, producing an "education business" and diminishing their quality. The students demand a more active role from the Executive Branch in the quality and financing of public education and suggest that "the State is the only guarantor and administrator of Chilean public education."*(Emol: 2006)



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Chart 1. Stages and milestones for implementing the educational reform under the Constitutional Organic Law on Teaching

Years	LO CE		Discussion and preparation of the fundamental objectives and minimum required content					Approval of curricular frameworks and education programs							Development and approval of adult education programs						
	90	91	92	93	94	95	96	97	98	99	00	01	02	03	04	05	06	07	08	09	10
Main Milestones	1	2			3						4						5				6
Pre-School Education												D.289									
Elementary Education							D.40	•	•	D.240	•	•	D.232	•							
Middle School Education											•	•	•	•							
Adult Elementary and Middle School Education																D.220		•	•	•	•

1. Enactment of the Constitutional Organic Law on Teaching (LOCE).
2. Creation of the Education Commission for the preparation of the fundamental objectives and minimum content.
3. Creation of the National Commission for the Modernization of Education, which drafted the report "Education in Chile for the 21st Century (1994)", better known as the "Brunner Report".
4. Creation of the Multi-Dimensional Support Unit, under the General Education Division of the Ministry of Education.
5. Student mobilizations against the LOCE
6. Beginning of Curricular Adjustment
 - Development of education programs.

Source: (MINEDUC: 2004). Own adaptation

In addition, before the end of the Reform with the Adult Education programs, in 2009, the process of curricular adjustment began. Unlike the curricular reform, this consists of reviewing and adapting the objectives and contents, but the approach remains the same.

Throughout this process, which continues today, human rights objectives and educational content have been progressively and systematically incorporated into the curriculum, as explained in the following point.

B. Education on human rights in the post-conflict context

In 2004, the Multi-Dimensional Educational Unit of the Ministry of Education published a study on the integration of human rights education in curricular frameworks (MINEDUC: 2004). This was one of the first analyses on the subject at the curricular level and was based on the review of the objectives, contents and activities established in the curricular frameworks of elementary and middle school education, at all levels and courses, and on the identification of findings explicitly or implicitly related to Human Rights. The idea was to develop a curricular map of human rights to guide teachers on how to address them, by developing curricular objectives and contents. The main conclusions of the study were that the topic would be lightly integrated in the first elementary cycle and middle school education and a medium integration in the second elementary cycle. It established explicit objectives and contents relating to citizenship issues, individual rights and even international treaties. Issues on discrimination were also implicitly addressed through content related to the elimination of prejudices and stereotypes. No content was included referring to the collective memory of human rights violations. This study is interesting, as it shows the advances achieved since the first curricular reform from the transition period.

In 2015, 11 years later—and six years after the start of the curricular adjustments that followed the curricular reform process—another study, this time from the Education Unit of the National Institute of Human Rights (INDH: 2015), also reviewed the current curricular frameworks. However, this used a different methodology that consisted in identifying international education standards in human rights. For this purpose, it identified and classified 234 international human rights instruments applicable to Chile, along with specific content that, according to the commitments made, should be part of school education. In this way, it created a matrix³ of 38 topics that were grouped into eight large dimensions or subjects⁴. This matrix was used to make sweeping curricular changes that would allow us to know how often and repeatedly (throughout the levels and in different courses) these contents were found, supposedly in accordance with the instruments signed by the State. Graduality was also analyzed (i.e., if progress was made on the depth, complexity and diversity of the way the contents are addressed as levels advance). Below, we present the main conclusions of this

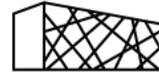
³ To consult the matrix, see Annex 2.

⁴ The 8 dimensions are: basic human rights concepts; institutionality for the protection of human rights; strengthening democracy; collective memory of human rights violations in recent national history; education for peace; equality and non-discrimination; environmental education; sex education.



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study, focusing on certain points and establishing, when relevant, a link with the major conflicts presented above. In addition, when applicable, the information will be supplemented with an updated review of certain curricular instruments implemented after this study.

The study's most general conclusions argue that the national curriculum includes a relatively large amount of human rights issues in education, identifying 350 opportunities distributed throughout all levels. Sixty percent of them clearly and directly refer to human rights issues and the rest indirectly refer to them. The topics generating the greatest number of references (55%) correspond to education for peace, environmental education and non-discrimination.

Nonetheless, it concludes that *"the school curriculum offers opportunities for students, after completing all compulsory education, to identify a set of responsibilities and certain fields in which they, and other people, have rights that must be protected and respected. However, no opportunities exist for them to fully understand what human rights consist of and their specific scope or contents, in order to identify whether they are being respected or violated."* Among the main deficits, it noted that the human rights education does not give conceptual or practical tools to know what to do in the face of violations, before whom they must demand them or how to request the protection they need. Likewise, an individualistic understanding prevails, based on moral aspects and little inclusion regulatory aspects (and therefore their enforceability). One positively valued aspect is the relationship established between the respect for human rights and democracy. That is in contrast, however, with a view of the citizenry restricted to electoral matters.

On the more specific issues referring to the collective memory of human rights violations during the dictatorship, it emphasized that "recognition of this occurrence has been achieved, in a more obviously way in high school and indirectly in elementary education". However, it considers that "the historiographic approach proposed does not provide sufficient guarantees that classroom teaching would reinforce the unjustified nature of these actions", and consequently, "does not restore dignity to the victims" or "generate a context providing guarantees of non-repetition".

In relation to education for peace, the high rate of recurrence and multi-dimensional approach to the topic stands out, "with a broad set of situations that refer to the conflict and its solution". However, it questions the fact that "putting a high value on peace and peaceful conflict resolution is not explicitly integrated in most of them." This particularly refers to how violent conflicts are accepted as an engine for development without question and that dialogue as a central and multi-dimensional competency is not systematically reinforced in different courses.

The high presence of equality and non-discrimination issues also stands out, with an emphasis on recognizing and in some cases putting a high value on diversity, greater visibility of women in history and other areas, in addition to identifying and questioning biases and prejudices. Nonetheless, it affirms that "the greater visibility of women and their contributions is not consistently addressed through a gender-based perspective and the promotion of equal rights between men and women." It adds that a similar situation occurs with indigenous peoples, as it is included through the assessment of cultural diversity, but without recognizing their current rights and legitimate demands. Rather, it reinforces a vision based on folklore or history of

conflicts, without providing elements that allow students to review them in context and in the present. Also “references to people with disabilities, the LGBTI population, immigrants, boys, girls and adolescents are practically non-existent.”

The study also addresses environmental education by recognizing the frequent and multi-dimensional inclusion of topics aimed at caring for the environment. It notes that “the approach to its teaching oscillates between environmental perspectives and economically sustainable development, with less emphasis on sustainable development”, and that sex education “continues to be part of a denied curriculum. The few instances in which it is included in the compulsory school curriculum refer to reproductive aspects such as preventing pregnancy and sexually transmitted diseases.”

C. Informal educational initiatives on justice, truth, collective memory and non-repetition

In addition to the institutions in the formal school system, there is a significant number of civil society organizations that carry out permanent activism and educational work on the topics of collective memory and justice, with respect to human rights violations during the dictatorship.

In this field of informal education, it is necessary to consider the important work on transitional justice carried out by civil society organizations. The **Collective Memory Museum and Human Rights** stands out in this regard. There is also the educational work of the growing network of **memorial sites**. In Chile, there are currently 1,016 memorial sites where serious human rights violations were committed. (SUBDDHH, s/f). In this study, we reviewed the websites of the memorial sites that included educational activities aimed at the school population.⁵ The study identified six memorial sites: the **Villa Grimaldi Board**, **London 38**, the **Paine Memorial**, the **José Domingo Cañas Memory House**, the **National Stadium National Memory Board** and the former **Santa Lucia Clinic Memorial Site**.

In the public sphere, we reviewed informal educational activity in transitional justice from the Undersecretary of Human Rights, the National Institute of Human Rights and the Office of Defense of Childhood. In this regard, initiatives were only found in the INDH and the Ministry of Cultures.

In this section, we present an overview of transitional justice educational practices generated by civil society and public entities aimed at students. We had to leave out experiences aimed at both higher education students and the general public. We also did not consider educational actions relating to human rights in general (children’s rights, DESCAs [derechos económicos, sociales, culturales y ambientales (economic, social, cultural and environmental rights)], women’s rights, rights of indigenous people, etc.). Given the wide range of experiences, we created an annex that includes a descriptive table with all the educational initiatives focused on the school population referring to transitional justice issues.⁶ Below is a brief description of the main initiatives collected.

⁵ Most memorial sites are civil society organizations with different levels of organization and development. Very few of them have funding and development as a memorial space allowing them to carry out permanent educational activities.

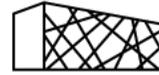
⁶ See Annex I Register of informal education initiatives in transitional justice

- **Guided school visits:** The Museum of Collective Memory and Human Rights, as well as most memorial sites, offer visits to schools and high schools to their facilities. Depending on their resources, some have a team of professional guides who offer visits throughout the week. Sites with fewer resources work with volunteers and make visits by appointment or according to a calendar. The common thread is for a visit to be a tour around files, sites or objects related to human rights violations during the civic-military dictatorship. The idea of guiding the students seeks to create a dialogue that opens up the space for them to link the past and the present regarding human rights and the need for Never Again.
 - **Virtual visits for schoolchildren:** With the closure of the institutions as a result of the COVID-19 pandemic, some institutions had to resort to virtual means.
 - **Educational workshops:** Workshops are often a complementary activity carried out at the sites and the Collective Memory Museum at their facilities. With an active methodology, they seek to address the collective memory issues through dialogue and collaborative work between participants. Thus, they relate their experiences from the present with facts from the past and participate in defending of human rights.
 - **Audiovisual media:** The National Institute of Human Rights has strong audiovisual production capabilities, such as eight micro-films from the *Remember and Reflect for Never Again* series, which promotes reflection on systematic human rights violations during the Dictatorship. (INDH, 2013). *Traces of Memory* is a short film from London 38 that brings together six animations. (London 38, 2012)
 - **Educational materials:** In the register, we were able to research certain materials intended as educational guides for students. In this field, the Collective Memory Museum prepared six materials that offer an entertaining take on issues of exile, women in unions during the dictatorship and the paths to remembering.
 - **Materials for teachers:** Although few, some notable materials exist. This is the case of teacher's guides to prepare middle school visits to Grimaldi Villa and the self-guided and *Guide to topics and methodologies* from the Collective Memory Museum. The INDH produced the document *Ideas for introducing human rights in the classroom* (INDH, 2012) and the Ministry of Cultures created its pedagogical *guide to documentary film and the collective memory*. (MINCAP, 2018).
 - **Websites:** The Collective Memory Museum website is an important source of information and resources for pedagogical activity. It contains a large number of documents, audio and video files on human rights violations during the dictatorship. Currently, the Museum is part of a joint project with Universidad Alberto on the use of personal registration for human rights violations in Chile. (UAH, 2019). Along the same lines, the INDH has an excellent educational platform offering the biographies of outstanding human rights defenders. (INDH, s/f)
- e. **Analysis of informal transitional justice education initiatives**



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Although they are not very abundant compared to those referring to human rights education in general, educational initiatives around transitional justice, particularly for issues of the collective memory, have gained a space in the field of citizen education. This can be seen in the references from the UNDP site to educational resources intended to support the Citizen Formation Plan. (UNDP, s/f)

Nonetheless, we have verified that the Ministry of Education makes few references to the use of these spaces and the materials they generate as educational resources recommended to teachers. In this way, the Ministry of Education does not take advantage of the potential resources generated by the entities that know the most about transitional memory and justice. It is probable that a factor explaining this is its shy approach to the issue of the coup and human rights violations during the military dictatorship.

On the other hand, one weakness in a large portion of civil society organizations' educational initiatives on the subject of truth and justice is the disassociation with the school curriculum and with the Citizen Formation Plan. This limits their greater dissemination and use as an educational resource by the school system.

From the list of educational initiatives we analyzed, most of them correspond to the Collective Memory Museum and Sites of Conscience, whose main functions are guided visits for schoolchildren. It is important to note that schools and high schools use these institutions as a pedagogical resource for students to directly experience the evidence and testimonies of human rights violations. This is part of the study program related to the military coup and human rights violations. Until the pandemic, this was one of the in-person activities with greatest importance and coverage with respect to the school population.

From the recipients' point of view, there is abundant material for secondary education and also, to a lesser extent, for the elementary level. It is striking, however, that material for the pre-school level and the first cycle of elementary education is very rare. This is because it is very complex to address the issue of state violence with little boys and girls. However, a challenge does exist on how to guarantee the right to truth and memory in early childhood.

One weak aspect that this study refers to is the scarce amount of support materials for teachers to address the issues of justice, truth and non-repetition. This makes the teacher's educational practice more complex, since some studies have identified shortcomings in the subject in initial teacher training. (Villaseca, 2021) To this, we must add how controversial it is in our country to address the topics of recent history. This is reflected, among other things, in a social and cultural environment in which human rights have been a conflictive issue in the past. Many prefer to ignore it and not open wounds and generate political divisions. Likewise, the websites of the Museum and the INDH site dedicated to human rights advocates are a very support for teaching work.

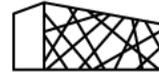
One strength we found is the important digital transition effort in the face of the obligatory closure of the Museum and memorial sites as a result of the quarantine required by COVID-19. To recover their audiences, some entities created virtual visits.⁷ This implied an expansion to

⁷ <https://appmmdh.museodelamemoria.cl/#/>; <https://www.memorialpaine.cl/virtual/>;
https://www.estadionacionalmemorianacional.cl/tour_virtual/index.htm



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new school audiences who, due to their location outside Santiago, had few possibilities of visiting these memorial spaces in person. This also resulted in a greater range of virtual activities, such as virtual guided visits and workshops. The digital platforms allow participants to interact and give feedback.

Section 3: Lessons, Reflections and Recommendations

Lessons and reflections on education and curricular reform

The curriculum reform and the adjustment process that followed it and is currently underway have stood out for the growing and sustained process of integrating human rights objectives, content and activities at all levels and in various courses. Nonetheless, even though this integration is necessary, it is not enough to ensure the achievement of certain objectives in the field of human rights education. Adequate education in human rights requires an integrated curriculum with minimum levels of frequency, recurrence and a gradual increase in visibility to ensure the integration, deepening and expansion of content. A human rights approach is also required that permeates all courses, thus creating permanent critical dialogue related to the rest of the knowledge making up the curriculum. In addition, the integrated human rights proposal must include certain minimum content to ensure that students see themselves as protected by law and also view others as protected by law. Thus, they can develop attitudes centered around collaboration to jointly build a culture of human rights.

Participation in constructing both the educational reform and the curricular adjustment process has been formal and restricted, with little information released and that is of a purely advisory nature. We must democratize the curricular construction process as much as possible.

Some key factors in integrating human rights education into the national curriculum were the development of human rights education during the dictatorship by civil society organizations; the training of experts on human rights issues; the forming of truth commissions, which included recommendations for the adoption of non-repetition guarantees and their inclusion in formal and informal education; the participation of experts trained in human rights in curricular reform processes; and the integration of the human rights approach in high-ranking regulatory instruments.

Recommendations

- To governments:
 - ✓ Create a national human rights education plan. A national human rights education plan and its inherent guidelines and strategies for addressing the subject of justice, truth, reparation and non-repetition, would allow for an adequate approach to human rights violations during the civic military dictatorship throughout the entire educational system.



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- ✓ Consequently, a specific, autonomous institution with its own resources specialized in human rights education must be created, with the function of coordinating, promoting and monitoring the development of a national human rights education plan.
 - ✓ Educational plans must centrally incorporate the educational initiatives generated by the sites of conscience and the Collective Memory Museum. Visiting these memorial spaces should be part of the citizen formation curriculum.
 - ✓ The precariousness of the memorial sites greatly affects their development and contribution in terms of collective memory and human rights education. They have not been the subject of public policy. The existence of memorial sites requires state support and recognition.
 - ✓ By supporting the Museum and the memorial sites, the State would make symbolic reparations for the pain and suffering of so many families. The State would also fulfil its duty to ensure that new generations are aware of the truth of the events that occurred along with the military coup and the brutal human rights violations. This would generate a culture of human rights that would put high value on dialogue and democratic coexistence to favor of NEVER MORE. Nonetheless, the most important aspect of these visits is new generations exercising their right to collective memory.
- To civil society:
- ✓ The sites and the Museum must make a greater effort to articulate their educational proposals within the school curriculum to make it easy for the school and the teacher to include them in the educational strategy.
 - ✓ We recommended that civil society demand support and financing from the State to train its members in human rights.
- To international bodies:
- ✓ Monitor the progress of the human rights education based on international standards of education in human rights. Support civil society organizations working on human rights education.
 - ✓ Reiterate the application of guidelines for the preparation of national human rights education plans, which is a pending commitment for the Chilean State.

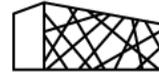
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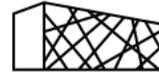
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