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CONTRIBUTION TO THE 4TH PHASE OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION

1. INTRODUCTION

The Office of the High Commissioner for Human Rights has been requested by the Human Rights Council to seek the views of states, national human rights institutions and civil society organizations on defining target sectors, focus areas and thematic human rights issues for the forth phase of the World Programme (2020-2025).

The Danish Institute for Human Rights appreciates the opportunity to share our views on the current issues and prospects for human rights education globally, as well as on effective planning, integration, implementation, monitoring and evaluation of human rights education policies and activities at the national and regional levels.

In accordance with the Human Rights Council Resolution 36/12, current issues such as the 2020 Agenda for Sustainable Development and prevention of violent extremism are some of the itineraries that should be considered carefully, when deciding on the content of the forth phase of the WPHRE.

The major concern for the institute regarding the formulation of a forth phase of WPHRE is the lack of follow up on the previous phases of WPHRE. One of the most evident challenges for human rights education today, is lack of effective national implementation. DIHR recalls the question raised in former consultative processes on the WPHRE, weather it is optimal for the overall human rights education agenda and WPHRE that the phases are divided into target groups rather than is focused on steps for national implementation and state accountability.

The institute's participation and facilitation of various HRE conferences, HRE networks and international as well as national human rights education activities, underpins that it can be a rather artificial division

to discuss progress for target groups rather than thematic issues such as HRE methodology, learning environment, policy- and curriculum development, monitoring and mapping of human rights education.

Thus the primary concern of the institute is the follow up on the previous phases which evidently leaves room for improvement. Questions to be addressed in the consultative process concerning the content and scope of fourth phase of WPHRE include: How do we secure a stronger commitment from the part of governments and educational institutions to fulfill human rights education obligations, and how do we ensure better monitoring and follow up on human rights education? DIHR's contribution to the formulation of a forth phase of WPHRE can be summarized in the following points:

- Lack of follow up on the previous phases of WPHRE
- Appointment of a national HRE focal point and adaptation of a National Plan of Action on HRE
- State reporting and mainstreaming of HRE
- Formulation of concrete learning objectives

2 APPOINTMENT OF A NATIONAL HRE FOCAL POINT

The Danish Institute for Human Rights recommends strongly that the Plan of Action for The Forth Phase commits states to appoint a national focal point for coordination of the development, implementation, monitoring and evaluation of human rights education at the national level. States should also be highly encouraged to formulate a national action plan or strategy for human rights education.

In addition, emphasis should be placed on what is different today after the adoption of the Declaration on Human Rights Education and Training (2011), as opposed to the time periods of the first two phases and action plans. The action plan for this 4th phase should commit states to relate more explicitly to the Declaration on Human Rights Education and Training.

Particularly with regard to the development, implementation, monitoring and evaluation of a national strategy or, if such national strategy is not existing, progress in the ad hoc development, implementation, monitoring and evaluation of human rights education nationally.

Moreover, a new phase of WPHRE should have a strong focus on securing commitment from the part of the governments with regards to formulating a national action plan on human rights education and

realizing it. This should be emphasized in the Action Plan also in relation to the adoption of the Declaration on Human Rights Education and Training, and be coordinated with national focal point for human rights education.

3 STATE REPORTING AND MAINSTREAMING OF HRE

It is key for the future of human rights that the quality and extent of human rights education is examined in order to follow progress in states' fulfilment of their human rights education obligations. This requires inter alia that human rights education is mainstreamed in other reporting mechanisms and that these reporting mechanisms is informed by relevant indicators and relevant points of impact.

The forth phase should push for submission of data from the national context on the status and quality of human rights education to treaty bodies, the Human Rights Council, The Universal Periodic Review and special procedures mandate holders such as Special Rapporteurs as well as in target 4.7 of the Sustainable Development Goals.

In light of the principle 'leave no one behind' there is a particular need to advance the monitoring, documentation and implementation of human rights education with regard to target 4.7.

The Danish Institute for Human Rights works together with OHCHR on developing a simple and flexible indicator framework that potentially can inform the programming of a future global database. In this process is has been clear that there is an eminent interest in positioning National Human Rights Institutions as data providers on issues penetrating to WPHRE and target 4.7 paving the way for a more effective common framework for state reporting on human rights education related to WPHRE and target 4.7.

4 LEARNING OBJECTIVES

The Danish Institute for Human Rights find it essential for the realization and creation of a common understanding of what knowledge, skills and attitudes that human rights education encompass, that generic learning objectives adjustable to context is formulated as standards. This could be done as appendix to the Action Plan for the forth phase with the priority of learning objectives to be integrated in formal education for both right holders and duty bearers. This should be done for the different specific target groups, as to some extend is the case for the target group for phase III.

Even though adjustability to context is extremely important for effective human rights education, there is a lack of generic UN agreed learning objectives for the different groups at stake. For instance for teacher education at teacher training institutions as well as for in-service training for teachers. Examples of such learning objectives proposed by the UN would allow for more effective argumentation with regard to policy and curriculum development in national contexts.

The Danish Institute for Human Rights is working in this area and has formulated learning objectives for e.g. a national module on teacher's training. This module has three dimensions with each 3-5 learning objectives which could inspire to the development of such learning objectives. The dimensions cover "What is HRE in a school context?" "The background, status and interpretation of human rights" and "Learning environment and human rights as a compass in the pedagogical work."

By setting minimum standards for curricula development adjustable to level and profession related to the Plan of Action, the forth phase would allow for a more effective argumentation with regard to human rights education policy and curriculum development in national contexts.

Kind regards,

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