



REPUBLIC OF NAMIBIA

OMBUDSMAN: NAMIBIA

**RESPONSE TO GANHRI REQUEST FOR PROPOSALS ON FIFTH PHASE OF  
THE WORLD PROGRAM FOR HUMAN RIGHTS EDUCATION**

**TO:** GANHRI Team

**FROM:** Advocate Basilius Dyakugha  
Ombudsman Namibia (NHRI Namibia)

**DATE:** Wednesday, 30 May 2023

**SUBJECT:** Proposals for fifth phase of the World Program for Human Rights Education

1. We have received your request as per the letter to stakeholders dated 1 May 2023 requesting for proposals for the fifth phase of the World Program for Human Rights Education as the fourth phase is nearing completion.
2. In this memorandum we set out our proposed target sectors, focus areas or thematic human rights issues, and the reasons for our proposals. We propose two target sectors.
  1. Target sector 1 – Persons with disabilities
  2. Target sector 2 – Marginalised and minority groups
3. According to the United Nations Declaration on the Rights of Persons belonging to national or ethnic, religious, and linguistic minorities there is no set definition of minority groups, it is a question of fact. Persons who come from marginalized groups on the African Continent, at large, vary, but in the Namibian this context includes the San Community and the Himba Community. People from these groups are few and are the last to benefit from human rights.
4. Globally persons with disabilities cut across all sectors of the society - children, young people, men and women. Their physical or mental impairment often creates a barrier to accessing basic human rights.

5. Focus areas: Barriers experienced by marginalized minority communities and disabled persons in accessing amenities and other human rights.
6. Both target sectors: Their voices are often inaudible, if not muted, in comparison to other groups. They practice certain cultural practices such as a nomadic lifestyle or only speak certain languages, have different needs from able bodied persons, which are not given priority in mainstream services, such as education, employment, and health.
7. The State, society, and the international community need to make an intentional intervention and consciously reach-out to marginalized communities and disabled persons to shine the light on their special plights so that they too can access basic resources and be included in society through representation at all levels of governance.
8. Through the action plan to implement world human rights education, all spheres of society need to be trained but to do that the marginalized groups and disabled persons' needs must be understood and that activity in itself will require an in-depth analysis of their culture, lifestyles and lived-in realities, in order to identify the barriers to their enjoyment of human rights set out in the national and international instruments. The outcome will lead to educating the masses on how to include minority groups and disabled persons into the global human rights community.
9. The United Nation Disability Inclusion Strategy and United Nations Declaration on Rights of Persons belonging to national or ethnic and linguistic Minorities and many other international declarations (such as the Declaration on the Rights of Indigenous People) and other instruments, can certainly inform world education in the above proposed targeted sectors.

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