

REPORT

WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION WHAT FOCUS for THE FOURTH PHASE?

Tuesday 6 March 2018, 13:30-15:00

Palais des Nations, Room XXV

In parallel with the 37th session of the Human Rights Council

Organized by

The NGO Working Group on Human Rights Education and Learning (NGO WG on HREL)

Co-sponsored by

The States Platform on Human Rights Education and Training in the Human Rights Council

(Brazil, Costa Rica, Italy, Morocco, Philippines, Senegal, Slovenia and Thailand)

and **UNESCO Geneva Liaison Office.**



The NGO WG on HREL is a working group of the Conference of NGOs in Consultative Relationship with the United Nations (CoNGO), Geneva.

During the 37th session of the Human Rights Council, the NGO Working Group on Human Rights Education and Learning (NGO WG on HREL),¹ organized a side-event on human rights education entitled “World Programme for Human Rights Education – What focus for the fourth phase?” This event was co-sponsored by the States Platform on Human Rights Education and Training, comprising 8 States, and the UNESCO Liaison Office in Geneva.

More than 75 representatives of States, international agencies, academia and NGOs attended the event.

In resolution A/HRC/RES/36/12, at the initiative of the States Platform for Human Rights Education and Training² and co-sponsored by more than 50 Member States, the Human Rights Council recalls that the World Programme for Human Rights Education is an ongoing initiative structured in consecutive phases to advance the implementation of human rights education programmes in all sectors, and that States should continue the implementation of previous phases while taking the necessary measures to implement the ongoing third phase.

It also recognizes that the World Programme for Human Rights Education (WPHRE) can contribute to the implementation of the 2030 Agenda for Sustainable Development,

¹ Working Group of the NGO Committee on Human Rights, Geneva, comprising more than 50 NGOs, aiming to ensure civil society participation in the processes of global policy making on human rights

especially through Goal 4, target 7. Therefore, it is essential that all human rights training programs be included into this target.

Following the request of the Human Rights Council, pursuant to the same resolution in its article 9, the Office of the High Commissioner will seek the views of States, national human rights institutions, civil society organizations and other relevant stakeholders on the target sectors, focus areas or thematic human rights issues for the fourth phase of the World Programme, bearing in mind the possibility of exploring synergies with the 2030 Agenda for Sustainable Development and other relevant initiatives on human rights education and training, and to submit a report thereon to the Council at its thirty-ninth session.

The objectives of the panel discussion were:

1. To bring and share the views of the different stakeholders, particularly Member States, relevant intergovernmental organizations including UNESCO, national human rights institutions and civil society, regarding the focus of the fourth phase of the World Programme.
2. Take this opportunity to address progress and challenges regarding the on-going third phase which strengthen implementation of the first two phases and promote human

education in relation to United Nations institutions, principally the UN Human Rights Council.

² [A/HRC/RES/36/12](#)

rights training for media professionals and journalists.



H. E. Maurizio Enrico Serra, Ambassador, Permanent Representative of Italy to the United Nations in Geneva, opened the panel discussion highlighting that the States Platform on Human Rights Education and Training was an informal cross-regional group of States aimed at keeping high the attention on the promotion of human rights education and training. He further added that this States Platform strongly believed that the full implementation of human rights education and training was essential for the full realization of all human rights and played a key role in building inclusive societies, in strengthening social cohesion and to achieve a sustainable future.

Since the launch of the World Programme on Human Rights Education and Training in 2005 and the Universal Declaration on Human Rights Education adopted in 2011, many steps have been taken to promote human rights education and training in the international agenda and many initiatives have been launched to promote the

implementation of human rights education and training.

The last important initiative promoted by the Human Rights Education and Training Platform has been the promotion of the Human Rights Council Resolution 36/12 in September 2017 which asked the Office of the High Commissioner for Human Rights to seek the views of States, national human rights institutions, civil society organizations and other relevant stakeholders on the target sectors, focus areas or thematic human rights issues for the fourth phase of the World programme on Human Rights Education and Training bearing in mind the possibility of exploring synergies with the 2030 Agenda for Sustainable Development.

This side event was a first discussion which focused on **who should be the beneficiaries of the fourth phase of the programme, what are the challenges for the fourth phase and how we should work for its better implementation.** In addition, it was an opportunity to receive updated information on the other relevant initiatives on human rights education, including by exploring synergies with the 2030 Agenda for Sustainable Development.

He highlighted that promoting human rights is the powerful tool we have to prevent any form of violence. Prevention is crucial for the respect of human rights and, in the end, to peace and stability, as also the Secretary General Guterres recalled during the High Level Segment opening the current Human

Rights Council session. Working in prevention means carrying out a continuous, intense cross-regional dialogue aimed at enhancing multiculturalism and stigmatizing discrimination. In this respect, it is simple to understand how human rights education and training is key to achieve such a goal.

Finally, Ambassador Serra addressed the importance of human rights education in building bridges, with regard to the gap between generations - all the greater with the exponential development of new technologies - or between North and South, or the gender. He also underlined the circulation of mental ability as essential for peace stability.

Mr. Abdulaziz Almuzaini, Director of the UNESCO Geneva Liaison Office began his intervention by emphasizing that the UNESCO Geneva Liaison Office was pleased to join and co-sponsor this timely activity, initiated by the NGO Working Group on Human Rights Education and Learning and co-sponsored also by the States Platform on Human Rights Education and Training. He highlighted that the event was taking place in the context of the celebration of the 70th Anniversary of the adoption of the Universal Declaration of Human Rights.

Mr Almuzaini recalled that the celebration efforts would be however incomplete if different stakeholders would do not fulfil the commitments set forth in the 2030 Agenda for Sustainable Development, in particular in SDG 4.7, which stresses the imperative of

global citizenship values in building more peaceful, inclusive and democratic societies.

He underlined that in this global endeavor, UNESCO is playing its role, by assisting Member States and other stakeholders to develop policies and strategies and by identifying good practices to advance the objectives of the Education 2030 in general and human rights education in particular.

The adoption of the “World Programme for Human Rights Education” in December 2004 was an important milestone. The global action undertaken throughout its three phases have been critical to raise awareness and galvanize support to the implementation of the “UN Declaration on Human Rights Education and Training”.

Mr Almuzaini stressed therefore on the need to reinforce and expand the achievements made over the last three phases of the World Programme. Sustainability in our action is vital for strengthening the respect for human rights and fundamental freedoms, he said. At the same time, it is crucial to look forward and adjust the focus of our action to the rapidly-changing world which is marked by numerous turbulences. Education, notably human rights education, should be adapted to the needs of today’s world.

Concluding his intervention, Mr Almuzaini stated that human rights education should help empower young women and men to become active citizens in facing and resolving global challenges and contributing

to make their societies just, peaceful and resilient. It should also help learners develop critical thinking, while showing respect for diversity.

**Johan Olhagen, Human Rights Officer,
Methodology, Education and Training
Section, OHCHR**

The World Programme for Human Rights Education represents the consensus of the international community on the key contribution of effective human rights education, training and learning to the realization of human rights. The plans of action under each phase of the World Programme provide specific guidance on implementation, including for example, strategies for undertaking mapping and the sharing of good practices and lessons learned.

The Plan of Action for the Third Phase of the World Programme (2015-2019) outlines a series of strategies and related national processes for implementing human rights training for media professionals and journalists and to strengthen the first and second phases of the programme.

At the request of the Human Rights Council, OHCHR prepared a midterm progress report of the implementation of the third phase. This evaluation, which was presented to the Human Rights Council last September, is based on national reports submitted by States and revealed an impressive amount of activities undertaken by States.

The progress report reveals that in some countries significant efforts have taken place since 2015, including some comprehensive sectorial strategies in human rights education. These were adopted in the school systems, often in the context of educational reforms. They went beyond curriculum development to address education policies, human rights training for teachers and development of extra curriculum activities. Specific examples are provided in the progress report.

Another positive development is one of human rights training efforts which were implemented as a part of broader strategies to tackle human rights issues in specific contexts, with some common thematic focuses such as migration, gender and diversity. Examples of this is cross-sectoral focus on migration and human trafficking issues, including human rights education for secondary schools, in university courses and for professional groups like human rights training for law enforcement officials, including border guards. Cooperation between national actors, using human rights education as an effective tool, appears to be an increasing regular and promising feature. This also applies to work of regional and international organizations.

Challenges that have surfaced in the review of the third phase progress include implementation of ad-hoc trainings initiatives *vis à vis* overall strategies and inadequate evaluation and follow-up of training processes.

Another challenge identified is that human rights training of media and journalists appears to be less developed compared to more traditional target audiences, like law enforcement officials. In this regard, respondents mentioned particularly the lack of national policies and identified responsible agencies.

It is important to draw lessons from past phases when choosing the focus for the fourth phase. This side event comes timely as OHCHR is in the process of sending out questionnaires to states inviting suggestions for what that focus may be. In this context, OHCHR is here in a listening mode to hear from the international community about suggested areas of focus. This dialogue will no doubt also be helpful also to member states when responding to the survey.

There are many areas where there is a great interest, including the topics from previous phases. Responses from states highlight a number of areas that may be interesting areas to explore in the context of human rights education, including migration, administration of justice, gender equality, rights of persons with disabilities, and youth more in general. In the broader perspective, we can also note that many states and the UN system is increasingly focusing on issues related to crisis prevention.

OHCHR is committed to continue to support implementation of the fourth phase of the World Programme for Human Rights Education, by providing related technical assistance, and coordinating related

international efforts. We look forward to learning more from everyone here today.

Lydia Ruprecht, Team Leader, UNESCO Section for Global Citizenship and Peace Education started her presentation by focusing on:

1. What is Global Citizenship Education (GCED)?

Global Citizenship Education aims to empower learners to assume active roles to face and resolve global challenges and to become proactive contributors to a more peaceful, tolerant, inclusive and secure world.

Global Citizenship Education is a set of cognitive, socio-emotional and behavioral skills to have the abilities to act and engage as a responsible citizen. Learners experience a sense of belonging to a common humanity, sharing values and responsibilities based on human rights.

The framework for Global Citizenship Education includes the UNESCO's Constitution, the Universal Declaration of Human Rights, human rights treaties, and in particular The Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (1974 Recommendation), the UN Declaration on Human Rights Education and Training, ~~and supports~~ the World Programme for Human Rights Education, UNESCO Executive Board Decisions:

196 EX/Decision 32 « UNESCO's role and responsibilities in implementing GCD and promoting peace and human rights education and education for sustainable development », (2015)

197 EX/Decision 8 Linking HRET to GCED and post-2015 Agenda and eventually Target 4.7 of SDG 4 (on Education) which includes Education for sustainable development and global citizenship.

2. How is HRE reflected in GCED? They are conceptually linked:

GCED builds on other educational approaches, and in particular HRET and peace education. Human Rights are the foundation for building a sense of common humanity.

They are also mutually supporting – Human Right Education is included in the Target 4.7 on GCED and is reflected in the Global Indicator for measuring progress on Target 4.7.

Specifically, Goal 4.7 states that “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.”

In terms of indicators of measurement, indicator 4.7 (1) aims at measuring the

extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.

The already existing reporting mechanism on the UNESCO Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms (adopted in 1974 by the 18th UNESCO General Conference) will be very useful to monitor efforts of target 4.7. As you may know, Member States have the obligation to report every four years.

The document recommends “taking whatever legislative or other steps” that provide institutional and pedagogical support for its guiding principles: education for human rights, peace and non-violence, cultural diversity, human survival and well-being, caring for our planet. It is then compatible with the concepts contained in Target 4.7.

Elements of HRE are indeed captured through: a). Countries report on the implementation of 1974 Recommendation, which includes HRE (HR is one of the Guiding Principles of the 1974 Recommendation) b). 3 of the 29 reporting questions specifically relate to how the principles of HR and fundamental freedoms are addressed in education.

3. What is new with Global Citizenship Education?

Key findings of 6th Consultation revealed an unprecedented country participation. More countries are assessing students' knowledge on the Guiding Principles through student assessment since 4th Consultation in 2008.

The assessment of other domains of learning related to values, attitudes and behaviors remains the key area of work for the countries seeking to develop a comprehensive learning assessment framework.

How GCED can address contemporary challenges is key to address important areas such as preventing violence extremism, the rule of law and how contextualize HR in different countries.

Charline Thiery, Chargée de Mission, Commission Nationale Consultative des Droits de l'Homme emphasized the crucial role of human rights education for the NHRI in France.

Without having been directly involved in the development of the United Nations Declaration on Human Rights Education and Training, the NHRI has been able to closely follow the various stages of the work that led to its adoption. She emphasized that NHRI is aware of the role to be played by NHRIs in the effective implementation of this text at the domestic level and will continue to do so in the future.

She remarked that the NHRI successively implemented the three phases of the World programme at the national level, noting examples of actions taken and challenges faced. All the mandates of the NHRI (fight against racism, anti-Semitism and xenophobia, fight against trafficking and exploitation of human beings and business and human rights) are addressed by our institution through different resources. Regarding the first phase of human rights education in the elementary and secondary school system, the NHRI in partnership with the General Directorate of School Education (DGESCO) has set up a dozen educational files targeting primary, middle and high school classes. These files contain both scientific contributions on the question of human rights, a selection of documentary material and proposals for pedagogical sequences adapted to the distinct levels of education.

C. Thiéry mentioned that now they are in the experimental phase of this project which for the moment has had very positive results. On citizenship, in 2014, the NHRI co-produced short animated films entitled "Seeds of Citizens" for elementary school students to awaken them to human rights. Finally, for more than 25 years (from 1988 to 2015), the NHRI was also a partner of the Ministry of National Education for the organization of the prize René Cassin for human rights. Each year, this prize was awarded to human rights education projects run by students from elementary schools, middle schools and high schools selected from dozens of projects from French or

foreign institutions. Over the years, students have developed a variety of materials to explain the founding of international human rights texts, including the International Convention on the Rights of the Child. Through these projects, they became messengers of human rights. With regard to the second phase of the program, which focuses on the university system and civil servants, the NHRI has developed several partnerships with Sciences Po Paris, the Law Clinic of the University of Nanterre, the Ecole Estienne (specialist school of Communication).

We associate them with the development of practical guides and brochures for students. We also organize with them conferences in universities. In addition, the NHRI also organizes a three-day training course in partnership with the National School of the Judiciary on the fight against racism among a wide variety of audiences: prison services for probation and integration, police officers, judges, prosecutor's office, agents of the General Controller of places of deprivation of liberty ... We also have a partnership with the National School of Administration where for two weeks agents of national institutions, journalists, police officers but also senior officials receive training. Regarding the third phase of the program for media professionals and journalists, we have not yet established specific training programs for them. Our main challenge—in human rights education is to reach the general public. Outside the school system and beyond officials and other persons working in the field of justice, our

promotional and educational activities remain clearly limited or even unknown. In addition, there are many difficulties in raising awareness in the private and corporate domains.

She shared that regarding the focus of the fourth phase of the World Programme, it seemed essential to carry out a review of the first three phases. Like the Council of Europe, it would be interesting to establish a guide or a compendium of good practices to illustrate in a concrete way how human rights education is carried out in other countries. This practical guide could bring together the actions of both national human rights institutions and those of civil society or States in the field of human rights education. The Commission tends to consider that it would be desirable to consolidate the first three phases and to have more tools in relation with their implementation.

It is also essential that the fourth phase be fully in line with the Sustainable Development Goals agenda, and more specifically Goal 4, which aims to ensure quality education for all by 2030. In this sense, we align ourselves with last January's discussions of the Working Group on Education and Training. The Youth population must also be at the heart of this new phase as it represents the future and has a crucial and fundamental role in the implementation and effectiveness of human rights for the citizens of tomorrow. The NHRI regularly promotes a rights-based approach, and is convinced that human rights education can only be effective if children

and young adults are involved in discussions, reflections and programs.

With regard to the hypothesis also mentioned of integrating the cultural approach into human rights education the NHRI considers this topic equally interesting and particularly adapted to the French context. This angle deserves to be developed, especially with regard to indigenous people. In addition, we find it particularly important to emphasize gender dimensions in all themes studied both in our work and in our human rights education and training programs. Women and girls must be at the heart of the World Program as they continue to face discrimination and violence in all regions of the world. More specifically, several million girls still do not have access to school and quality education. We no longer need to prove that countries would develop further at all levels (economic, political ...) if they were to give girls access to quality education. With particular regard to the French context, it seems essential that training for parliamentarians be proposed and put in place. The NHRI constantly draws attention to the insufficient knowledge of some elected officials about fundamental rights and their applicability throughout France (in metropolitan France and abroad territories). Lastly, human rights education in the private and business sectors is currently below what is expected in France. Therefore, a focus on this theme in the fourth phase would also be interesting. Indeed, companies are a special kind of non-state actor in society. Some companies have a turnover that can be compared to a state

budget and / or exert a profound influence especially in countries whose institutions are fragile. I thank you for your attention and I remain at your disposal for any questions.

Patrice Meyer-Bisch, President of the Observatoire de la Diversité et des Droits Culturels, Fribourg proposed a short intervention based on four main points.

First, he said that HRE was not attached to a specific field but was one of the essences of the right to education. HRE should be understood as a cultural right, a right to participate to cultural life.

Secondly he said that as HRE norms had essentially cultural content - which absolutely doesn't mean relativist - we then had to work on the cultural context i.e. HRE had to be appropriate for each culture.

Thirdly, he underlined that HRE was not a technical issue and that it was a very sensitive one, because there is no consensus on what HRE is. There is the risk that national programs will remain a bit empty. Moreover, often HRE is about moralism. Yet, the definition of values to be "measured" would be moral conscience, or event guilt, which is impossible.

He ended by proposing to work on the following:

- The indivisibility and interconnectedness of human rights, especially building on the work done by Human Rights Treaty Bodies to build a "stakeholder approach"

based on mapping of stakeholders, and a bottom-up approach rather than a top-down strategy (that is less efficient).

- Good practices are not valid universally everywhere, that is why we need to work locally, clearly understanding the differences and singularities of each situation, region, community. This is the only way to have genuine human rights education.

Open floor:

There is a gap between concept and reality, Human Rights awareness and what is happening on the ground.

United Arab Emirates remarked that It is key to work on the equal enjoyment of human rights by every girl, especially for education. The daily work of UN agencies to strengthen citizenship education is crucial.

Brazil emphasized the importance of the link between discrimination and health care, especially with regard to mental health or obstetric violence for example, or people living with HIV. One possible focus for the 4th phase could address Human Rights Education and Training for health professionals.

Soka Gakkai International and **LDS** remarked the importance of targeting youth as focus of the 4th phase, reflecting in this one of the perspectives presented in the

written statement³ that had been submitted by the NGO WG on HREL to the Human Rights Council.

Costa Rica asked the panelists how to tackle the challenge of human rights education as a whole and OHCHR encouraged them to see into the mid-term evaluation of the third phase for propositions and ideas.

New Humanity underlined that challenges were global ones but that in the field, the opposite of human rights education was taught: money is power, human people are treated like commodities. He encouraged the participants to read Jacques Delors' report to UNESCO, entitled: "L'éducation: un trésor est caché dedans" in which it is explained how to live together and learn to be.

Global ethics emphasized that UNESCO World Declaration on Higher Education for the Twenty-First Century" (1998) alarmed us, already 20 years ago, on the need for an urgent recognition of an impending values crisis in the higher education sector, and on a lack of clarity in the definition of values for teachers, students and university administration. This observation stands today as well, despite all efforts. There is a need for a human rights - based social and political new foundation for a global ethical society.

Cultural rights have the benefit of interpreting political ethical rights in an interdependent and formally unified way, without trying to fund ethical principles in a

³ A/HRC/37/NGO/X

great system. Cultural rights show the inherent difficulty to define ethical values and human rights in such a way that all agree on a given definition but we can start to have some guiding principles; the respect of others' cultural rights would be an important one. In the educational sector the obligation to deliver a service to society is another important ethical principle.

As a whole, human rights should be seen as a multi-stakeholder system: this step could help grasp the unity and multiplicity of all human rights, including cultural rights. Should we not have human rights as multi-stakeholder system as focus of the new 4th phase?

